

The Influence of Team Coaching on Team Functioning

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requirements for the degree of**

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ABSTRACT

This research focused on the influence that team coaching had on alleviating the challenges that emanate from team conflict. There is little work done to expand on how team coaching may assist in the transition from conflict to performance, within organisations. Organisations employ individuals who share similarities and also differ significantly in education levels, efficacies, personalities and worldviews. They appoint these diverse individuals to achieve their goals and objectives. These employees are organised to form teams that will perform different duties in alignment to organisational goals, and teams are more effective than individuals. Teams encounter challenges, and one challenge is conflict. There are three conflicts they may encounter: a) relationship, b) process, and c) task conflicts.

For this qualitative research, constructive-interpretivism was appropriate because it meant that the researcher and the participant were interacting and the interaction surfaced deeper meaning. Phenomenological research design was used to explore participants' conscious experiences which were then studied and interpreted. Data was collected from team coaches and their coachees, in different organisations, both from public and private sectors, using semi-structured interviews and observation.

Key findings are that there is a skills gap in team coaching. Most team coaches interviewed are team coaches by virtue of being line managers. Others are trained coaches, but in different approaches and not in team coaching. The skills applied to resolve conflict are in line with their training as managers/leaders and some aligned to coaching skills. The other finding was that teams undergo some form of conflict and they were able to move from storming to performing, through the interventions by team coaches. The key message is that team coaching does influence team functioning towards the attainment of organisational goals.

DECLARATION

I, Mxolisi Scwebu, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Management in Business Executive Coaching in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Mxolisi Scwebu

Signed at Johannesburg

On the 20th day of February 2017

DEDICATION

I dedicate this to my family; my wife and my children, mom, my late father and daughter.

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I would like to acknowledge, first and foremost, my Supervisor, Mr Hugh Myres. He has been a pillar of strength during this journey. The second one is Dr K. Myres for the research colloquia that constantly reminded us about the importance of regularly doing research work. The third is Ntombenhle Mazibuko for assisting with administration and proofreading. Lastly, I would like to acknowledge the participants for allowing me to interview them, and my company for affording me the opportunity to do this degree.

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CHAPTER 1. INTRODUCTION

1.1 Purpose of the study

A team coach has specialised skills and attributes that are dissimilar from those of a team leader or manager (Clutterbuck, 2014). A team leader could also be its coach; however he or she has to be able to manoeuvre around both roles without confusion (Spaten & Flensburg, 2013). According to Hackman and Wageman (2005), team leaders engage in many various kinds of behaviours intended to bring about team effectiveness, including (1) structuring the team and establishing its purposes, (2) providing resources a team might need for its work and removing organisational roadblocks that impede the work, (3) assisting individual members to fortify their personal contributions to the team, and (4) working with the team as a whole to help members use their collective resources efficiently in pursuing team purposes. The last two best define the role of a team coach. The purpose of this research is to identify measures that a team coach can introduce to ensure that a team functions effectively within an organisation.

1.2 Context of the study

South African organisations employ people from different population groups, age, sex, and education levels (Statistics SA, Census 2011). These employees also come from different persuasions, cultures and religions. Inclusive of South African employees are others coming from neighbouring countries and overseas, who share similarities and also differ significantly on the attributes listed above. When they join the company, they also bring in the vestiges of their past and aspirations of the future. Organisations that employ them have goals and objectives to attain through these employees (Kozlowski, & Ilgen, 2006). They organise employees to form teams that will perform different duties in alignment to the attainment of the set goals, and provide a key competitive edge (Wageman, 1997; Miller, 2003). According to Kozlowski and Bell (2003), teams are central to the success of the organisation. Teams are more effective

than individuals since they can share workloads, monitor their colleagues' behaviour and coordinate different areas of expertise (Mathieu, Heffner, Goodwin, Salas & Cannon-Bower, 2006). Gratton (2007) concurs by suggesting that in the interconnected, dynamic world, value creation and innovation rarely emanate from isolated individual endeavours. Teams have varying durations; short-term, mid-term or long-term, depending on the project(s) at hand. They also have a variety of sizes and types. Some are classified by team duration (e.g. projects), function (e.g. human resources, marketing), geographical spread (e.g. national, regional, virtual etc.), position in hierarchy (e.g. board, management) and by leadership style (e.g. self- managed, manager-led, etc.) and mode of operating (e.g. decision-making, consultative, advisory, etc.). Carter and Hawkins (2013) purport that the more people you have in a team, the more likely subgroups will develop and there will be more complex interactions, and the team will not be able to function as a whole.

Most organisations perform their business using teams in the form of business units, committees, project teams, self-managing teams and others (Carroll, 2000; Wally and Becerra, 2001). These teams have tasks to complete and for this exercise will be called Task Performing Teams (TPT) (Hackman & Wageman, 2005). The team is constituted by members from the same or different departments, divisions or sites. However, what is distinctive is that each member has unique competencies (knowledge, skills and attributes) that are definitive in the selection process. The challenges may emerge when teams are formed that may hamper the progress of a Task Performing Team. These challenges, Tuckman (1965) refers to as intragroup task, process and relationship conflicts. The research undertaken focused on the influence that team coaching has on alleviating the challenges.

Teams are formed by organisations to perform specific tasks, which are beneficial to the organisation (Wageman, 1997; Gersick, 1988). Team members need to identify with the team, engage with other members, and have a clear sense of shared purpose and interdependence on other members (Kettley & Hirsch 2000; Hawkins 2011a). Their success in performing their tasks will ensure that the organisations achieve their goals, and are able to be

competitive and sustainable (Hughes, Ginnett & Curphy, 2012). Teams encounter challenges as they perform their work, from within the team, the organisation and the environment (Morgeson, De Reu & Karam, 2009). However, when teams are formed, Tuckman (1965) contends that they follow the four phases that include Forming, Storming, Norming, and Performing. Most difficulties are faced by teams when they undergo the second and the third phases. The storming phase is marked by intragroup conflict, heightened emotions and status differentiation. The Norming phase is characterised by the emergence of a leader who will drive the adoption of norms and cohesiveness within the team (Hughes et al., 2012). The two phases may interrupt teams' functioning and may require mitigation measures for team advancement.

There is, however, a challenge in designing cross-functional and cabin crew teams and in retaining them as units that function at optimal levels (Clutterbuck, 2014). Although results show that the team performance is, on average, above optimal (Earley & Mosakowski, 2000); there are, however, documented instances of conflict and dissonance within various teams, which have been observed during storming and norming phases of team development (Tuckman, 1965; Jehn and Mannix, 2001). Jehn, Greer, Levine and Sulanski (2008) argue that there are three types of group conflict: relationship, task and process conflicts. The negative impact of conflict within teams may include the hampering and delay of delivery of service.

Teams have leaders who also may also switch roles to coaches (Hackman & Wageman, 2005). Some of the coaches are developed and experienced and others are not. Hawkins (2014) endorses the following competences for team coaches: contracting, rapport-building, use of questioning and facilitation methods and reviewing. These competencies coaches need to apply in assisting their team to perform efficiently and effectively. According to Clutterbuck (2014), team coaching helps teams assess their performance, enhance results, improve communication and build rapport. The research undertaken focused on the influence that team coaching has on alleviating the challenges that emanate from storming and norming phases of teams. There is

little work done to expand on how coaching may assist in the transition from conflict to performance.

1.3 Problem statement

1.3.1 *Main problem*

The research explores whether team coaching can influence team functioning towards the attainment of organisational goals.

1.3.2 *Sub-problems*

The sub-problem is to identify how coaching can assist Task Performing Teams to overcome the storming phase and promptly move towards performing.

1.4 Significance of the study

The study fills a gap in the application of team coaching in a business setting to enhance team effectiveness. There is limited research on the influence of team coaching to facilitate the transition from storming to norming and eventually performing, depending on the type of conflict to be resolved. The speedy and effortless transition is critical to teams' success. A theory on team coaching by Hackman and Wageman (2005) advances that coaching functions, timing of coaching and conditions have requisite influence on team effectiveness. However, the social system context of coaching is positioned as having little or no impact. They also posit that team building exercises have little influence on team effectiveness.

The Task Performing Team should be able to achieve the desired results with little or no delay, which may negatively hamper the reason why the organisation opted to form them (Hackman & Wageman, 2005). Jehn et al., (2008) argue that negative emotions like jealousy, anger, frustration and hatred may result in conflict within a team and can dampen team effectiveness. Teams may undergo challenges which different authors coined in phases like storming and norming

(Tuckman, 1965; Zurcher, 1969; Braaten, 1978), and resolve conflicts and develop norms (Mann, 1967; Lacoursiere, 1974; McGrath, 1984). According to Wageman (1997), norms are informal rules that guide team members' actions, and they emerge naturally. Another critical contribution from Wageman (1997) is that norms which promote strategic thinking about the task are related to team effectiveness.

The study can provide guidance to executive leadership of organisations that team coaching can no longer be left to a supervisor or manager, unless they are appropriately developed and competent to coach teams. Tertiary institutions and Sector Education Training Authorities should consider including Business Coaching as a course/module/unit standard included in their curricula for development of supervisors and managers before they are expected to coach their subordinates.

1.5 Delimitations of the study

The scope of the research was limited to task performing teams:

- The teams were selected from different organisations that have teams led by professional coaches and/or team leaders trained in coaching.
- The teams could either be homogenous or cross functional and from different levels to ensure that bias was minimised.
- The samples were selected from both private sector and profit-making government institution/s, within Gauteng.

1.7 Definition of terms

Team Coaching – According to Clutterbuck (2014), team coaching is a learning intervention designed to increase collective capability and performance of a group or team, through application of coaching principles of assisted reflection, analysis and motivation for change.

It is a relationship over time between the whole team and a coach in which they jointly work to improve: the collective task achievement; process of operating together; the process of engaging with all stakeholders and their collective and individual learning and development (Carter & Hawkins, 2013).

Group coaching – is the coaching of individuals within a group context, where the group members take turns to be the focal client, while the other group members become part of the coaching resource to the individual (Carter & Hawkins, 2013).

Team Coach – is an individual that facilitates problem-solving and conflict management, has the ability to monitor team performance and coordinates between the team and team sponsor (Skiffington & Zeus, 2000).

The team coach facilitates conversations that assist the team to adapt and adjust their ways of working together in order to achieve their goals (Peters & Carr, 2013)

Task Performing Team – is a work team that performs tasks in a social system context (Hackman & Wageman, 2005).

Team Functioning – is a combination of team effectiveness (how effective the team is, as perceived by its members), team in role performance (the fulfilment of the task requirements as usually specified in the job descriptions) and team satisfaction (how satisfied are the members of the team) (Emmerik & Brenninkmeijer, 2009).

Team Effectiveness – is a joint function of three performance processes: (1) the level of effort group members collectively expend carrying out task work, (2) the appropriateness of the task at the performance strategies the group uses in its

work, (3) the amount of knowledge and skill members bring to bear on the task (Hackman & Wageman, 2005).

1.8 Assumptions

- Coaches that will be interviewed are trained coaches and managers who are trained as coaches.
- It was assumed that team members have been coached instead of being led by a manager.
- Team members had been together for a considerable period of time to be able handle or eliminate conflict.
- Team members have different personalities, behaviours and efficacies

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

The literature reviewed expands on the nature of teams and teamwork that is reflected in Task Performing Teams as mentioned in the introduction. Team effectiveness is discussed in conjunction with timing of coaching, performance processes and types of coaching, as depicted in the Theory of Coaching by Hackman and Wageman (2005). The intention is to highlight the gap in the Theory of Coaching by Hackman and Wageman (2005) and amplify the effect of social systems on team conflict. The timing of coaching is juxtaposed to Tuckman's phases of group development to identify relationships. Lastly, conditions of coaching are deliberated upon with reference to external constraints to performance processes, team design and the nature of team conflict. Team conflict is introduced as part of the team's life cycle and what are the possible sources thereof.

The literature is reviewed using the following framework:

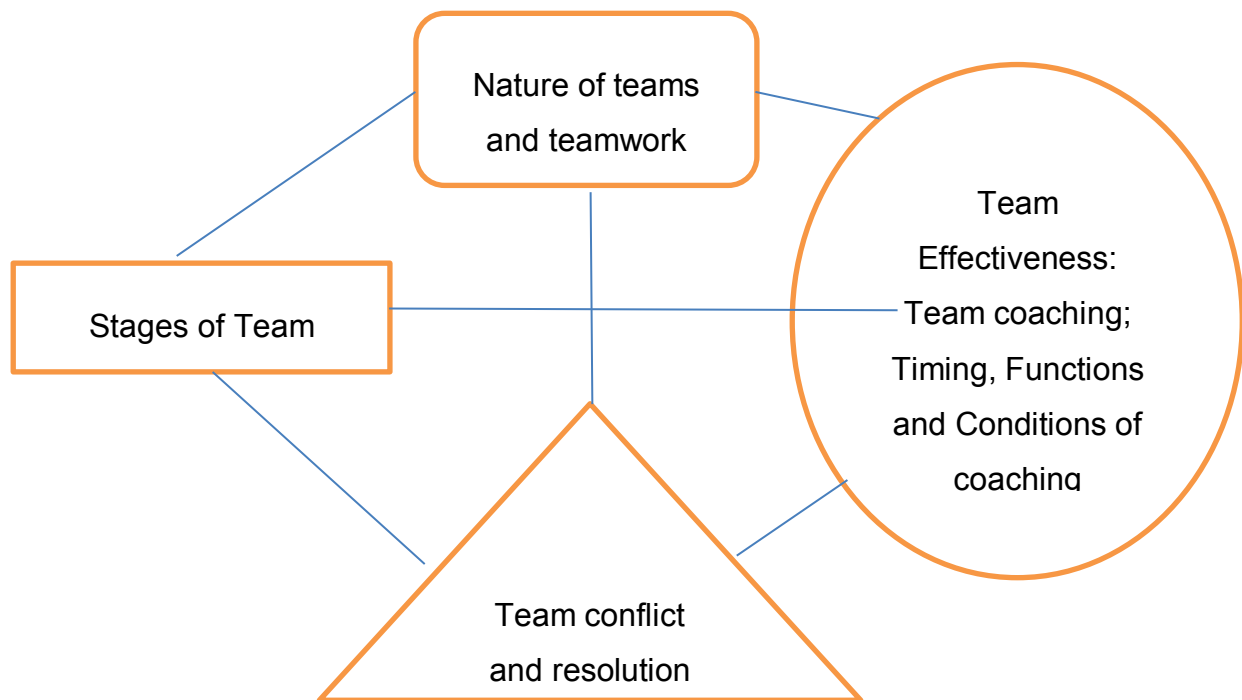


Figure 2.1: Conceptual Framework of literature review: adapted from Maxwell (2005)

2.2 The nature of teams and teamwork.

Task Performing Teams are formed within companies to execute a variety of tasks or projects, which are beneficial to the company (Wageman, 1997; Gersick, 1988 & Miller, 2003). Teams have individual employees coming from diverse backgrounds, ideas, and personalities (Jehn, Northcraft & Neale, 1999). The team members are selected to join the teams by virtue of their positions, competencies, locality and relevance to the project at hand. These criteria may not be the most appropriate; however members find themselves in a team and have to deal with issues at hand. Hackman et al., (2000) concur that in small group research done before them, there is no evidence to show that team leaders were able to apply the knowledge of how teams are designed, supported and led in organisations.

Hackman et al., (2000) argue that teams should be designed properly, taking into consideration team size, skill mix, interdependence, stability and norm development to ensure team effectiveness. They suggest that team size should be between 4-7 members because the number gives a balance between having enough members to do the work and few enough for decision making and effective coordination. They also forward the performance benefit of bigger work teams. With respect to team skills, Hackman et al., (2000) suggest that teams need a range of skills from facilitators, motivators and technically oriented members. A balance and diversity is needed in each team, and heterogeneity supersedes homogeneity (Kettley & Hirsh, 2000); Lavy, Bareli, & Ein-Dor, 2015). Task should be designed so that they encourage interdependence.

Hackman et al., (2000) suggest that cross training can help teams to share responsibility and be able to have effective meetings because they all have the required knowledge. They also forward the point that training is expensive and always avoided by line managers. Hackman et al., (2000) posit that teams need to stay together to be effective. However, organisations cannot allow teams to stay together very long due to external and internal volatilities. Companies change their strategies in response to competition and/or other macro/meso market pressures (Hackman et al., 2000). Lastly, work processes and operating

norms take a long time to develop, internalise and enforce (Hackman et al., 2000).

The literature reviewed advances in a way that will support a position that task performing teams require team coaching. Hackman and Wageman (2005) and Hackman, et al., (2000) contend that team coaching is an act of leadership, and is one duty of leaders within organisations that is least developed and therefore, rarely utilised. Hawkins (2011) presents systemic team coaching as a process by which a team coach works with the whole team in order to help them improve their collective performance and develop collective leadership to enhance their engagement with stakeholders while jointly transforming the organisation. Hackman and Wageman (2005) postulate that team coaching may be provided by a line manager or fellow team member; however, it depends on the degree to which the proper coaching functions are competently fulfilled at appropriate times and within suitable conditions. Diedrich (1996) argues that coaching a team is an iterative process between both the team and the individual and not a problem-centred quick fix for a team, but developmentally focussed.

A Task Performing Team is a work team that performs tasks in a social system context (Hackman & Wageman, 2005). The team members have specialised roles, have one or more tasks to perform, interdependent and have collective responsibility to manage the consequences of their interactions (Hackman & Wageman, 2005). Team work requires employees to share and engage in cooperative activities and the need for teamwork delineates a group of individuals as a team (Stout, Salas, & Fowlkes, 1997). Clutterbuck (2007) suggests that a team could have sizes ranging from 2 – 24 members. He also posits that bigger groups tend to be susceptible to cliques and lower productivity (Clutterbuck, 2007). According to Emmerik and Brenninkmeijer (2009), there is a need to examine how team functioning can be promoted since there is growing significance of working in teams. Team functioning encapsulates team effectiveness, team in role performance, and team satisfaction. This research only focuses on team effectiveness and how it is influenced by team coaching during the storming and norming stages of team development.

2.3 Stages of team development

Tuckman (1965) introduced phases within team development as forming, storming, norming and performing, which other authors and researchers contested and revised. The forming stage is labelled as orientation to the task and testing and dependence stage towards interpersonal relationships. During orientation, team members attempt to identify the task in terms of its relevant parameters and the manner in which the team experience will be explored in accomplishing tasks (Tuckman, 1965; Zurcher, 1969 & Lacoursiere, 1974). Team members decide what information is required to deal with the task and how it will be obtained (Tuckman, 1965). Testing refers to where members attempt to discover interpersonal behaviours that are acceptable to the group, based on the reactions of the coach and other team members (Bell, 2007; Tuckman, 1965). Once the boundaries of the situation are discovered, team members relate to each other, the coach or existing norms in a dependent way (Tuckman, 1965). According to Hughes, Ginnett and Curphy (2012), the forming stage involves polite conversations, the gathering of information about fellow team members and low trust.

Hughes et al. (2012) posit that the storming phase comprises intragroup conflict, heightened emotional levels, and jostling for the leadership role. Tuckman (1965) purports that team members become hostile to each other, as a means of showing individuality and resist the formation of group structures. This is a stage where there is a lack of unity, individual rivalry, aggression, negativity, infighting and uneven interaction (Dunphy, 1968 & Tuckman, 1965). They tend to be polarised and fight over the progression to the unknown (Tuckman, 1965 & Zurcher, 1968). Members emotionally tend to gravitate to the known dependence mode in fear of the unknown future and task demands (Tuckman, 1965). Haug (2011) maintains that team dynamics can lead to ineffective and destructive behaviour that leads to poor performance.

The third stage of norming is labelled as the development of group cohesion (Tuckman, 1965). It involves the emergence of a leader and development of group norms and cohesion (Hughes et al., 2012). Tuckman (1965) describes

this stage as one where members accept their peculiarities and become an entity that desires to maintain and perpetuate the group-generated norms to ensure their existence. Task conflicts are avoided to ensure harmony and conviviality (Tuckman, 1965). Members are able to accept emotional concerns, individual contributions and are amenable to open exchanges of relevant interpretations (Tuckman, 1965; Dunphy, 1968; Hughes et al., 2012).

The fourth stage is a performing stage which occurs when team members become functional and are focused on the performance of group tasks (Lacoursiere, 1974; Hughes et al., 2012). Tuckman (1965) labels this stage as the emergence of solutions because they can constructively attempt to successfully complete their tasks. Members are able to adopt and play different roles that will enhance task activities of the group, since they have learnt how to socially interact (Tuckman, 1965).

However, as further researches on stages of team development were conducted, the four stages were increased to five by including the Adjourning stage (Tuckman & Jensen, 1975; Hughes et al., 2012). This stage involves the termination of the project team that involves the separation of team members (Mann, 1971; Braaten, 1975). This stage was propagated by those researchers who contended that a team development has a life cycle which is formed by the above significant and distinct stages (Gibbard & Hartman, 1973).

2.4 Team conflict

Cosier and Ruble (1981) argue that conflict is an inescapable feature of social life. It is also prevalent in work organisations due to the internal and external competitive pressures like market and technological forces that drive organisations to restructure and diversify to remain competent (Farmer & Roth, 1998). These forces have a direct impact on intragroup conflicts within organisations, which compels teams to manage internal conflict in order to be successful (Farmer & Roth, 1998; Cloke & Goldsmith, 2000). Teamwork in organisations has become a norm, although the challenges of working effectively are extensive due to real or perceived conflict and perceived positive

or negative goal interdependence (De Dreu & Weingart, 2003; Janssen, Vliert & Veenstra, 1999; Guzzo & Shea, 1992). De Dreu and Weingart (2003) reason that because team members contribute to the team by means of social and task inputs there are two types of conflict in teams; the task and relationship conflicts, which differs from Jehn et al., (2008) who include process issues to the list.

According to Jehn (1997) and O'Neill, McLarnon, Hoffart, Woodley, and Allen (2015), there are three types of team conflict: task, relationship and process conflicts. Task conflicts focused on the content and the goals of the work, relationship conflicts focused on interpersonal relationships, and process conflicts focused on how tasks would be accomplished (Jehn, 1997). Their effects are dependent on specified dimensions like emotionality, acceptability norms, importance and resolution potential (Amason, 1996).

Task conflict is defined as an awareness of differences in viewpoints regarding the content and the goals of the work (Jehn, 1997; Amason & Sapienza, 1997). Amason (1996) and Schwenk (1990) attest that task conflict, through constructive criticism, may improve decision-making outcomes and group productivity by increasing decision quality. Jehn (1995) suggests that moderate conflict promotes use of members' prior knowledge, capabilities and stimulates discussion of ideas that help groups to perform. However, high levels of conflict may cause a group to become dysfunctional (Jehn, 1995). Task conflict may transform into relationship conflict. This may happen if team members do not agree on task issues and may start disliking each other, if the problem is not resolved (Jehn, 1995).

Relationship conflict is detrimental to performance since it is focused on interpersonal relationship (De Dreu & Van Vianen, 2001; Jehn, 1995). Pelled (1995) contends that relationship conflict involves negative emotions and can threaten one's personal identity and self-efficacy. It inhibits task related functions because, rather than working on the task, the members focus on themselves, increasing power and their efforts focus on reducing threats (Jehn, 1995). This type of conflict causes members to be destructive, petulant, apprehensive and resentful (Jehn, 1995). There is no evidence of positive

effects of relationship conflict on either performance or satisfaction (Jehn, 1995). Relationship is negatively associated with satisfaction and team effectiveness and requires management through building and maintenance of intragroup trust and consensus (De Dreu and Van Vianen, 2001).

Jehn (1995) purports that process conflict is focused on the means, instead of the end. It is a conflict about how task accomplishment should proceed and who is responsible for what and how things should be delegated. It includes disagreement about assignment of duties or resources (Jehn, 1995). Marks, Mathieu and Zaccaro (2001) emphasise that process conflict affects group process issues like how to accomplish and divide work, how to schedule and spend time, and how to solve problems that are critical in team performance. It seems to have a direct negative relationship with group performance: low levels of process conflict are positively related to performance, while higher levels are increasingly detrimental to group performance (Jehn, 1995). Behfar et al., (2011) conclude that process conflict, just like relationship conflict, involves emotionality.

Amason (1996) posits that emotionality reduces effectiveness and negative emotionality is associated with poor group performance and low member satisfaction; Acceptability norms increases effectiveness, increase both the positive effect of constructive conflict and the negative effect of destructive conflict on group performance and member satisfaction; Importance accentuates conflicts with other effects; and Resolution potential positively influence the constructive effects of conflict on performance and satisfaction and decreases the negative effects. Team conflict may also have positive benefits for the team when it has communication norms; when team members are allowed to discuss disagreements rather than when they are discouraged or avoided (Jehn et al., 2008). Cloke and Goldsmith (2000) view conflict as an opportunity and argue that conflict suggests that there are cracks in the system, which is the alarm triggered by barriers to success.

Task performing team members have task, relationship, and process-related conflicts that can be highly emotional, can have little potential for quick resolution, and can be very important to the team members. Such situations can

be a recipe for disaster if the conflicts are not brought under control and managed. Team coaches should have understanding of the different types of conflict, promote communication norms, as well as the consequences of negative emotions, perceived resolution potential, and importance; they can encourage open discussions of task conflicts and try to resolve relationship and process conflicts quickly (Jehn, 1997).

2.5 Conflict resolution

Conflict can be resolved by applying different techniques. Thomas and Kilmann (1975) introduced five conflict – handling modes; Competing, Collaborating, Compromising, Avoiding and Accommodating. Competing mode involves a team member being assertive and uncooperative, using any power available to win at other's expense. Collaborating encompasses being both assertive and cooperative, striving to find a solution that will suit all parties concerned. Compromising mode embraces an intermediate stance between assertiveness and cooperativeness, which is expedient and mutually acceptable but partially satisfying both parties. Avoiding entails one being both unassertive and uncooperative. It occurs when one sidesteps, postpones or withdraws from the conflict-related issues. Accommodating mode is comprised by unassertive and cooperative behaviour, which is the opposite of competing. The individual neglect his concerns to appease the other (Thomas & Kilmann, 1975).

Behfar, Peterson, Mannix and Trochim (2008) adapted Thomas and Kilmann's modes to produce the seven conflict resolution strategies: voting, compromise or consensus, discuss or debate, open communication, idiosyncratic solutions, avoided or ignored, and rotating responsibilities. Voting occurs when voting procedures are used to resolve conflict. Compromise or consensus occurs when the team generates ideas about how to reach agreement. Discuss or debate ensues when ideas and opinions are debated and discussed. Open communication transpires when the team members are open with the generation of ideas about the level of affect or emotion in team discussions. Idiosyncratic solutions prevail when there are ideas related to fixing or responding to problems. Avoiding or ignoring relates to ideas about how teams

prevent and/or ignore conflict. Lastly, rotating responsibility relates to ideas about how to allocate responsibilities (Behfar et al., 2008). The seven strategies can be juxtaposed to the five conflict – handling modes; Competing, Collaborating, Compromising, Avoiding and Accommodating (Thomas & Kilmann (1975). Avoiding and compromise are common strategies suggested by both Behfar et al. (2008) and Thomas and Kilmann (1975).

Cloke and Goldsmith (2000) suggest that leaders who develop conflict resolution skills, humanise the way disputes are resolved, engage in dialogue and apply collaborative approaches, experience opportunities for deep learning. They attest that staff satisfaction is high, there is a greater likelihood that teams learn from their conflicts and organisation improves where managers are able to resolve conflicts. They proposed the following strategies to resolve conflicts: active listening – where responsive and active listening emanating from a thought that conflict is a request for communication; inviting honest response – feedback is critical and the receiver should withhold defensive responses to those who express anger; focusing on interests rather than positions – shifting from what we want (positions) to why we want it (interests) can dampen conflict; and separating what works and what does not – separating people from problem, future from past and separating closure from ending (Cloke & Goldstone, 2000)

Clutterbuck (2007) introduces another conflict resolution model called Fault-free conflict management model. He argues that, from a team coaching perspective, there are four stages to follow in conflict management. The initial stage involves the coach allowing participants to only make positive statements to reconfirm that there is mutual respect and value in the relationship, even though they have differences. The second one allows participants to discuss task-related issues, and there is no blaming among participants. The third one allows them to reveal their emotional aspects. The last stage involves the team coach allowing coachees to offer solutions in resolving other coachees' problems (Clutterbuck, 2007).

2.6 Team effectiveness

Team Effectiveness – is summarised by Hackman and Wageman (2005) and Hackman (1987) as the following three-dimensional performance processes, which have varied importance and teams need to have them in balance: 1. the productive output of the team meeting or exceeding the clients' standards of quantity, quality and timeliness; 2. The social processes the team uses in doing their work enhances the capability of working together and future interdependence of team members; 3. The net impact of group experience on members' learning and well-being is positive. They also advance a position that any team that expends sufficient effort in its work, deploys a task appropriate performance strategy, and brings ample talent to execute the task is more likely to attain work team effectiveness (Hackman & Wageman, 2005).

2.6.2 Team coaching

Hawkins (2014) introduces the holistic, systemic level intervention, called the Five Disciplines of Team Coaching, with five domains of focus to assist team coaches in the delivery of the organisational goals.

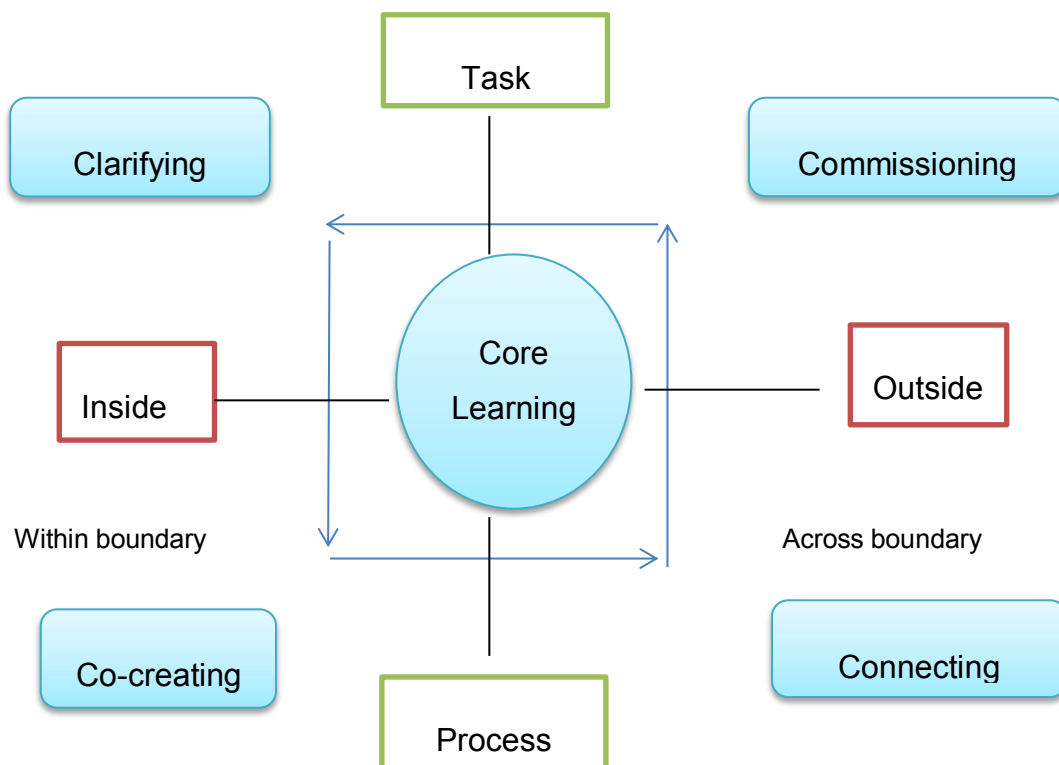


Figure 2.2: 5 Disciplines of Team Coaching: adapted from Hawkins (2014)

The first domain has an external and task perspective and is called Commissioning. Its focus is on ensuring that there should be clarity on the commission for the team and the contract that it must deliver. Hawkins (2014) further suggests that commission does not only come from executives, but it may also come from broader stakeholders, which requires a team to have clarity on it before embarking on planning and delivery. The second one focuses

on task and the internal perspective and is named Clarifying. Its focus is on clarifying the primary purpose, goals, objectives of the team, and the roles of team members. The third one concentrates on process and internal perspective and called Co-creating. Its focus is on imbuing discipline among team members, the interpersonal and team dynamics, and team culture. The fourth one draws attention to process and external perspective and is called Connecting. Its focus is on the engagement of all critical stakeholders, both internal and external stakeholders, such as other teams, business units and management teams, shareholders, customers, suppliers, investors and the external community. The last one combines all four perspectives and is called Core Learning. This domain focuses on coordinating and consolidating, learning, reflecting, and integration. It assists the team to constantly grow its capacity to be more than the sum of its parts (Katzenbach & Smith, 1999).

Mezirow (1997) contends that transformative learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide future action. This statement by Mezirow suggests that an individual team member or a team as a collective can benefit from reflecting about the past. He posits reflecting as an enabler in the correction of distortions in our beliefs and errors in problem-solving (Mezirow, 2003). He further suggests that critical reflection involves a critique of the presuppositions on which our beliefs have been built. This learning is in line with Kolb's experiential learning (Kolb, 2014).

Hawkins (2014) supplies a model to be used by team coaches called the CID-CLEAR model. This model provides team coaches with a framework to execute their roles as team coaches. The model is structured around seven core capabilities a team coach should have; they are divided into the first three - CID and the last four - CLEAR. The first three are; contracting, inquiry and discovery, diagnosis and design. Contracting involves initial exploratory discussions with team gatekeepers and team leaders and possibly the team sponsor/s - this is to ensure that the brief and expected deliverables from the team are clear. Inquiry process follows where the current team's functioning, aspirations and coaching needs explored. It is able to build fast rapport with

team members. Lastly, there needs to be some form of discovery and diagnosis co-created with the team about their current scenarios and development objectives, and co-design of the possible coaching journey (Hawkins, 2014).

The last five include second contracting, listening, exploring, action and review. The coach starts by contracting with the coachees on the focus of work and boundaries. They should contract clearly as to the best outcome for the coachees; they should be encouraged to think carefully about what specifically they want to change by the end of each session (Hawkins, 2014). This kind of contracting assists the coachees to start thinking about the goals of the session and not of the whole project.

Then the coach listens to the issues brought by the coachees. The coach does not only listen for content, but engages empathetic listening (Rogers, 2012). The coach listens to the facts articulated, behaviours adopted and the espoused feelings. The coach has to have an eye for the coachees' language, emotions and body language or the coachees' way of being (Seiler, 2009). The coach also has to listen to what is not said, what has been tried, what has worked or not and has to understand what this situation has cost the coachees (Hawkins, 2014). The coachees have to see and feel that the coach hears their concerns; the coach should be mindful of the coachees' feelings and how they have framed the story. Eventually such listening builds trust and rapport (Rogers, 2012).

The coach will then move to explore with the coachees to get more information about the issues at hand; issues in relation to team dynamics, team culture and the coaching relationship. Once there is common understanding of the issues at play, the coach will then seek to explore new actions. Exploring phase involves searching for new possibilities for change (Hawkins, 2014). A coach should have highly developed listening and questioning skills to be able to explore a situation from different angles to generate possibilities. The possibilities generated by the coachees are there for them to select the best ones to address current situations.

These actions are based on resolving the issues at hand. The coach is then expected to give the coachees an opportunity to practise and rehearse the newly adopted actions in a safe space (Hawkins, 2014). They have to rehearse and get feedback from the coach before expediting the new language, feelings and behaviours. This is an opportunity for new behaviour language and feelings to be encoded in the coachees' being before they go public. The coach's role is to give robust but encouraging feedback, so that a coachee can make a shift towards the correct direction.

Lastly the coachees are assisted to review what has worked and what would be more effective next time (Hawkins, 2014). It helps both the coach and coachees examine the interconnectedness of the process and how different questions sharpen the inquiry. This feedback helps them to learn and inculcate new ways of doing work and gaining confidence in the future that they could behave differently (Hawkins, 2014). The team members are expected to migrate from single-loop to double-loop learning. Double-loop learning is important because, without it, individuals are not able to re-examine their values and assumptions in order to design and implement a quality of life not constrained by the status quo (Kolb & Fry, 1975; Argyris, 1976). The type of learning experienced through transformational coaching is tantamount to transformative learning; transformative learning is learning that transforms problematic frames of reference — sets of fixed assumptions and expectations (habits of mind, meaning perspectives, mindsets) to make them more inclusive, discriminating, open, reflective, and emotionally able to change (Mezirow, 2003).

2.6.3 *Competencies of a team coach*

Clutterbuck (2014) and Hawkins (2014) contend that team coaching is a novel coaching approach. It combines both one-to-one coaching and group coaching (Clutterbuck, 2014). It borrows from other coaching approaches and methodologies like solutions, positive, ontology, skills and performance, developmental and transformational coaching process (Clutterbuck, 2014; Hawkins, 2014). Hawkins (2014) suggests that when team coaching applies

transformational coaching processes, it operates at a high level of a coaching continuum as seen in the figure below:

The Coaching Continuum

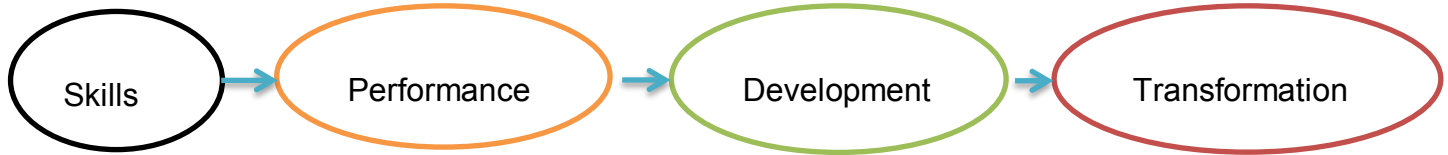


Figure 2.3: The coaching continuum (Hawkins & Smith, 2009).

Hawkins (2014) attests that skills coaching is a core aspect of a line manager's skills; performance coaching is more centred on raising the levels of performance, it focuses on applied capabilities, and can be offered by a manager or an internal coach; developmental coaching is focused more on future development and helps the coachee develop competencies and capabilities for future roles and challenges, which requires double-loop learning; transformational coaching is involved with enabling the coachee to shift levels of functioning from one level to another higher one. Transformative coaching also presupposes that a coachee should undergo transformative learning; According to Mezirow (1997), the measure for transformative learning is observed when the adult learner has become an independent thinker through critical reflection. He has become an individual that can use cognitive processes to reflect on a situation or experience and come up with a resolution that is conducive to him.

Table 2.1: Summary of a team coach's competencies

Competencies of coaches	Definition
Use/generation of feedback	Gives or helps team use & also receive feedback
Engagement	Engaged with the team
Learning process	Shares learning process
Action/monitoring	Intellectual, emotional and practical support through the changes
Relationship	Reagent. Coach acquires learning or change through the process
Develop coaching capacity in others	Coach has to enable coachees to self-coach for continuity of coaching for the team
Learning conversation	Open dialogue – structure generated from within
Enablers/Resourceful	Working with the team dynamics (Rogers, 2012)
Outcomes	Team and individual achievement
Staying in the partnership zone	Coach neither subservient nor trying to dominate the team
Self-awareness and listening	Listen to the collective and not individual
Team values, assumptions and motivation	Awareness of own natural body, emotional rhythms, feelings and tendencies to react appropriately
Ethical maturity	Having reflective, rational and emotional capacity to decide what actions are right and/or wrong and accountable for own decisions (Caroll, 2012)
Working across differences	Coach to work across gender, ethnicity, age, positions and hierarchy
Sense of humour	Being able to laugh at oneself

Source: Adapted from Clutterbuck (2014) and Hawkins (2011b)

The list above consolidates most of the skills, knowledge and attributes that a team coach should have. With all the competencies listed above, team

coaching is not that easy; it is like running many coaching sessions in one (Sparrow, 2006). Ward (2008) concurs when he suggests that practicing team coaching is demanding because a team coach requires being skilled in individual coaching, group coaching and systemic coaching.

2.6.4 Timing of coaching

According to Hackman and Wageman (2005), the efficacy of coaching does not only focus on effort, performance strategy and talent, but also on the time in the team's life cycle when they are made. Gersick (1988) and Chang, Bordia and Duck (2003) contest the generality and validity of the development stages. However, these stages introduce an idea that there is a life cycle within the duration of a team's existence. Gersick (1988) concludes that a life cycle of a team includes the beginning, midpoint and end. Hackman and Wageman (2005) suggest that the three stages have distinctive characteristics and require an appropriate coaching function as summarised in the table below.

Table 2.2: TPT Life Cycle with aligned type of coaching and performance processes (adapted from Hackman & Wageman, 2005)

Timing of Coaching	Beginning	Midpoint	End
Type of Coaching	Motivational	Consultative	Educational
Performance Processes	Effort	Performance Strategies	Knowledge and Skills

When TPTs are formed, the members are required to be oriented to one another and to the tasks in preparation for the actual work, boundaries which differentiate members from non-members are also created, roles are differentiated, and norms are created about how members will work together (Hackman & Wageman, 2005). This stage has similarities with the forming stage according to Tuckman (1965). Hackman et al., (2000) and Wageman, (2005), endorse that a coach should focus on efforts to get the task done at

acceptable levels. This would require a coach to use motivational coaching because it helps the team to have a good launch, and can significantly motivate the team to perform to their best abilities (Hackman & Wageman, 2005).

The second stage of TPT Life cycle is at midpoint, when some work has been done and some form of experience has been garnered by team members. Hackman and Wageman (2005) expatiate on this stage as a second window for coaching, where a team has done some work and garnered experience with the tasks; the team could have also experienced upheaval driven by anxieties about the amount of work as compared to the time allocated. This stage has some similarity with the storming phase when there are heightened emotional levels that may result in intragroup conflict.

There are coaching functions that are critical for team performance effectiveness. They include those interventions that promote process gains and inhibit process losses for each of the performance processes; coaching that addresses effort, reduces loafing, promotes shared commitment, and is motivational in character (Wageman, 2005). Coaching that addresses performance strategy is consultative (Wageman, 2005). It moderates adoption of trial and error in the execution of tasks and encourages the adoption of ways of proceeding with tasks that are aligned to the requirements. Coaching that addresses talent is educational because it cultivates the development of member's knowledge and skills (Wageman, 2005).

2.6.5 *Coaching functions*

The coaching functions, as posited by Hackman and Wageman (2005), do not cater for member's interpersonal skills. There is doubt in the reliability of the interventions that seek to improve interpersonal relationships that they also enhance team performance (Kaplan, 1979; Salas, Rozell, Mullen, & Driskel, 1999). However, Jehn and Mannix (2001) contend that interpersonal conflict does undermine performance. The three types of conflict could emanate from different personalities, culture, and efficacy (Desivilya & Eizen 2005; Earley & Mosakowski, 2000; Emmerik & Brenninkmeijer 2009). Desivilya and Eizen

(2005) endorse that team members with high self-efficacy will rarely relinquish their goals to appease other team members, which could result in intra-group conflict. However, team members with a high sense of social efficacy when faced with intra-group conflict tend to adopt a conflict resolution approach.

In any social life and in organisational environments, there is bound to be conflict, and it significantly contributes to team dynamics (Cosier, & Ruble, 1981; McGrath, 1991). With work teams as a means to improve quality, efficiency, and improving organisational sustainability, effective intra-group conflict management may be crucial (Ilgen, 1999). Members of teams experience and manage conflict with their team members on a daily basis (Desivilya & Eizen, 2005). However, teams can be engulfed in serious conflict, when it involves more people, more events, or more influence over future processes and outcomes, trust, respect and cohesion declines among the members (Jehn et al., 2008).

At this point, when things seem precarious or blurry, team members are vulnerable to a coaching intervention. They are more likely to welcome and be assisted with interventions that will encourage them to reflect on their progress and how they have applied their efforts and skills to their tasks (Hackman & Wageman, 2005). At this point, the more appropriate coaching is the consultative approach which reflects and endorses performance strategies, and one intended to improve interpersonal relationships. Coaching that enhances performance strategies is more effective when team members have done some work and have garnered some experience (Hackman & Wageman, 2005).

At the end of the project or task cycle when team members have amassed data and collectively learnt from the exercise, is an opportune time for the third function of coaching, that is educational coaching. This is a time for reflection, to check what went well and what did not go well for the team. This is when learning behaviours intermediate between the team's psychological safety and team performance (Edmondson, 1999). This exercise may be challenging if it is done without the assistance of an expert coach because of different characters and personalities within the team. Boisterous and domineering members may

attribute success to themselves and failures to others, and learning from the exercise may be hampered. The presence of a coach who will do the educational function will ensure that the team collectively appreciates the positives and learn from the negatives (Hackman & Wageman, 2005).

Team Coaching is the direct interaction with a team intended to assist team members to make harmonised and task-appropriate use of their collective resources in accomplishing the team's work (Hackman & Wageman, 2005). It entails that coaching is there to guide the team to make coordinated use of resources to deliver the task at hand. The research seeks to identify how team coaching influences team functioning (team effectiveness), using the three dimensional performance processes.

2.6.6 Conditions conducive to coaching

According to Hackman and Wageman (2005) and Hackman et al., (2000), the three performance processes: 1) level of effort the team expends on its task, 2) the appropriateness of its performance strategies, and 3) the amount of knowledge and skills applied to the work and coaching functions, advanced by Hackman and Wageman (2005) require an environment suitable for their application. Hackman and Wageman (2005) suggest that there are external and internal constraints that may either promote or hamper coaching conditions. The following two constraints are discussed:

- a. ***The degree to which key performance processes are externally constrained***

Hackman et al., (2000) submit that the three performance processes are useful in assessing how a team is doing as it progresses with its work, and are also used for diagnosing the nature of a problem if things are not going as planned. However, when the team has a lot of external dependencies, chances are that it may not succeed in its endeavours. For example, if a team has procured a product from abroad to assist in its delivery of the final product, it will have to depend on the arrival of the product on time and in the expected quality condition. If these are not met, team effort is compromised.

The team may decide to follow a specific strategy to resolve the problem, however, the strategy may not be appropriate for the kind of organisation and its value proposition. The executive committee may then demand a change in the team's strategy (Hackman & Wageman, 2005). On the other hand, there might be an under-supply of skills for a particular project. This would happen when the skills requirement of the project are too complex and sophisticated for the team (Hackman & Wageman, 2005). In the above instances, coaching functions and timing coaching may not be useful since they are constrained.

b. ***The degree to which the group is well designed***

The design of teams includes properties of the social system context within which the team operates, the structure of the team, and the contextual support provided (Hackman et al., 2000). Hackman and Wageman (2005) reason that the effort the team expends is influenced by the design of its task, which is a structural issue. It is also affected by the reward system of the organisation, which is contextual support. Hackman and Oldham (1980) submit that a well-designed task ensures that the team members become task-focused. The reward system should recognise and reinforce team excellence and avoid delineating individual performances that may cause competition among team members (Hackman et al., 2000). Although reward is an extrinsic motivator and hygiene factor, according to Herzberg's Two-factor theory, in its absence, it may create more harm than good for team effectiveness (Hughes et al., 2012).

Hackman and Wageman (2005, p. 281) reason that "the task appropriateness of a team's performance strategy is influenced by its core norms, a structural feature, and by the company's information system (a contextual support)". Acceptable behaviour is instilled at the beginning when motivational coaching is utilised. The availability of an effective information system within an organisation also has a positive influence on the application of appropriate performance strategies since they provide relevant data for the project (Hackman & Wageman, 2005).

The impact of talent is dependent on the structural features of the team and the contextual support the team gets. The former entails that the knowledge and skills a team brings is dependent on its composition. A team could have a rich array of task relevant knowledge and skills, especially when members are selected from different talent streams (Hackman & Wageman, 2005). Homogeneity may restrict the level of complexity of skills and knowledge required. On the other hand, the organisation should also avail supplementary technical and educational assistance for the task team to tap into when need arises (Hackman & Wageman, 2005). Hackman (1987) purports that coaching can prevail when there are strong structural and contextual forces.

2.7 Research question

How does team coaching assist TPT to overcome the storming phase and move a team to the performing phase?

2.8 Conclusion of Literature Review

There are conflicts that teams face even when organisations have followed the suggested precursors for team coaching, as espoused by Hackman and Wageman (2005) and Hackman et al., (2000). Task Performing Teams are made up of members who have surface and deep level similarities, and they come from different specialisations and professions. Their personalities are different: some with global self-efficacy and others with social self-efficacy, whose effectiveness could be tested when milestones are not achieved, timelines are constrained, and risks are high. Team members have interpersonal differences that the seminal articles listed above are giving less preference to, which also require attention to ensure team performance. Jehn et al., (2008) maintain that conflict is an interactive social process that can influence the level of trust and respect in the group. The research seeks to put the social system context in the fore, which include intra - and interpersonal differences of team members as critical factors for the effectiveness of team coaching.

Research Question: *How does team coaching assist Task Performing Teams to overcome the storming phase and move a team to the performing phase?*

CHAPTER 3. RESEARCH METHODOLOGY

This chapter expatiates on the preferred research methodology and design that was used. Research methodology involves the process and the procedures of the research. The researcher's chosen paradigm and philosophy, which imbue the selected research design and methodology, is mentioned. According to Creswell (2009) and Ponterotto (2005), a paradigm drives the selection of philosophical assumptions of a researcher and the tools, instruments, and methods to be selected. There is also a detailed discussion on population and sample, research instruments, data collection procedures, data analysis and interpretation, limitations of the study, and validity, reliability and bias. The preferred research methodology for this study was qualitative methodology. According to Merriam (2009), qualitative research is focused on how participants interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences. Van Maanen (1979) and Neumann (2011) describe qualitative research as a term which includes a variety of interpretive techniques that describe, decode, and translate the meaning of certain more or less naturally occurring phenomena in the social world.

3.1 Research methodology /paradigm

The context that guided the researcher's study was established by the paradigm (Ponterotto, 2005). There are five paradigms that a researcher could select as the most appropriate one under which to operate: positivism, post positivism, constructivism-interpretivism, pragmatic, and critical theory (Merriam, 2009; Ponterotto, 2005). For this research, interpretivism was more appropriate because it entailed that a researcher and the participant were interacting and the interaction surfaced deeper meaning (Merriam, 2009; Ponterotto, 2005). The researcher sought to understand the deeper understanding from the coach and participants about what the causes of storming were, how and why they moved to performing. Merriam (2009) contends that in interpretive research, reality is socially constructed: there is no single observable reality but multiple

realities and/or interpretations of that single event. Creswell (2003) posits that the subjective knowledge and meaning are negotiated socially, culturally and historically. The above discourse entailed that a researcher does not find knowledge, but it is constructed (Creswell 2003; Merriam, 2009; Ponterotto, 2005). The researcher addressed the interaction process among participants to construct understanding and meaning of the phenomenon (Creswell 2003).

3.2 Research Design

Creswell, Hanson, Plano and Morales (2007) suggest that after identifying a paradigm, the researcher identifies a research question which informs the design used in qualitative research to collect and analyse data. Ponterotto (2005) reasons that constructive-interpretivism leads to the understanding of the lived experience by the participants. They perceive their context through their senses and draw meaning which forms their experiences (Merriam, 2009). Van Maanen (1990), Merriam (2009) and Schram (2003) emphasise that this qualitative research design is called phenomenology, whereby people's conscious experience of their life world, that is, their everyday life and social action is studied, and that there is no objective experience that stands outside its interpretation.

Creswell (2007, p. 62) suggests that "the product of phenomenological study is a composite description that presents the essence of the phenomenon". Phenomenologists use the participants' specific statements and experiences instead of the construction of a model based on interpretation of participants' statements (Creswell et al., 2007). The research design was exploratory in nature. The researcher sought to explore the lived experiences of the participants because the experiences are lived realities of the participants which delimit researcher bias and subjectivity. The researcher endeavoured, at all times, to bracket out (epoche) his own views before proceeding with the experiences of participants (Husserl, 1970; Moustakas, 1994).

3.3 Population and sample

3.3.1 *Population*

The population for the research was based at organisational level, where there are professional coaches and/or team leaders trained in coaching and their coachees. Employees from both the private and public sectors provided the pool from which the sample was selected. Each of these organisations had Task Performing Teams that have coaches. The teams could have been in the form of stable teams, cabin crew teams, standing project teams, evolutionary teams, developmental alliances, committees and work groups that have projects to oversee (Clutterbuck, 2007). They were formed by members of different demographics, qualifications and specialisations. Team members came from different occupational backgrounds; from core to support personnel.

3.3.2 *Sample and sampling method*

Sampling method preferred was a purposive one since it sought to enhance understandings of respondents' experiences (Devers & Frankel, 2000). The criterion and convenience strategies of purposive method were deployed because information-rich cases were the ones selected as respondents (Devers & Frankel, 2000; Merriam, 2009). The choice was deemed to be relevant by its nature because the purpose was to focus on the participant's unique context (Merriam, 2009). Samples came from the micro-level of analysis, teams selected at organisational and business unit levels within private and government sectors. The unit of analysis was the teams. They were constituted by members with no more than six individuals, so as to get more depth of the essence and experiences of individuals (Creswell et al., 2007). Eleven coaches were interviewed: four team coaches and their coachees, and the other seven coaches were interviewed without their coachees. A maximum number of eighteen participants were interviewed in their context and in-depth (Creswell, 2003; Moustakas, 1994). The eighteen participants were sufficient to reach saturation (Guest, Bunce & Johnson, 2006).

Table 3.1: Profile of respondents

Coaches	Internal/ external	Other role	Coachee/s	Number	Role	Sector
P1	Internal	Full time coach	P14	1	Graduate	Private
P2	Internal	Manager/Coach	P8	3	Employees	Public
P12	Internal	Manager/Coach	P11	2	Employee	Public
P6	Internal	Manager/Coach	P7	1	Employee	Private
P4	Internal	Manager/Coach				Private
P3	External	Consultant/Coach				Private
P5	Internal	Full time coach				Public
P13	Internal	Manager/Coach				Public
P15	Internal	Manager/Coach				Public
P17	Internal	Manager/Coach				Public
P18	Internal	Manager/Coach				Public

(Developed by researcher: 2016)

3.4 The research instrument

The instruments used were semi-structured interviews and observation. For the former, an interview questionnaire was used as a tool to guide the interview (see appendix C & D). Jacobs and Ferguson (2012) suggest that a qualitative interview protocol should include the following: (1) research should guide the questions, (2) use of script at the beginning and end of interview, (3) questions to be open-ended, (4) starting with the basics, (5) start with easy questions and move to complex ones, (6) when starting a question, use “tell me about...”. The interview was semi-structured to allow flexibility and emergence of meaning during the discourse (Merriam, 2009). According to Devers and Frankel (2000), in a research which is exploratory, very open-ended questions are appropriate. The questions sought to identify how team coaching navigates teams to overcome the storming phase and move a team to the norming and performing phases.

The interview sessions were recorded using a voice recorder. The recordings were done to assist with capturing all the conversations during interviews. Field notes were also taken by the researcher immediately after the completion of interview. They formed part of the researcher-generated documents (Merriam, 2009). The researcher was cognisant of bracketing, to curtail bias and contamination of what was observed (Moustakas, 1994). Field notes included the researcher’ objective description of observations, what worked well and what did not, context or environment, the ambiance, and experience perceived. The field notes were also used during analysis and integration.

3.5 Procedure for data collection

The researcher requested consent from both the organisations and participants before data could be collected (see appendices A and B). Once consent was gained, appointments were made with individual participants and as focus teams. Data collection was done using semi-structured interviews; using open-ended questions and observation. Both instruments were to ensure that

meaning is garnered from respondents, by means of allowing them to talk more while the researcher is taking notes and observing (Creswell et al., 2007).

Face-to-face interviews were the preferred format for this research, using a one – page with open-ended questions. Open – ended questions are used to encourage the participants to relive their experiences, and for the researcher to probe further (Devers & Frankel 2000). Hsieh and Shannon (2005) purport that probes should be open-ended or specific to respondent's comments rather than based on theory. The interviewer is advised to listen more and talk less, explore and not probe, follow up and do not interrupt, avoid leading questions, explore laughter, follow hunches, and tolerate silence (Seidman, 2005). Responses and observations were captured in the respondents' own words.

Each interview was audio recorded to ensure that the conversations are captured in totality. Some critical information, like intonation, and gasps, may be missed when the researcher only writes the interview responses. Transcripts were generated from the audio recordings; while tedious, they form part of primary data. Devers and Frankel (2007) advise that regardless of the instruments used, data captured should be put in a manner amenable to analysis.

3.6 Data analysis and interpretation

Merriam (2009) posits that data analysis can be daunting, and it involves consolidating, reducing and interpreting what respondents have said in order to make meaning. Meaning is the answer to the research question/s in the form of categories or themes or findings (Merriam, 2009). Data collected through interviews and observation was analysed. The analytical inductive method was used to analyse data since there is existing theory on team coaching; however it is limited. Hsieh and Shannon (2005) refer to this qualitative content analysis as conventional content analysis. The intention was to further expand on the influence of team coaching on team functioning. A structured approach was followed which involved the immersion in the data to allow insights to emerge (Kondracki, Wellman & Amundson, 2002).

Dey (1993) and Tesch (1990) suggest that data analysis commences with a thorough reading of the data repeatedly to get an holistic understanding, which was done by the researcher. Thereafter, the data were read and notations were made next to bits of data that were relevant to answering the research question (Merriam, 2009; Miles & Huberman, 1994). These notations are called codes; which are words or short phrases that capture the essence of a portion of language- based or visual data (Saldana, 2009). Codes were then linked and sorted according to relationships to form categories or families (Basit, 2003; Hsieh & Shannon, 2005; Merriam, 2009). The categories were used to organise and group codes into meaningful clusters (Morse & Field, 1995). This coding scheme, a translation device that organises data into categories and sub-categories, was used throughout during data analysis (Hsieh & Shannon, 2005; Merriam, 2009). Merriam (2009) contends that a good coding scheme augurs well for trustworthiness. Lastly, categories should be mutually exclusive, be exhaustive, be sensitive to the data, and conceptually congruent to be prepared for presentation, interpretation and discussion (Merriam, 2009).

3.7 Limitations of the study

The limitation identified in this study emanated from the nature of the methodology. Madrigal and McClain (2012) contend that it is not effectively possible to automate qualitative data collection because it is time consuming and expensive to gather large amounts of data. To perform a qualitative research is therefore typically done with few participants of between six and 12; however in this research, 18 participants were involved (Guest, Bunce & Johnson, 2006; Madrigal & McClain, 2012). It took more time to collect qualitative data and data analysis was time consuming. Qualitative research entails that the researcher should find meaning from the data available. There are possibilities of researcher's subjective analysis of data, due to reflexivity and preconceptions that may affect the quality of results (Malterud, 2001).

3.8 Validity and reliability

Qualitative inquiry produces findings emanating from real-world settings where a phenomenon of interest naturally unfolds, and qualitative researchers seek illumination, understanding and extrapolation to similar situations (Patton, 2002; Hoepfl 1997). This assertion entails that a qualitative researcher is involved and immersed in the research, which may lead to subjectivity and questionable credibility (Golafshani, 2003; Lincoln & Guba, 1985). Malterud (2001), Golafshani (2003), Rolfe (2006) and Morse, Barrett, Mayan, Olson and Spiers (2002) argue that qualitative research has a testing protocol to be followed to ensure credibility, transferability and trustworthiness.

Reliability and Validity are common to quantitative studies but are also of relevance to qualitative research as criterion for quality (Patton, 2002). According to Winter (2000), reliability is the extent to which results are consistent over time and can be replicated. It is a concept used for testing or evaluation, which elicits information on the quality of research (Golafshani, 2003). Winter (2000) and Golafshani (2003) contend that validity determines whether the research measures what it intended to measure or how truthful the results are, and whether the means of measurement are accurate. Lincoln and Guba (1985) have provided other appropriate terms to elucidate validity as quality, rigour, and trustworthiness. The concept of quality in qualitative studies has the purpose of generating understanding of otherwise confusing and enigmatic situations (Eisner, 1991). Lincoln and Guba (1985) endorse that reliability can persuade a reader of a research inquiry to contend with the results thereof as worthy of attention. Patton (2002) and Lincoln and Guba (1985) purport that there is no validity without reliability, and reliability is a consequence of the validity in a study.

Testing for reliability, validity, rigour and trustworthiness could be done during the research process or at the end of the research (Morse et al., 2002; Merriam, 2009). Morse et al., (2002) argue that attending to rigour throughout the process, including post hoc reflection, will improve the quality of the research inquiry and its text. The following strategies were used for this research:

Table 4: Verification strategies for reliability and validity.

Adapted from Merriam (2009) and Morse et al., (2002)

Strategy	Description
Triangulation (sample triangulation)	Using multiple sources of data and data collection methods to confirm findings
More indulgence in data collection and analysis (saturation)	Adequate time spent collecting data and analysis until saturation is reached. Saturation was attained from the 16 th interview.
Reflexivity	Self-reflection by the researcher regarding assumptions and biases. Codes were defined to eliminate uncertainty of meaning.
Sampling efficiency (purposive sampling)	Knowledgeable participants in varied samples to ensure saturation and allow for a greater range of application of findings. Purposive sampling was used to get knowledgeable participants who will supply corroborative evidence.
Methodical coherence (interview instrument)	To ensure congruence between the research question and the components of the method. The interview instrument was structured to address the research question.

Bias may arise when the researcher's subjectivity is ignored. Malterud (2001) argues that establishing an agenda for assessment of subjectivity minimises the illusion of denying the human touch. He further attests that bias is undesirable and has to be dealt with, although it may not be completely eliminated (Malterud, 2001). The researcher should at all times be aware of subjectivity

during the research process and account for it or present this as the limitations and strengths of the study (Malterud, 2001). The researcher ensured that rigidity to the research process was followed through reliance on the data at hand, and nothing else.

3.8.1 *External validity*

This study is both qualitative and interpretive which entails that the researcher interprets information from participants to gain understanding and meaning. Miles and Huberman (1994) argue that a researcher is involved and immersed into the research and comes with subjectivity and bias that can negatively impact the validity and reliability of the research. The researcher cannot be objective and may undermine validity through poor sampling and faulty research procedures (Cohen, Manion & Morrison, 2011). The researcher counteracted subjectivity and bias through the use of triangulation. There was a variety of samples collected from both private and public sectors, and coaches and coachees were interviewed. There was a total of 18 participants that were interviewed; four teams made of four coaches and seven coachees, and another seven individual team coaches. They all had knowledge of the research topic and were able to provide relevant and appropriate data from different perspectives, affording a sound application of triangulation.

3.8.2 *Internal validity*

Christensen and Carlile (2009) contend that internal validity is the extent to which conclusions are unequivocally drawn from data and possible outcomes are ruled out. Internal validity was complied with by using multiple sources, triangulation of data from one team to another, and rigorous coding of data using Atlas.ti software from transcribed recorded interviews. There was indulgence from the researcher in connection with time taken in collecting data from the multiple sources and time spent analysing it. This ensured that there is rigour and thoroughness in data collection and analysis.

3.8.3 *Reliability*

Reliability is the extent to which results are consistent over time and replicable, and can persuade a reader to contend with results as worthy of attention (Lincoln & Guba, 1985; Winter, 2000). The researcher has kept the research process and data collected and has published them in this report. There are memos and codes were defined to minimise misinterpretation. Researcher bias was curtailed by being constantly reminded that own preferences are not entertained, but data should be the focus of the research.

3.9 Demographic profile of respondents

The initial plan was to get a mix of three teams from the private sector and three from the public sector. However, the researcher managed to get two teams from each sector and they were complemented by an addition of seven team coaches from both private and public sectors. This concession was allowed because the research topic focuses more on coaches' influence on their teams rather than the opposite.

Table 3.2: Coach and coachee demographics

Coach	Race	Gender	Coachee/s	Race	Gender
P1	W	F	P14	B	F
P2	B	M	P8	2 B 1 A	3 F
P12	B	F	P11	B	F
			P16	B	M
P6	I	F	P7	B	F
P4	W	M			
P3	W	M			
P5	W	M			
P10	W	M			
P13	I	M			
P15	C	F			
P18	W	M			

(Developed by researcher: 2016)

A balanced mix of races and gender was preferred to collect data from all races and genders. There were ten females and eight males: six whites - five males and one female; eight blacks – two males and six females; three Indians – 1 male and two females; one coloured female.

CHAPTER 4. PRESENTATION OF RESULTS

4.1 Introduction

The findings chapter delves into the analysis of the data collected, in accordance with the research problem and question. The purpose of this research is to identify measures that a team coach can introduce to ensure that a team functions effectively within an organisation. The research problem is to explore whether team coaching can influence team functioning towards the attainment of organisational goals. Emanating from the research problem is the research question which is as follows: How does team coaching assist Task Performing Teams to overcome the storming phase and move a team to the norming and performing phase? The data collected is described and analysed without attaching meaning or significance to it and the researcher remains neutral and unbiased in confronting the phenomena of data. The data were collected through the use of semi-structured interviews of team members and the team coaches. The unit of analysis is the teams, which are constituted by coaches and/or their coachees.

The participants included coaches and coachees from both the private and public sectors. Eleven coaches were interviewed and four teams. From the table below, the first four coaches and their coachees were interviewed. Coachees were interviewed individually and as a team, depending on their availability. P2 had three coachees; where two coachees were interviewed together and one at a later date. P12 had two who were interviewed individually due to availability. The last two coaches had one coachee available for interviews. The next three coaches did not avail their teams, and the last four were not requested to avail their teams. There were two full-time team or group coaches and the rest coach their teams which are their direct reports. The table below depicts the demographics of the coaches and their coachees:

Table 4.1: Coach and coachee demographics and their institutions

Coach	Race	Gender	Coachee/s	Race	Gender	Institution
P1	W	F	P14	B	F	Private
P2	B	M	P8	B/I	F	Public
P12	B	F	P11	B	F	Public
			P16	B	M	Public
P6	I	F	P7	B	F	Private
P4	W	M				Private
P3	W	M				Private
P5	W	M				Private
P10	W	M				Public
P13	I	M				Public
P15	C	F				Public
P18	W	M				Public

(Developed by researcher: 2016)

Data were collected using two interviewing questionnaires, one for coaches and the other for coachees. All interviews were done face-to-face and were

recorded, after permission was sought from the interviewee/s. Data collected were transcribed into electronic format and the analysis tool, ATLAS.ti, was used for initial coding. Transcript P1 had 48 codes and the second one had 55 new codes. There was a sharp drop in the number of new codes from P3 = 23 and P4 = 8; from P4 – P8 they fluctuated between 9 – 4 new codes. From P10 – P14 they fluctuated between 1 – 2 new codes. From P15 to P18 there were no new codes identified, which indicated that saturation had been achieved (Guest, Bunce & Johnson, 2006).

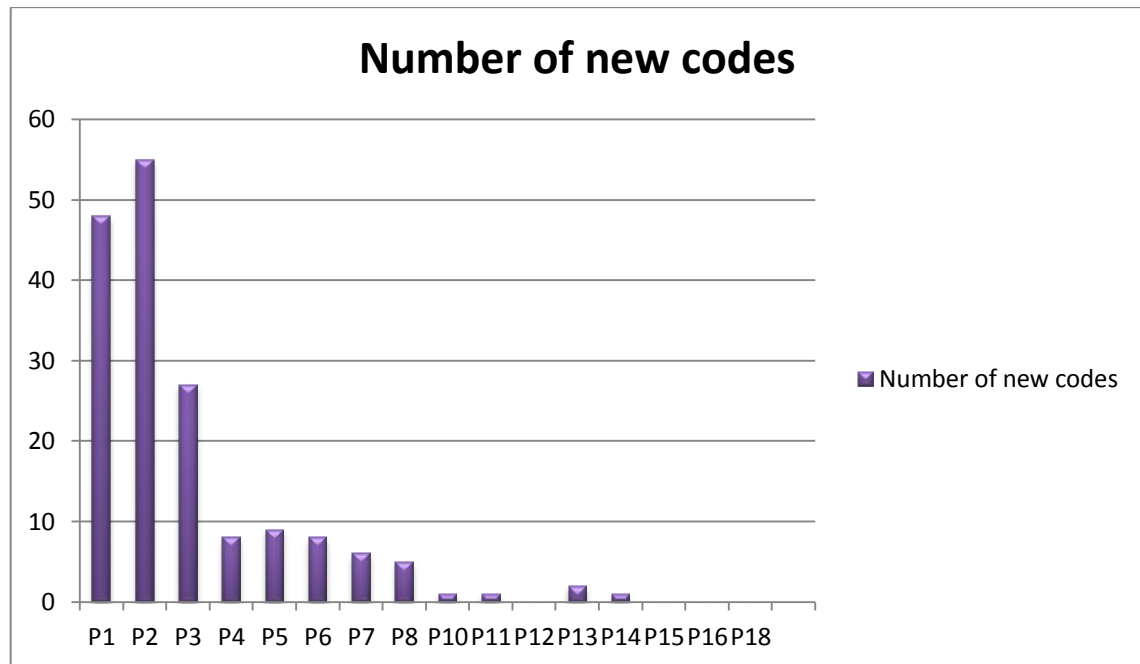


Figure 4.1: Graph showing saturation

From the graph above a drop in the number of new codes was evident from transcripts P1 to P14; however the number started declining from P10. From P15 to P18 there were no new codes identified, which indicated that saturation had been achieved (Guest, Bunce & Johnson, 2006).

Keywords and phrases from interviewees were analysed and encoded. Codes that were closely aligned were grouped into families/categories. During the coding process, the researcher was journaling patterns identified from one interview to another, for reference at a later stage. The families identified also showed closer relations and themes emanated from them. There were fourteen families identified and four themes emanated therefrom. The relationship between themes was analysed and lastly, triangulation was done to corroborate data analysis through triangulation.

Table 4.2: Families and themes identified

Families	Themes
1. Coach qualities	Coaching competencies
2. Coach techniques	
3. Coach having different roles	
4. Types of coaching	
5. Coaching successes	
6. Results of coaching	
7. Team forming	Team organisation
8. Team storming	
9. Team norming	
10. Team performing	
11. Causes of conflict	Team conflict
12. Types of conflict	
13. Conflict resolution skills	Coaches' influence in team performance
14. Coaching approaches used to resolve conflict	

(Developed by the researcher: 2016)

The following discourse is driven by themes that were derived from the data analysis. The four themes are:

- Competencies of coaches – the skills, knowledge and attributes of coaches
- Team organisation – team size, design, and developmental phases
- Team conflict – causes and types of conflict, and
- Coaches' influence on team performance

Each of these themes is discussed from the interviewees' perspectives and experience, using the families that were derived and their relevant quotations.

4.2 Competencies of coaches

The eleven coaches interviewed are all trained by different institutions. They have various qualities, experiences, academic and coaching qualifications. One of the eleven coaches is an external coach who is in a consulting business. The other ten are internal coaches: one is a fulltime coach and the other nine have other responsibilities as leaders and managers within their organisations. One of the internal coaches is also qualified as a coaching supervisor. However, most are International Coaching Federation accredited and a few are pursuing accreditation.

4.2.1 Coaches qualifications

Two internal coaches are qualified as Associate Certified Coach (ACC) and International Coaching Federation (ICF) accredited. Both did Integral Coach and Conscious Coaching and the other also did Professional Coaching Certificate (PCC) and Supervisory Coaching. Both these coaches have significant experience in the coaching field: P1 is a group coach and P4 is a team coach and a supervisor of coaches within their organisation.

So, I'm consciously...conscious coaching. I've trained ACC through them

and I'm a member of the ICF. (P1:137). It's through UCT, also ACC accredited (P1:144)

I did the UCT courses, I did ACC at UCT, which is not the ICF of ACC in 2007 (P4:53). I did PCC in 2011, so I've done my coaching qualification through the centre for coaching and I qualified as a coach supervisor with Joanne Searle this year who's at the Sandton Coaching Centre and she's one of the few supervisors that does supervisor training in South Africa (P4:57).

Other coaches were trained in different schools and approaches. The duration of their training in coaching differs from masters' degree to certificates, and their experiences as coaches are far apart:

It can be very theoretical, that's what I.... when I did my masters I said to them you know, just make it business like because this is executive coaching, this is not life coaching orthis is executive coaching, so we need to help business executives focusing on what they need to achieve. So I adopted it (P3:57)

It was interesting to note that most of the coaches were trained by their companies. They were trained to become coaches within their organisation.

And I realised after 2 years that I had a leader who was a coach, so I realised this is something that I would like to pursue so fortunately the company provided for me to attend the training (P5:124)

Very, very challenging, and I must be honest, if I didn't do the coaching courses and things like that, I think I would have been a totally different animal today (P6:294)

So I switched a little bit in the last 2 years when I started my coaching. And I did professional coaching, but I'm also a kind of a business mentor because I've got the business expertise, so I incorporate both and when I talk around business and professional coaching you know (P6:38)

Two of the coaches have pursued studies up to doctoral level in various fields, but not in coaching:

I've done a doctoral degree so, I'm fully aware of how to reference things (P4:127)

So I pursued that study, that's why today I've got a PhD in public health (P12/38)

4.2.2 Coaching qualities and techniques

The different coaches showed a variety of skills and techniques in their coaching which have a direct influence on how their teams perform. Most coaches listed listening as a key attribute of a coach followed by questioning skills and others.

The most important one is to listen carefully and listen to what they are not saying to you, so that's the most important one (P3:227).

And if you're listening from a point of view of curiosity, sometimes things do bubble out (P4:217)

So as a coach I really don't show them the big mountain, I hear it, I understand it, I listen to it (P6:163)

The coaches showed that they apply questioning techniques for different purposes: one of the purposes is encouraging involvement of team members, to be able to generate solutions for themselves. The other one is to seek clarity of understanding so as to assist the coachees.

You don't do it in a negative or hostile way, you just repeat their words or indicate to them that they haven't contributed or ask for their opinion, ask them to rephrase their opinion but in a constructive way (P3:230)

Surprising how often the same discussion comes from different people in slightly different ways. So, but you can direct it, you can ask questions in

a particular area, so how does your personal life affect your ability to deliver at work (P4: 79/223)

...in that sense is to know the personality because if you want to expose them and you genuinely expose them then you shouldn't stifle their eagerness to ask questions and to challenge somebody like a customer in my case (P15:177)

Most of the coaches used their relationship with coachees to be able to influence them towards achieving team goals

The key thing I can tell you is: managing a team, you are in a relationship (P12:298)

You know, there was an occasion where I think as a leader you've got to try as far as possible to be in tune with the vibe of your team (P13:174)

Sure, absolutely, but I think if you have a fundamental respect for individuals, without knowing people, then you can earn beyond that as well (P15:247).

Others believed that their role is to ensure that they create an environment conducive for success. Their definition of a conducive environment varied from where there is clarity of purpose to where coachees are happy and can flourish:

My role was to help the team become more effective (P4:149)

So for me it's about creating that environment where people are really happy, they have freedom to move, they have creativity space, they operate at their pace aligned to the project plan (P13:73)

I think in terms of my role, my role is to ensure that I'm as closely aligned to the vision you know of the organisation and to what it is that we as a...you know drill it down so I see it being drilled down from macro down into like micro, so that I can say, from a broad perspective this is what we're wanting to achieve, this is where I see myself taking the lead, this is where I see some of the team members feeding into that (15:56)

Most relied on moving from coaching to mentoring and back. This technique they applied to assist the coachees with suggestions, at that moment, to overcome any mental blockage they might be having.

So sometimes you do have to then say, well, what about this and you know, coaching, mentoring, they're not hats, this is not like Edward De Bono, 7 hats or 6 hats or whatever (P4:197). Coaching and mentoring is not a hat, it's a dial, it's like tuning a radio, and maybe you're fully over in the mentoring side (P4:199)

You know if you take metaphors and distinctions, you're picturing something for the client in a way that lands for them as a suggestion. You say, maybe you can see it in this way, it's still a suggestion (P4:209)

And sometimes we don't have to be afraid to step out of the coaching role, I will tell them I'm not coaching you now (P5:141)

Others positioned themselves as having shortcomings and vulnerabilities like all other people, which may be corrected to encourage openness in their conversations with coachees. They also positioned themselves as not providers of solutions.

I like being vulnerable (P12:134)

Often their success is my success and where there's developmental areas, that's my developmental area (P18:158)

We all make mistakes. I make mistakes, you make mistakes, and we all make mistakes (P18:164)

4.2.3 Other individual techniques applied

One coach preferred the use of psychometric assessments and Ken Wilber Model when dealing with an individual "I" and team 'We' coaching or for contextual issues "It" and "It's". He asserted that the model addresses most of team coaching needs:

So I like the work of Ken Wilber and I've adapted his approach into 4 quadrants that we can use in both team and individual coaching. So if you look at the 4 quadrants that we use, the first quadrant is the individual itself or "I" (P3:40)

So we make sure, before we start with team coaching that all individuals involved in the process are actually doing the assessments and psychometric profiling (P3:40)

Then the third element is the actual outputs of the individual and the team. So the focus is on "it"; 'what do we as a team need to achieve' and that's where the coaching to me is critical because I don't like to just say that ok, the team must have better relations with each other (P3:46)

4.2.4 Other roles played by coaches

Most of the coaches have different management and leadership roles they play within their organisations, besides coaching. They vary from being trainers, business consultants and line managers. The observation was that they combined coaching approaches with leadership and management skills in their discourse and practice.

I'm coaching the team, but building parameters to be able to say, what could help the team bringing my coaching skills, my leadership skills, my management skills to the coaching (P2:197)

I am not a full time coach in XXX, coaching is a very, very small part of my score card. So I do coaching and coaching supervision as a side issue, it's only 2% of my score card (P4:11/65)

So I'm a regional manager now at XXX with small business and professional banking, I've been in that role for more than a 5 or 6 years now (P6:329)

4.2.5 Coaching results and successes

The coaches' qualifications, attributes and approaches are critical in assisting them in achieving team and business goals. They have experienced various kinds of successes with their teams. They vary from individual personality changes, improvement of team dynamics to attainment of team/organisational goals and eventually achieving recognition even outside the organisation.

One coach and his teams were recognised at national levels by different organisations:

As HR we are able to get recognition as South Africa's best HR team of the year 2015. Last year November the 5 TMO's with their counterparts at the sites, they've been recognised as the best internal recruitment team public sector category and the team (P2:67)

I can see, I'm very proud of that. We achieved from the AMARA 2014, we won the best internal HR recruitment team P8:75)

We were also fortunate enough to make the finals of the IPM HR team of the year, so those were our achievements as a team (P8:89)

The group coach and the coachee concurred that the coaching journey was a success for both of them. They also posited that other coachees provide valuable support system.

It is very fulfilling (P1:45)

Yes, they actually were. So that's another thing with the group coaching, is that you get to find out that actually you do have like support, like a support system within the grads (P14:108)

The other two teams also experiences coaching successes. One team asserted that key to their success was the leadership from the coach.

And changing what they fear, bring out their inner fears, changing it, trying to work on the change for themselves and then making it into a positive, for me, best success (P6:76)

Yes, the others make sure that in all their lines they're on 150%, so if they are on 150% it helps me reach that target (P7:249)

The other team felt that the trust and professionalism experienced from the coach encourages them to do their best in achieving the team goals.

when I deploy them, I always tell them that I trust that you're capable enough, go and do what you think needs to be done, confiding in their skills and capabilities (P12:266)

And to everyone, I think we are...she sees us as all equal, she even says, I don't have a race, so everybody is like.... (P11:186)

Over and above that we sit as a team, first of all to say, ok, and then the three of us will see.... if it's just the three of us and resolve the issue (16:235)

Most coaches have experienced positive results from coaching. They range from positive changes of individuals and teams, to teams becoming top performers within their companies:

And by understanding for them that specific for big deals, if they go in as a pack, two or three, it will be much easier for them to sign up large organisations, than going in just as individuals because they then can have a process of....will have a process of collaboration and support (P3:114)

I think in broad strokes this is more or less the approach that we follow and we've got success with regards to this and the feedback that I receive from leadership with regards to this is that coaching enables you to address not only to address conflict but to create that relationship in the team, to really build the team so that everybody is on board (P5:158)

I can't complain around attitude, quality of work, dedication and believing in what we're trying to do (P18:154)...but there is good, good team spirit, good team spirit (P18:286)

4.2.6 Summary

The eleven team coaches interviewed have varied coaching qualifications and differing coaching experiences. A few are accredited by relevant bodies like International Coaching Federation and others. This entails that whatever coaching they do within their companies is not regulated or there is nothing that compels them to attend further development as part of continuous development required to maintain accreditation. The coaches use a variety of methodologies and approaches to coach their team. Another observation is that only one coach is fulltime while the rest have other responsibilities within their companies. One coach declared that coaching forms 2% of his scorecard which is an indication that coaching does not constitute the core of his responsibilities.

The positives observed are that most of them have experienced some form of success using coaching approaches and methodologies. Most of them are using a combination of coaching/mentoring and managerial/leadership skills to further their goals. There was unanimity in the use of questioning and listening skills, which are key coaching skills. Some coaches declared their weaknesses and vulnerability, and relationship building was also predominantly used to create rapport. Their organisations have gained benefits from coaching taking place from individual/team and organisational perspectives.

4.3 Team organisation

The discourse below identifies how each team is constituted: it identifies how the team is or was formed and the size of each team the coach has under his/her tutelage. There is also focus on team development, from Tuckman's perspective. However, little focus is made about storming since it is dealt with in the next section. Attention is drawn to team dynamics and performance.

4.3.1 Team formation

The teams coached have varying numbers from 2 – 60. The internal coach is the only one that coaches groups of individuals; new entrants/graduates before they are permanently placed in the organisation. The other coaches are also line managers to their coachees. One coach who is also a consultant, coaches a team of individual sales executives stationed around the country.

When most of the teams were formed, the coach facilitated the setting up of parameters that will govern team operation. The team was involved in the drafting of these ground rules. These rules were to assist in their working relationship.

I think they've been able to buy into the division that we put together for this particular division, and in particular how I was able to come out and say, this is what defines our working relationship (P2:58)

And then once I'm doing all the things that are right, then you contribute to the area, and if the area is doing great you're contributing to the region (P6:187)

And part of my expectations I touched on that issue, so I set the tone in terms of what I will not tolerate and what I appreciate and how I want us to work together (P10:119)

One team created a slogan for themselves to create unity.

*So in a way, it has not only helped us you know...empower the team, but that element of self-identity has come up strongly because when we launched in September 2013, we also had a thing for the launch, which I can say, '**each one reach out to a colleague**' and at a time when I conceptualised that phrase, I didn't resonate with what it would ultimately mean to the team (P2:78)*

Getting team commitment: working with a team requires a team coach to align members towards a team goal.

For you to do that as an ideal employee, these are certain elements we will use as barometers to say, firstly to be appreciated as an employee, you need to be able to deliver on results, we need to look at the quality of those results and from then on you start building on your own commitment to say, how much committed are you to be able to deliver all those results at the right quality (P2:60)

So I'm usually as blunt as that. You know, tell them, give me your commitment as a member of this team that you are part of this team because you believe in, this is why we exist. Because if you don't believe in that, you will always find excuses not to achieve that (P3:196)

So they hold each other accountable, I have introduced structure, I've introduced process and some work ethic, some principles that we've adopted and they are keeping each other honest (P10:72)

Gaining commitment on team goals requires the whole team involvement; it is not only the leader who speaks, but the whole team. Most team coaches ensured that their teams are fully involved.

And there's various theories about this, but what I've learnt is, you have to involve the team. If the goal is the leaders goal then if they fail then they just blame, but it's your goal, so sorry for you. But if you can involve them and it becomes our goal, then your chances of success increases rapidly (P5:57)

Always, always for me that has been important, people understand that we...the goals that we set for ourselves, the KPI that is set and achieved, it's a team (P13:103)

Yes, but what is important from what we do, everybody contributes, from the start to the end to the end product (P18:186)

Most of the teams have common goals that they are supposed to achieve. The team goals are articulated below.

what's important is they understand because I mean, they're in sales, if they don't understand something it becomes a problem which will affect their score cards, so it will be difficult for them to reach that 3.5 (P7:199)

But we do, I would say 90% of the time we do have the same vision and the output. That 10%, you know what, I think for a team, that's good, that 10% we allow ourselves to have a difference of opinion, we're allowed to have that, but we still work as a team because the common goal is that we need to achieve what we've been set as a team (P8:131)

4.3.2 Team storming

Group members encounter conflict from individuals within the group and when they are in their work stations with individuals from other teams.

So there's very few within the group that are fighting with the group. (P1:89)

We didn't all like agree all the time, but I think we never really were like, no, like, there would be disagreements but it wouldn't be like, no, your opinion is wrong (P14:112)

After a team coaching session they go back to workstations where they encounter challenges. The challenges range from being accountable for their work and differences among other fellow employees and management.

So when there's a personality clash or it's typically either with a manager or with another person within the team that they don't get on with (P1:90)

So from my part, I would say, probably the biggest conflict that I've picked up with all the groups is accountability (P1:196)

As soon as they realise that they are the master of their destiny. Things don't happen for them, it's because of a choice they've made or a

decision that they have willingly or unwillingly chosen (P1:198)

Most teams and the coaches listed that they have encountered conflict. The causes of conflict and projects they were involved in are enunciated below:

A simple thing such as debriefing amongst the team members and I'll look at the most current, the most recent one, was the Project that we took up as an organisation and my team was happily involved (P2:131)

Another was where there was a conflict between one of the employees and the line manager, where the line manager found it impossible to manage this employee. And the employee was very unfocused, while she might be able to do a good job technically, she was very unfocused and she didn't respect the line manager and she didn't want to do stuff for the line manager (P4:100)

So you could have a guy that will give you 9 stuff but the 10th stuff he won't give you, he'll launch you in the exco. But you know, this is the territory (P13:233)

4.3.3 Team norming

Team coaches had a direct input in ensuring that their teams do not get detracted but retain momentum towards goal achievement. Their approaches and techniques used to establish norms within their teams differ from one coach to another and from type and source of conflict.

Team 2 had a variety of ways to inculcate team norms and they include being available to assist a team member, meetings where all openly communicate and they also have quarterly HR learning sessions.

So collectively we realised that we can use quarterly HR learning sessions (P2:76). At least you know it's a platform where you can bring issues that involves during the week, maybe you need clarity on how they've approached certain things or how you will still approach them, so there is a platform for that (P2:211)

And going forward we resolved to say, if there is an issue, let's speak about it there, let's try find a solution because we're all here for the same goal and for us to not be trusting that my colleague has my back, that's going to be difficult (P8:143)

And to say guys, at the end of the day, we're a team, let's pave the way forward. We understand your emotions, we are sorry but let's make sure that how are we going to take this vehicle forward (P8: 493)

Team 3 decided on equality among team members to improve team dynamics:

I think that the most important thing in team dynamics is that everyone plays a role. No one is higher than the other, and everybody wants to play power games in a team, or I'm more important than you, or you're more important than me (P6:147)

I show them in so many different ways that you know what, I need you to reach this line, I need you to do this (P7:257)

Team 4 resolved to introduce values like respect for one another, open communication and trust:

We have to define who we are, so we worked on the values, these values are for this department (P12:155). Open, Trust and Communication and Excellence which is shared with the corporate (P12:161)

You treat me with respect, I will also treat you with respect and she does that. Like treat her with respect, she will also treat you with respect (P11:184)

What we basically do is in some instances you may find that for all the projects that we do, we always allow the principle of team work (P16:248)

Most coaches had their own ways to instil norming. Some refocus the team to

the team goals, principles, and work ethics.

So you always need to understand the circumstances of the team and make sure that you almost get a common enemy for the team so that they can gather themselves against that and then create an objective for the team to say, this is how we're going to tackle it and this is how we're going to support each other (3:99)

So we've got this rule, if you believe that something has slipped or whatever, you can walk to my cubicle, put your hand up and say, I think I may have made an error (P18:170).

Exactly. And usually if people are focused on the right thing at the right time, then you limit a lot of the storming that's happening, because if people are unsure about where they are going or what they need to do, that's when they have opportunity to spend time on it (P5:155)

A few coaches have encouraged the refocus on values to ensure that the team has a common understanding of expected behaviour and work ethics.

I have introduced structure, I've introduced process and some work ethic, some principles that we've adopted and they are keeping each other honest (P10:72)

I don't mind if you have arrangements to start later and end later and things like that but let's keep the discipline back, the basics so that we know where we are going with each other, and so that we know that we will deliver on the job (P10:165)

If I believe that I've made an error, an error in judgement or whatever, tell him you know what, I think I may have made a mistake here, but this is how we're going to rectify it (P18:172).

Other coaches were focused on instilling a culture; a culture that encourages working together as a team, communicating at all levels and peer reviews:

Feedback is very important and whenever I meet a new team and we go

through the phases of developing into a team (P13:105)

Just to build that relationship amongst them and also what we do is when you write reports you ask them to actually do a peer review of your work so that they can build that relationship of talking amongst themselves without first coming to me (16:239)

So we talk every day, there's a good team spirit, a good atmosphere and once a quarter we will have a team meeting and say alright, these were the deliverables, have they been met? (P18:228)

Most teams and their coaches had undergone a norming phase in one form or other. They have attested that they had to find ways of working as a team to resolve current issues, which made them to progress to a performing phase.

4.3.4 Team performing

The three teams and their coaches has experienced a time when they were performing at their best. They attest to this achievement to them overcoming different types of conflict.

Team 1 coach and coachee agree that the support system developed during coaching permeates to the workplace where the graduates provide each other with support:

And then you find those little gems, and they're like wow, didn't think of that, and they coach themselves into coming up with different solutions (P1:95)

Yes, they actually were. So that's another thing with the group coaching, is that you get to find out that actually you do have like support, like a support system within the grads (P14:108)

So then after that she stopped and they got her an assistant, ya and then whenever she did need help from me she would ask in a proper manner (P14:143)

Team 2 attest their superior performance to the coach's influence and being there to assist and provide guidance:

They understand where they are in their little corners and what they need to do to deliver on results. Their roles as well have been clarified, the environment also has been made conducive for them (P2:201)

So it was ugly, it was sad, but I think we all learnt and we grew out of that (P8:143)

Team 3 purports that their improved performance is the result of having clearly articulated common goals and good relationship among themselves:

There's absolute clarity of what the goal is, you know the common goal for the entire team (P6:276). And in understanding what the common goal is, that everyone plays their role, every single person, including the tea lady for that matter (P6:278)

So with them it's like they have that opened relationship whereby they talk that I have this, I have that I have what, what, what, what and they are able to confront him and tell him that you know what, you're not getting this because of your up and downs (P7:136). But they do talk amongst each other but they've never had fights whereby I have to call them in here and kind of like talk (P7:138)

Team 4 contends that their improved performance can be attributed to open communication. They were able to communicate horizontally, vertically and diagonal with other departments:

Where we were sharing the results of the very same project that you know like was....and I think it actually even gave a lot of interest within the organisation. And it's still one of the main strategic projects even today (P11:175)

But once we've implemented, things started flowing smoothly, because from that time, we said, no, the only way to do this thing, once we implemented, what we then did is we formed a task team (P16:115)

From our side, from our involvement I think that we've managed to make a breakthrough (P16:183)

The other coaches attest to the performance of their teams to communication, members assisting others:

And if this is the leaders goal, but this is our goal, and you'll only get there if you're involved in it, through a very simple thing and this is what we struggle with, it's communication, because we see this...or frequently we see command and control (P5:64)

The other coaches attest to the performance of their teams members assisting each other:

And that's the culture they have adopted and I think quite fabulously actually because when they have down time they will walk to the other colleague and say, I know you're busy with this pricing process, is there something I can do for you? (P10:293)

Or you could leave it to the individuals and say look, you know what, there's this task and who do you think? And they can decide amongst themselves knowing now that after being exposed to each other that there's a consensus about it. And by that consensus there's almost an automatic buy in into it (17:120)

We are a well-functioning team, there's mutual respect, there's a good team spirit (P18:112)

Most teams have shown above that they have instances where they achieved their goals. During the interview, it was never stipulated by any team or coach

that they sequentially followed the all stages. However, they could identify with the stages listed above.

4.4 Team conflict

Most coaches have experienced conflict in their teams. There are three types of conflicts identified by the different coaches; which are task, process and relationship conflict. Relationship conflict has come out at the top and followed by the two.

4.4.1 Relationship conflict

The group coach identified the following instances and causes of relationship conflict:

No, not necessarily. It's like, if there's a personality clash with a boss (P1:69)

So when there's a personality clash or it's typically either with a manager or with another person within the team that they don't get on with (P1:90)

And the way she interacted with me was condescending and she just wasn't....like she demanded that I do things, she never really asked (P14:130)

The other three coaches and their teams identified the following instances and causes of relationship conflict:

Team 2: No, no, it falls within that, I think it touches maybe on 2 of them, it was the relationship and the task at hand (P8:153)

We also got to the issues of racism, instance of undermining, a lack of trust and also I think fear (P12:123)

Team 3: And I find that normally that the communication is the biggest gap. (P6:271)

I don't think there's envy or jealousy, but there's always, I want to be number one (P6:179)

Team 4: And I'll have meetings where somebody will say, no, no, no, that one is stupid, so ok, that is fine, you are expressing your emotion, but say it with respect (P12:186)

This person is a lab assistant that is washing plates for this group of people and serving tea (P12:128)

Like if you find that you will have your own point of view and maybe she could have her own point of view. You know like sometimes you will never think like the same way, even though you're going towards the same solution, but you'll have like different approaches (P11:84)

The other coaches also experienced following instances and causes of relationship conflict:

But it was just about understanding the relationship and the cause of the breakdown of the relationship (P4:156)

...every now and again there might be a little storming, due to personalities (P5:156)

And this person was like...it started to play out in their personality, every time you give them something they would whisper under their nose type of thing (P13:134)

Relationship conflicts have direct impact on emotions which have dire consequences:

I don't think there's envy or jealousy, but there's always, I want to be number one (P6:179)

And this person was like...it started to play out in their personality, every time you give them something they would whisper under their nose type of thing (P13:134)

I think more than having issues with the people that we're working with, I think more personality clashes (P15:81)

4.4.2 Process conflict

The process conflict involves how the job is going to be done. The group coach did not experience process conflict; however a few of the teams and coaches experienced it:

Team 2: I've compromised my principles from a professional point of view to please as you said, principles or to deliver on the instruction. So others went for the easy way of delivering on the instructions, others wanted to feed requests and instructions within how their processes will deliver on the results. So in a way that level of appreciation as team members to say, you knew this was going to come and you had an option of not compromising our professional standards and everything, they were divided (P2: 147)

We did and I think it came from the fact that when we went for the interviews, we all went to different places and then there came a time when we had to be together and then when we got there we realised that we're not doing things the same, you know? (P8:441)

So if I go down that route again, I'll be a lot wiser on what not to do and to ensure that we follow process because I think if we stick to process, you avoid a lot of issues, if we follow process (P8:169)

Team 4: Like if you find that you will have your own point of view and maybe she could have her own point of view. You know like sometimes you will never think like the same way, even though you're going towards the same solution, but you'll have like different approaches (P11:6/84)

And people feel that probably we might be saying they're not doing the right thing. Most of the time we investigate the process rather than individuals (P16:71)

So it was a very painful process because you know, in some instances the way heated debates like, if it was in a different environment, it could have been physical (P16:110)

One coach experienced process conflict through the young generation in the team challenging the status quo. They were not prepared to accept procedures because team leaders pronounce them but they needed validation.

It's actually the same for me with processes, I think in the past if the leader with years and years of experience told the guys reporting to him, we follow this procedure because I say so, I've been working here for 17 years, and people just accepted it. But the young generation they want to understand the meaning and they will challenge you because they've got access to Google and they will Google it (P5:136)

4.4.3 Task conflict

Task conflict takes place when the goals or content of work is unclear.

Team 1: So from my part, I would say, probably the biggest conflict that I've picked up with all the groups, is accountability (P1:196)

So like she'd make me do her tying and just stuff that really I shouldn't have been doing, she could have done it herself (P14:129)

Team 2: I've compromised my principles from a professional point of view to please as you said, principles or to deliver on the instruction. So others went for the easy way of delivering on the instructions, others wanted to feed requests and instructions within how they processes will deliver on the results. So in a way that level of appreciation as team members to say, you knew this was going to come and you had an

option of not compromising our professional standards and everything, they were divided (P2:147)

No, no, it falls within that, I think it touches maybe on 2 of them, it was the relationship and the task at hand (P8:153)

Team 3: And it's probably because of lack of skill (P6:170)

So come the next day, if this one is busy again doing the up and downs, they come to me and say, you see now, the queue is long and the clients have been waiting for ever, this one is so slow, so we are taking the accounts (P7:150)

Team 4: I can give you a good example of the challenges that I've been saying, like of booster site and other parts of the distribution network (P12:270)

And then the other thing was for them to take it through they said we cannot accept it at the moment. The operation that you're giving us, the new operation that you're giving us, it has to go through the quality system (P16:95)

One coach experienced task conflict generating relationship conflict:

Another was where there was a conflict between one of the employees and the line manager, where the line manager found it impossible to manage this employee. And the employee was very unfocused, while she might be able to do a good job technically, she was very unfocused and she didn't respect the line manager and she didn't want to do stuff for the line manager. So she would go to the line managers own manager and sort of not necessarily produce the work and so it went on and created a lot of noise in the team, a lot of unhappiness in the team. And in fact ultimately, the person working, the employee left. Ultimately there was that she felt she could not respect the manager in any way or respect his authority as the manager and she of her own accord resigned and left (P4:100)

4.5 Coaches' influence on team performance

This section explores and consolidates what the coaches saw as paramount in their role which enhanced team performance. Coaches had identified key tactics and actions they deliberately engage in to assist and ensure that teams achieve their goals. Their power of influence emanated from them skilfully using their experience, skill, tools and models for the benefit of the individuals, teams and organisations. However, the discourse initially focuses on their conflict resolution skill and later on how coaches have influenced their teams.

4.5.1 Conflict resolution

a. ***Coaches' conflict resolution skills***

This section identifies skills and strategies deployed by coaches to resolve conflicts listed in the section above. The most used tool was communication in its different forms, and it is also used to create norms for the team, as observed in team norming above.

Communicate at all level and using different media in expressing what needs to be done:

So that is what also helped and also continuous engagement we had two which is a vertical interaction where it's you and the manager, then you have also a lateral or a horizontal line where managers will speak to the managers directly and ask as well, speaking to try and see we find synergy now we find common ground in terms of what needs to be done (P16:128)

I've realised that so often where we even create more conflict. If there is conflict in the team, then we need to talk to the individuals (P5:117)

Create a safe environment of trust for coachees to interact, guided by ground rules:

If you just create that safe space where people can speak within those boundaries (P5:117)

So in time to then unpack, what was the suppression? What was the fear? What was holding her back? So a lot of stuff came out and stuff that she would never share with anybody else in the whole wide world. And of course the biggest thing I think for me was the trust element (P6:92)

So making them refocus their efforts and saying you can still deliver on the current objective while you are recognised for how you delivered on the results. So bringing back the principles that guide them in achieving the specific results, I think it helped them. And also, giving them that space to say.... (P2:182)

Most coaches preferred to remind their teams of the team's purpose and provided a big picture by clarifying goals, policies and procedures:

So in a way, I was providing a platform for them to find clarity in terms of how to approach some of these emerging....whether it's instructions or processes which had to be accommodated and they encounter their own processes (P2:158)

So I would really focus on why does the team exist? (P3:192)

We look at it in a context which really does have a beneficial effect because they end up getting a better, bigger picture, more clarity, mostly they develop that themselves, mostly they come up with their own solutions (P4:88)

Few of the coaches have adopted a strategy that allows team members to exit the team to resolve conflict:

So we didn't try to....there was one lady that just had personal issues that we further assisted, but people who didn't like the style or the model, we decided not to force them, and made it a natural process for them to leave the team (P3:159)

And in fact ultimately, the person working, the employee left. Ultimately there was that she felt she could not respect the manager in any way or respect his authority as the manager and she of her own accord resigned and left (P4:100)

Share the successes and then let's see if we take it up there again. So for me that works, but if it's a discipline issue, I'm absolutely perfectly the first one to say, guys, you're either in this bus or you're out (P6:255)

Some of the coaches and their teams preferred relationship building as another skill to resolve conflict:

I was coaching the individual, the person and we spent a lot of time exploring aspects of the relationship and understanding why she felt he was so useless and why she was so difficult and destructive. But it was just about understanding the relationship and the cause of the breakdown of the relationship (P4:156)

So with these two individuals, when you intervene of sorts, well firstly as I said, you must be in tune with what happens. So you try and catch things in very early stages, you don't catch things at critical stages because it's like an illness for example. The worse it gets the more effort you have to put to it and some of the damage is irreparable (P13:178)

Most of the parts on this project were a lot of not building a relationship with people whom you want to introduce the new approach to (P16:107)

The coach needs to ask the relevant questions which will assist the coachee to find answers on their own:

I don't have an attachment to the outcome. Ok, so what is it I need to do? I still have the same desire to do that, my decision is, I'm going to ask my manager what is it that I need in order to do that? He'll come up with a list, I then come back here, what am I going to do with that list? Am I going to achieve it? Is it's a possibility? Or do I make a choice that I'm happy where I am, I don't want the added responsibility and I will

continue on my path. So I'm still making....but I'm in control, I'm not expecting things, I'm not complaining, I'm not frustrated, I'm not giving up. And this in consciousness coaching is called the ladder of power. And when they see this, they understand and then they start taking things in (P1:229)

The coach can also move to mentoring mode and instigate courageous talks with coachees:

So courageous conversations are when you've got to sit with your boss and have a discussion. So I'm going to quickly take you through a courageous conversation and then see how you feel, and again this is a bit more mentoring, initially so that they can actually get what I'm trying to say (P1:284)

Clarification of roles is also important:

So as a leader in a team or as a coach, if I was a team coach for a particular team, my rule would be to ensure first of all there's absolute clarity of everyone's role (P6:274)

b. **Coaches view of conflict**

A few coaches approached conflict as a challenge to be overcome. They contend that conflict can create a competitive spirit for the team:

I would like to probe some kind of positive aspects in terms of how they can develop, that's how I would deal with it. For me, conflict doesn't distract me (P6:233)

As a line manager I've got the skill of coaching, I've realised that so often where we even create more conflict. If there is conflict in the team, then we need to talk to the individuals (P5:117)

you're never ever going to agree on everything, there will be disagreements but I believe a healthy disagreement doesn't harm anything (P18:208)

Most coaches, by virtue of being line managers, also resort to human capital processes to resolve conflict:

I say to them, when you get to a point when you want to follow an HC process and discipline and so forth, you must have a very clear conscience that you've done everything in your capability and in your tool set to try and remedy these things before you go there (P13:223)

And I think it's about understanding that modus operandi and actually getting an appreciation for that, that there is value in both methods of working (P15:81)

There's nothing swept under the carpet and eventually it happens and it festers and it becomes something huge where it could have been dealt with (P18:170)

c. **Coachees resolving conflict**

Some teams have shown that members are able to resolve conflict on their own. Team members took it upon themselves to resolve their own conflict and a coach provided guidance when needed. Below are some of the conflict resolution skills identified by coachees for themselves:

Coachees having their own solutions

Their opinion on it and if it works for you then it works for you, or you could have your own type of solution (P14:108)

So to resolve that we met as a team, we said our say, everybody had their say, we sat together, we cried, we screamed, when we walked out the room it had been resolved, we were fine. And going forward we resolved to say, if there is an issue, let's speak about it there, let's try find a solution because we're all here for the same goal and for us to not be

trusting that my colleague has my back, that's going to be difficult (P8:143).

So that's when we went and sat in a room, we all had our say, we had one person that kind of took everything in and tried to make us see the bigger picture. And then we sat there, we spoke, we had our say, it was resolved when we left here (P8:147)

d. ***Learning from resolved conflict***

There was learning achieved from conflict by teams:

So I think we'll have to take any future conflicts within that context to say we need to find a solution in that time on how we resolve it (P8:217)

So normally, I think in that case, we end up not having a lot of conflict because we discuss the things as they come and as a team (P11:114).

You bring these parties along and there's then a new understanding and appreciation and a different possible way of working without changing the fundamental character (P15:107)

4.5.2 Coaching approaches to resolve conflict

a. ***Focusing team on team goals***

It was interesting to note that some coaches were more focused on achievement of organisational goals as the reason for the existence of the team. From the onset they ensured that they instil a common understanding of these goals, using various means. When the team experienced conflict, they managed to facilitate a process where they navigate the team beyond the immediate. They encouraged their team members to refocus when they seemed to be not achieving the team goals.

The focus is not much about our personalities and preferences, I think I put together about 11 attributes that suggest you fit into this particular...I'll just call it a model sort of a thing that I work.....in that I was

saying, what makes our environment to appreciate one another, what from a leadership perspective or as a follow up to say we are brought together by one purpose and that purpose alone is to deliver results for the organisation (P2:58)

One coach contended that having a business goal to achieve is not enough, but also there is a need to have a business plan. She introduced the team to drafting the plan and working within it to deliver the goals:

And also the first thing that I did actually, that was critical is, I developed a business plan, I said well, if you want a business plan, we've never did business plans, I said, no we cannot operate without it (P12:153)

Other coaches did focus on organisational goals but also assisted the team to identify performance limiting factors and possible solutions thereof:

The issue is 'what are the objectives of this team that we can measure', so if it's the strategic objectives of the year, is it a quarter that needs to actually bring us back, is it?...whatever it can be so we agree on what those objectives are and then we actually are looking at from an individual perspective a team perspective, as well as the outlook perspectives, what are the things that are limiting the achievement (P3:46)

b. **Reflection on team capabilities**

When faced with challenges related to resources, the coaches would also make the team reflect on their capacity and capabilities, and thereafter collectively devise means to overcome present challenges:

And then I keep on reminding each other and them as well that we are doing well with what we have (P10:236)

I believe as we manage or as we coach or as individuals responding to change, we need to be mindful and say, certain things at one given moment can work, but there will be moments when it won't work. How are we ready to receive the things that are not working and not blame

ourselves and say, we did not anticipate things well, we did not respond to things well (P2:239)

And I allowed these conversations and initially I said let's try it and let's see how it goes and about two months into the process, the first ones started coming to speak to me to say I understand why we're doing it (P10:278)

Most coaches assisted their clients to learn from their experiences, in order to improve team performances:

So, I realise that they are not happy necessarily, that they are frustrated, that they are irritated, but I said that all of that will not help them achieving their objectives. So the sooner, and I explain to them the process of a team, the sooner that they actually become part of the solution and not part of the problem, the quicker they will get results (P3:171)

Because, if you understand that particular analogy or how you factor in those parameters, the elements that we spoke about. You cannot draw a line to say, the principle approach to delivering results can be central to the following elements. So in a way I'll say naturally one will make the connection and say, remember this is what matters for us as a team. So one could have used it as a basis to diffuse the situation (P2:188)

One coach positioned reflection and learning as a routine for his team. He contended that after some time it sifted those who are resolute from those who are not:

And then after 6 months we had a morning session only, where we just looked at, you know, are things in place? Some people left the team.....are things working? And at the end of the 12 months they were the top performing team of the company and they all achieved their objectives by just making small changes in the way they worked and assisting themselves a lot better. So that's an example of the teams (P3:84)

c. **Co-creation of solutions**

Some of the coaches were honest about their capabilities and were able to express their shortcomings and vulnerabilities. By doing so they opened a window for team members to co-create solutions for the benefit of the team. They also encouraged team members to also be vulnerable:

That's team coaching for me and then he was brave enough to ask, guys, this is the situation, I don't have a solution as the commander, what do you think we can do to get the chopper in the air? And what he did was to listen to each and every one (P5:79)

And I've been saying to the team members, when you know you don't have enough to do, please ask your colleagues (P10:291)

So if you can instil confidence and quality and also hand over responsibility, everybody wants to be known as a responsible person, and that's it for me (P15:187)

Some coaches challenged their teams to devise top-level strategies to resolve organisational issues, instead of expecting a team to be tactically and operationally directed:

I need strategic initiatives for us to be able to solve this problem of chlorine residual, may I please have proposals (P12:174)

Let's brain storm this idea, I want us to give a solution here, the CEO is asking for something

(P12:177)

And I see them, they are coming, they tell me, what about trying this idea, what about exploring this route (P12:266)

d. ***Removal and use of dyadic coaching for non-cooperative members***

A few coaches purported to prefer dyadic coaching after observing that one individual is challenged within the team, instead of involving the whole team. Application of one-on-one coaching was to avoid generalisation and delaying the team because of one person.

And it was saying, this is not about you being an ineffective manager, this is about you learning techniques to help you manage the team you've got. So I wasn't really trying to change the team, I was trying to help the team be more effective (P4:143)

And most probably they will tell you, you know I'm at 6 and there's something that's bothering me and perhaps having a one on one conversation with that person, because it's so important to have him on board. But to delay the whole process with the rest of the team because of one individual, I don't think that's a wise idea (P5:88)

So as a coach we observe and we see that guy's not 100% comfortable, perhaps a one on one coaching session with him will do the trick (P5:89)

e. ***Encouragement of team involvement***

Most coaches encouraged team involvement by use of questioning techniques. They felt that when members are engaged and commended, they give more of themselves than before.

So if you can instil confidence and quality and also hand over responsibility, everybody wants to be known as a responsible person, and that's it for me (P15:187)

Use them, give them recognition and that's what people crave, they just want that they are recognised. So that might work and what else can you do? Just get them talking and then it becomes...really you don't have to....really the number of problems as a line manager that you have to

address becomes very few because you've got this wealth of potential that you just unlock (P5:161)

even in the delinquent, but it's finding that approach for that person, to bring out the best in, and for me the underlying thing is we can drive hard everything, as long as there's respect, we shouldn't let go of the respect (P15:243)

Some experienced coaches will allow the process to unfold and do not intervene or assist. However, later on they will collate what team members have contributed and consolidate with theirs to provide direction:

In the past we didn't allow people to challenge the process because through years of experience we realised that this is the best. But if it's a process thing, I will allow....I teach my leaders as coaches to allow them to ask the question and then just give it back to them. So if you are comfortable with the current process, how will you do that? Let them do the thinking, and then with your experience and perhaps they've got a fantastic new idea, just marry the two (P5:140)

f. **Creation of safe environment**

A few coaches had a positive perspective of conflict; they did not discourage it, but found ways of encouraging it within determined limits. Coaches encouraged members to confront issues in an open and safe environment, and this resulted in team members innovatively resolving their conflicts:

I don't have an employee that must book an appointment with me, if you want something, here is the door, come in and tell me. You've got a suggestion, come in and tell me, you differ with me, come in and tell me (P12:179)

If you have the tool to address this, to have this conversation that we just spoke about, do not shy away from conflict, its action if you create that safely with specific rules, this is how we're going to address this conflict, we're not going to shy away from it. If you are not happy, it means there's

something wrong. So have this conversation where people feel open to start talking to one another, but guided by those particular rules (P5:150)

And they are put together as a team for various reasons and through various circumstances, and if they don't accept that then they shouldn't be there and then I share with them, and actually for themselves to realise that, so what are their options? Because eventually, especially in these day and age and economic environment, if they don't deliver and they don't use the team to deliver, they will not have a job (P3:165)

g. **Coaches being resourceful**

Some coaches provided nuggets of wisdom to their team members to encourage them. These little talks would provide encouragement and a form of advice to the team members in their execution of their different projects. This is the time where they would be seen to be providing suggestions in the form of analogies, examples or pictures. They would be serving as advisors or mentors:

Lukewarm is no good...(P18:318)

... if you set your mind to something, go for it, a half-hearted effort will never get you anywhere in life, never ever get you anywhere in life (P18:326)

So get them to understand how it works, obviously instinctively if you are red you understand it for the time that you are being explained and then beyond that when it comes to the real nuts and bolts of the order of the day and the job at hand (P15:87)

Most coaches had tools, methods and techniques to use at different intervals to assist the coaching process. Others used psychometric tools, models, 360⁰ assessments and others:

And that's what as a business we need high performing teams, but if we don't have a tool that allows us to address the storming, it will happen at some stage. So we can either run away from it or address it as soon as possible. And that's where I think as a coach you've got this coaching

tool, you can utilise this to move them from storming to norming; and I think once you address that conflict then you will end up performing (P5:153)

h. ***Encouraged open communication***

Most coaches felt that communication is crucial in ensuring that the team performs. They contended that it is better to over-communicate than under-communicate since it may cause gaps in understanding. They also felt that it should also be guided by good intentions, instead of being malicious:

Either the communication of what the goal is, or what the strategy is, is not understood as I as a leader understand it, and it's not communicated properly. And I find that normally that the communication is the biggest gap. Because what I understand, I assume everybody else understands and not everybody understands the same way as I understand it (P6:90/271)

the key thing is, when we do things and support each other it's not with malicious intent, make that clear up front (P13:98)

Feedback seemed to be welcomed by most coaches; either receiving or giving it. They also suggested that it requires a higher level of maturity between the giver and the receiver:

When you give feedback, the person leaving must always feel good when they're leaving, regardless of what you tell them (P13:119)

And the benefits that they've had, things that they've never seen, or things that they've never thought about and of course shifting them you know out of their comfort zone and taking them to that discomfort however positively (P6:74)

Now, if you involve people in that way, you will find that people then talk to the leader and if you've got guys who are at a very high level of

experience, if you can get them to share their experience with the younger team members, act as coaches, then you get buy in, then it becomes our work goal (P5:64)

4.6 Summary of the results

In this chapter, the teams and their coaches were able to relay their experiences in connection to coaches' competencies which were shown to be varied. Some were highly experienced and qualified to perform team coaching. Others were oscillating from coaching to mentoring and leading their teams. Team development stages were explored and it was demonstrated that most teams have experienced the four stages, however not in a sequential format. Team conflict and resolution were explored and most teams have experienced conflict and were able to resolve it. It was evidenced by interviewees that coaches contributed to the resolution of conflicts; however they used a variety of skills to achieve the goal. The skills gap shown by coaches and the other roles played by team coaching were glaring and need attention.

CHAPTER 5. DISCUSSION OF THE RESULTS

5.1 Introduction

In this chapter the researcher discusses the findings in relation to the research question and literature as presented in chapters 1 and 2. There is comparison of the interviewees lived experience and the literature reviewed. This chapter presents the analysis and interpretation of data from interviewees. This entails that there are areas where there is convergence and others where they differ. The researcher highlights those areas and expands on them. However, the initial focus is on the demographics of the interviewees.

5.2 Demographic profile of respondents

There were eleven coaches and seven coaches interviewed. Four coaches and their teams were interviewed. In terms of gender, there were more male coaches than female and more female coachees than males. The majority of the interviewees came from the public sector and specifically, the state-owned enterprises, and the rest were from the private sector. In the context of this study, demographics have little impact; however, it is noted to highlight who the respondent were.

5.3 Discussion of results

The purpose of this research was to identify measures that a team coach can introduce to ensure that a team functions effectively within an organisation. This study had a bearing on identifying the influence team coaching has on team performance, which has an impact on organisational goals. The research question to be answered was: How does team coaching assist Task Performing Teams to overcome the storming and move to the norming and performing phases?

5.4 Discussion pertaining to research question

During the research, it became clear that team coaching has direct influence on team performance which impacts on organisational goals. The discussion is aligned to the themes identified during data analysis: coaches' competencies, team organisation, team conflict and coaches' influence on team performance.

5.5 Competencies of Coaches

5.5.1 Qualifications

The coaches' competencies included skills, knowledge and attributes. Their qualifications varied from a coaching certificate to a master's degree in coaching. Few of the coaches were accredited by coaching bodies. However, most were well qualified with regards to their other professions; two of them had doctoral degrees. There is none qualified as a team coach, which exposed a gap in team coaching qualifications; currently there is no standard qualification in team coaching because it is still a new area of coaching. Carter and Hawkins (2013) and Clutterbuck (2014) attest to this assertion that team coaching is still at its infancy stage compared to other coaching approaches, but it is in a stage of rapid growth. Hicks (2010) admonishes that organisations do not appreciate the effort of training a one-on-one coach or line manager to become a team coach. Carter and Hawkins (2013) are concerned with the coaching industry because it seems that coaches trained in a dyadic format automatically qualify to become team coaches. Sparrow (2006) advises that team coaching is not that easy; it is like running many coaching sessions in one. This is so because in team coaching a coach deals with a collective of individuals. Ward (2008) concurs when he suggests that practicing team coaching is demanding because a team coach requires being skilled in individual coaching, group coaching and systemic coaching.

5.5.2 Qualities and techniques

The coaches have to be resourceful in order to be successful in coaching (Rogers, 2012). It is incumbent of the team coach to have a pool of skills to perform at the highest levels. Most of the coaches interviewed were able to elicit listening and questioning skills, which are a core competence of coaching. Both set of skills are required in all forms of coaching; dyadic, group, systemic, and team coaching. Rogers (2012) purports that enhanced listening skills create rapport and build relationships between the client and the coach. She also encourages questioning techniques in order to drive the client's agenda, and avoid talking more than the client (Rogers, 2012). The role of questioning in coaching is critical during goal-focused coaching sessions (Grant, 2011). Both skills are able to assist a team coach and coachees to be present and engage on the issues at hand. They also provide a platform for clarity seeking, especially at team formation when goals and objectives are set and during conflict resolution.

Another quality identified by most interviewees was that of relationship building, which is supported by Carter and Hawkins (2013), and Katzenbach and Smith (1993). Relationships are bound to happen when there is a group or a team. Both Carter and Hawkins (2013) and Katzenbach and Smith (1993) suggest that team members have interdependencies that require them to work as a collective, and have collective accountability. Katzenbach and Smith (1993) further corroborate that a team is more than a sum of its parts, which can be true when there is collaboration among team members.

Both coaches and coachees identified building a favourable environment as a significant skill for a coach. Most coaches identified the creation of an environment where coachees can flourish as their key role. This competence suggests that a coach should allow or give space for coachees to perform their responsibilities. This statement augurs well for consultative coaching. According to Hackman and Wageman (2005; 2008), consultative coaching is applied at the project's midpoint, when work has been done. It seeks to provide performance strategies that provide new ways of proceeding with work that is aligned to task requirements. This entails that a team coach uses this technique

to navigate the team around bottlenecks identified, and then leaves them to proceed towards the conclusion of the task.

Some coaches and coachees acceded that they have shortcomings and vulnerabilities. Coachees who are experienced and emotionally mature are amenable to concede when they are not knowledgeable of the subject. Rogers (2012) suggests that a coach who is not skilled in counselling should rather refer the coachee to a counsellor. This declaration ensures that there is respect for the coachee and avoids possible transgression of their relationship. According to Feldman and Lankau (2005), the process of establishing a coaching relationship involves sharing expectations and defining parameters applicable to the coaching relationship. When parameters and expectations are set, it becomes easier for both coach and members to declare shortcomings.

5.5.3 Other individual techniques applied

A few coaches articulated models they preferred using. One coach preferred the use of the Ken Wilber Model, which was fascinating in that all four areas are aligned to team coaching. The “I” quadrant is aligned to identifying who the individual is by use of psychometric assessment to profile them, and the team leader discusses it with each individual. The “We’ quadrant was identified as a team - specific; the individual profiles are shared with the team and discussed with the aim of increasing shared understanding of team members with whom they are working. The “It” quadrant identifies what the team needs to do: besides talking about good relations, they jointly discuss the strategic goals and objectives of the team. This quadrant is closely linked to the project inception, where clarity of goals and objectives are sought. According to Hackman and Wageman (2005; 2008), motivational coaching is needed. Lastly, the “It’s” quadrant is aligned to the system or ‘blaming part’. The coach identifies this quadrant as a problematic one because team members can easily use it if coaches are not cognisant of problems. This is where dependencies and possible conflicts are, and a coach should influence the team to overcome these. Educational motivation can be of great impetus in this quadrant since coachees develop and use skills learnt (Hackman & Wageman, 2005; 2008).

5.5.4 Other Roles Played by Coaches

The other qualities identified with the coaches were that they are skilled managers and leaders. They are practising their skills daily, which entails that while being team coaches they also manage their teams. They contend that they manoeuvre from coaching to mentoring and leading their teams. Reich, (2009) identified five coaching roles that include being a consultant, supervisor, instructor, facilitator, and mentor. These roles suggest that a team coach can migrate from one role to another in the quest to assist the team to move towards goal attainment. These roles may be in contrast to a rudimentary coaching role, which presupposes that a coach assists a coachee by means of Socratic questioning (Rogers, 2012). The idea that one gets is that a team coach should be resourceful and agile. However, team coaching does not get the prominence it deserves, considering the outputs expected from it. One coach asserted that he spends 2% of his time in team coaching, which suggests that it is rather an insignificant role. This observation is also reflected by a few of the full time internal coaches and team coaches from the sample.

5.5.5 Summary

The coaches showed that they have some form of training as coaches. They had psychological understanding of coaching and able to differentiate it from mentoring and team leadership, but they were more eclectic in combining all the skills for the success of their teams. All teams were able to declare different forms of success, which may be attributed to coaching. However, the coaches were found to be lacking in two areas with regards to their competencies; their qualifications as team coaches and models they use. This gap requires being closed by formal training on team coaching. Most coaches rely on their training as business or executive coaches to coach their teams. The skills are not far apart, but they may not be relevant for teams. The researcher has noted that not a single coach articulated the 5 principles of team coaching (commissioning, clarifying, co-creating, connecting, and core learning) or CID-CLEAR team coaching process (Hawkins, 2011a). The observation is that they are using

some of these principles, but using different names and the same with the team coaching process.

5.6 Discussing Team Organisation

In this section, team formation is analysed, together with stages of team development. All the teams that were interviewed are work-based and have projects that they are performing. There was no interest from other coaches to permit the interviewer to meet their coachees for different reasons. There were only four teams available from an initial seven, and the other four coaches were interviewed in their capacity as coaches. The total number of coachees interviewed was seven, with three, two, one and another one per team.

5.6.1 Forming Stage

Hackman et al., (2000) argue that teams should be designed properly, taking into consideration team size, skill mix, interdependence, stability and norm development to ensure team effectiveness. They suggest that team size should be between 4 -7 because the number gives a balance between having enough members to do the work and few enough for decision making and effective coordination. The size of some of the teams was far above the number. One coach declared that she has a team that is up to 60 individuals. This number reflects that a coach is responsible for a group and not a team. This scenario is understandable since the team coaches are also line managers. All teams confirmed that there are dependencies and various skills mix. The four teams and other coaches demonstrated that they had undergone all Tuckman stages of development.

It was evident from the different interviews that their experience of the stages was not sequential, which contradicts what Tuckman (1965) proposed. The forming stage is labelled as orientation to the task and testing and dependence stage towards interpersonal relationships. During orientation, team members attempt to identify a task in terms of its relevant parameters and the manner in which the team experience will be explored in accomplishing tasks

(Lacoursiere, 1974; Tuckman, 1965; Zurcher, 1969). During the forming stage, teams did set the goals, encouraged shared commitment and advance work ethics, which is supported by Hackman and Wageman (2005; 2008). One team developed a slogan as part of the creation of togetherness and team ownership. Team members were involved in all these activities which were facilitated by their coaches. Coaches were there to motivate their coachees to devote themselves to teamwork and shared workload (Parker, 2004). According to Hackman and Wageman (2005; 2008) the above actions, done during team or project initiation, are more aligned to motivational coaching, since they assist in the clarification of goals and setting up values to assist the team in gaining shared commitment and minimising process losses.

5.6.2 Storming stage

The teams were also involved in conflict, storming phase, and the causes thereof were varied. Hackman et al., (2000) submit that the three performance processes are useful in assessing how a team is doing as it progresses with its work, and is also used for diagnosing the nature of a problem if things are not going as planned. The three performance processes involve 1) level of effort the team expends on its task, 2) the appropriateness of its performance strategies, and 3) the amount of knowledge and skills applied to the work and coaching functions, advanced by Hackman and Wageman (2005). These performance processes and team dynamics may be causes for conflict (Haug, 2011). Hughes et al., (2012) posit that the storming phase comprises intra-group conflict, heightened emotional levels, and jostling for leadership role. Team 2, 3 and 4 have undergone intra-group conflict that resulted in emotional strain among the members. Most teams were involved in conflicts that are aligned on the three performance processes.

Tuckman (1965) purports that team members become hostile to each other, as means of showing individuality and resist the formation of a group structure. This is a stage where there is lack of unity, individual rivalry, aggression, negativity, in-fighting and uneven interaction (Dunphy, 1968; Tuckman, 1965). Some coachees experienced conflict from within and with others outside the

team. Those who experienced intra-group conflict were seriously affected because the attainment of team goals was delayed. There was animosity among members of the team, which either required them to resolve the conflict themselves or involved the team coach, which is supported by Denison, Hart, and Khan (1996) who suggest that successful leaders facilitate flexible problem solving. This statement could be attributed to team coaches when they deploy consultative coaching.

5.6.3 Norming stage

The norming stage is labelled as the development of group cohesion (Tuckman, 1965). Teams also experience team norming facilitated by a coach or by fellow team members. One coach suggested that if one member is not cooperating, he prefers to engage on one-on-one coaching so that the team is not delayed. In another team, one of the members decided to lead the norming process by calling all members to jointly resolve the impasse. This stance is verified by Hughes et al., (2012) by stipulating that the Norming phase is characterised by the emergence of a leader who will drive the adoption of norms and cohesiveness within the team. Team coaches had a direct input in ensuring that their teams do not get detracted, but a coach provides an objective view of the team and facilitate conversations the assist the team to regain momentum towards goal achievement (Peters & Carr, 2013). Their approaches and techniques used to establish norms within their teams differ from one coach to another and from type and source of conflict. Tuckman (1965) defines this stage as one where members accept their peculiarities and become an entity that desires to maintain and perpetuate the group-generated norms to ensure their existence.

This is a stage where team values, principles and work ethics were reinforced, the team reflected on the conflict in which they were engaged and learnt from this, so that in future they would be aware of how to navigate conflict. This type of coaching fits the educational motivation which fosters the development and appropriate use of team members' knowledge and skills (Carter & Hawkins, 2013). It is therefore critical that communication be expedited so that members

are open to engage at all levels, vertically and horizontally. Access to information and other resources also becomes critical in conflict resolution. Wageman (2005) suggests that conditions of coaching can be constrained by lack of resources.

5.6.4 Performing stage

The fourth stage is a performing stage which occurs when team members become functional and are focused on the performance of group tasks (Hughes et al., 2012; Lacoursiere, 1974). Tuckman (1965) labels this stage as the emergence of solutions because they can constructively attempt to successfully complete their tasks. Members are able to adopt and play different roles that will enhance task activities of the group, since they have learnt how to socially interact (Tuckman, 1965). The analysis exposed that teams that produce solutions themselves are able to move to performing stage, which is supported by Tuckman (1965). The involvement of the coach also assists the team to move to performing. The clarity of team goals and good team relationships were also critical to performing. Open communication within and outside the team has also been identified to be a factor in performing teams. Lastly, team members assist each other move to performing.

5.6.5 Summary

All teams have experienced the performing stage through the assistance of their team coaches. They had experienced one form of conflict and managed to navigate themselves to the performing stage. The influence the coaches had involved application of motivational, consultative and educational coaching during their tenure. It was not clear whether they used them at the beginning, midpoint or end of project life cycle as purported by Hackman and Wageman (2005). Lastly, the number of team members varied from small to very large. The small numbers has an impact on the skills mix and large numbers create high interdependencies.

5.7 Discussing Team Conflict

According to Jehn (1997), there are three types of team conflict: task, relationship and process conflicts. The three types of conflicts were identified during the analysis, which is the same as in the literature review. Task conflicts focused on the content and the goals of the work, relationship conflicts focused on interpersonal relationships, and process conflicts focused on how tasks would be accomplished (Jehn, 1997). The most reported conflicts in the findings were relationship conflict followed by task conflicts and least reported was process conflicts.

5.7.1 Relationship conflict

The analysis showed that relationship conflict was caused by personality clashes, racism, condescending talks, time management, and emotional immaturity. This type of conflict causes members to be destructive, petulant, apprehensive and resentful as supported by Jehn (1995). Literature also shows that it can mutate into other types of conflicts (De Dreu & Vianen, 2001). Teams demonstrated that relationship conflict was transformed to process or task conflicts when there was delay in resolving it. Personality clashes were identified as the one that cuts across teams and other coaches. There is no evidence of positive effects of relationship conflict on either performance or satisfaction (Jehn, 1995). The teams' performance was low when they experienced relationship conflict, which is in line with literature.

5.7.2 Process conflict

Process conflict was experienced by two teams: one was due to how they recruit staff for a special project, and the other one involved the dosage of chlorine in booster stations. Process conflict has a direct negative relationship with group performance: low levels of process conflict are positively related to performance, while higher levels are increasingly detrimental to group performance (Jehn, 1995). Both examples transmuted from process conflict to relationship conflict due to emotions that were flaunted by other team members

and negatively affected performance. Amason (1996) posits that emotionality reduces effectiveness and negative emotionality is associated with poor group performance and low member satisfaction. The two teams experienced process conflict as denoted in the literature review.

5.7.3 Task conflict

Task conflict focuses on the content and the goals of the work. Some of the coachees were given menial tasks to perform which annoyed them and limited them from performing at appropriate levels. Others were expected to perform beyond their capabilities, which created conflict around chlorination in the booster station. The latter example nearly degenerated into a physical fight, which literature confirms that unattended task conflict can degenerate into relationship conflict.

5.7.4 Summary

Prevalent conflict was relationship conflict followed by process and task conflict. This observation is contrary to literature review: Hackman and Wageman (2005) and Hawkins (2014) purport that relationship issues are minimal and are easily pre-empted by clarifying goals and putting structures and processes in place. This study did not factor in time because literature suggests that prolonged relationship may transform into other forms of conflict, especially the task conflict.

5.8 Discussing Conflict Resolution

This section is discussed from two perspectives: conflict resolution skills used by coaches and those they imparted to coachees. These skills are juxtaposed to the three models of conflict resolution and coaches' competencies and capabilities in the literature review. However, those conflict resolution skills that do not match the model are highlighted.

5.8.1 Coaches' conflict resolution skills

The literature review presented three conflict resolution models: Thomas Kilmann, Behfar et al., model and Fault-free conflict management model. The findings from the previous chapter reveal that coaches apply conflict resolution skills that are aligned to the literature; however others do not. Literature articulates that coaches can follow the Fault-free conflict management model (Clutterbuck, 2007) in resolving conflict. However there is no coach that has referred to it sequentially. Some coaches posited communication to be key in conflict resolution and this must be done at all levels. This assertion is in line with the 1st phase of the Fault-free model, where coachees are to make positive statements to reconfirm mutual respect. Open communication, listening skills, receiving and giving feedback, within a safe environment are also posited by most coaches. The two can be aligned with all three models: collaboration from Thomas Kilmann, open communication from Behfar et al., and all stages of Fault-free model.

Other coaches preferred to skill their coachees so that they can deal with a conflict, which is in concurrence with the coach's competence of developing coaching capacity in others (Hawkins, 2011b). Both Hawkins (2011b) and Clutterbuck (2007) concur that clarification of team goals, reminding the team of team purpose, clarification of roles, and relationship building are requisite skills for conflict resolution.

5.8.2 Coaches View of Conflict

There are coaches who did perceive conflict in a positive way, which is supported by Schwenk (1990). Some coaches have used it in a form of competition to enhance performance. This finding is supported by Jehn (1995) where she suggests that moderate conflict promotes the use of members' prior knowledge, capabilities and stimulates discussion of ideas that help the group to perform. Team conflict may also have positive benefits for the team when it has communication norms; when team members are allowed to discuss disagreements than when they are discouraged or avoided (Jehn et al. 2008).

5.8.3 Coachees Resolving Conflict

Clutterbuck (2007) argues that coaches should develop their coachees to self-coach in order to perpetuate coaching, even in the absence of a coach. In alignment with this statement, some coaches asserted that they pre-empt things that the team may not be able to handle and prepare them. Other coaches assisted coachees to generate solutions by asking relevant questions, which is aligned to the solutions generation stage of the Fault-free model.

5.8.4 Learning from resolved conflict

Post the conflict, some teams reflected on the techniques they used to resolve conflict, which is supported by Hackman and Wageman (2005) who elucidate that motivational coaching is critical in encouraging learning from team members. For some teams, it brought transformation that ensured that conflict can be managed, which is aligned to Mezirow (1997) and Hawkins (2011).

5.9 Coaching approaches to resolve conflict

5.9.1 Focussing team on team goals

Most coaches were focused on achieving organisational goals as the prime reason for the existence of the team. Some generated business plans as a tool to channel the team towards goal delivery. They jointly identified performance limiting factors to scale down poor performance. These attributes are more aligned to Cloke and Goldstone (2000) where they contend that focusing on what works and what does not is critical. Hawkins (2014) in Five Disciplines of team coaching and the CID CLEAR model emphasises that team goals are the reason a team exists and a mandate from sponsors. When there are issues, it is incumbent of the team to go back and remind each other of team goals.

5.9.2 Reflecting on team capabilities

When faced with challenges related to resources, the coaches would also make the team reflect on their capacity and capabilities, and thereafter collectively devise means to overcome present challenges. Most coaches assisted their clients to learn from their experiences, in order to improve team performances. One coach positioned reflection and learning as a routine for his team. He contended that after some time it sifted those who are resolute from those who are not. The three statements above suggest that team capabilities are key to the achievement of team goals. According to Hackman and Wageman (2005), they contribute to the 'effort' that coachees must contribute. Argyris (1976), Mezirow (2003) and Clutterbuck (2007) are unequivocal on the importance of reflection as part of learning.

5.9.3 Co-creation of solutions

Some of the coaches were honest about their capabilities and were able to express their shortcomings and vulnerabilities, which is supported by Clutterbuck (2007). By doing so, they opened a window for team members to co-create solutions for the benefit of the team. They also encouraged team members to also be vulnerable. Clutterbuck (2007) suggests that it is critical for a coach to be self-aware and know his limitations, and also be able to laugh at himself. This assertion suggests that a coach becomes amenable to others' ideas, including coachees.

Some coaches challenged their teams to devise top-level strategies to resolve organisational issues, instead of expecting a team to be tactically and operationally directed. Hawkins (2014) posits co-creation as critical in imbuing discipline among team members, the interpersonal and team dynamics, and team culture. With such a culture, a coach can facilitate the team to move to higher levels of planning and performance.

5.9.4 Removal and Use of Dyadic Coaching For Non-Corporative Members

Few coaches purported to prefer dyadic coaching after observing that one individual is challenged within the team, instead of involving the whole team. Application of one-on-one coaching was to avoid generalisation and delaying the team because of one person. This approach has no back up from the team coaching literature. All three conflict management models do not suggest individual coaching, but are inclusive of all team members.

5.9.5 Encouragement of team involvement

Most coaches encouraged team involvement by use of questioning techniques. They felt that when members are engaged and commended, they give more of themselves than before, which is supported by Rogers (2012). Rogers (2012) concurs that questioning induces coachee involvement. Clutterbuck (2007) endorses that coaches encourage involvement of team members.

Some experienced coaches will allow the process to unfold and do not intervene or assist. However, later on, they will collate what team members have contributed and consolidate with their knowledge to provide direction, which is verified by Hawkins (2014). Hawkins (2014) corroborates that a coach should neither be subservient nor dominate the team, but stay in the partnership zone.

5.9.6 Creation of safe environment

Coaches encouraged members to confront issues in an open and safe environment, and this resulted in team members innovatively resolving their conflicts. Hawkins (2014) and Clutterbuck (2007) urge team coaches to be enablers and work with team dynamics, ethically mature and work across differences to create a safe environment for coachees.

5.9.7 Coaches being resourceful

Some coaches provided nuggets of wisdom to their team members to encourage them. These little talks would provide encouragement and a form of advice to the team members in their execution of their different projects. This is the time where they would be seen to be providing suggestions in the form of analogies, examples or pictures. They would be serving as advisors or mentors.

Most coaches had tools, methods and techniques to use at different intervals to assist the coaching process. Others used psychometric tools, models, 360° assessments and others. This is supported by Hawkins (2014), who promotes that a coach can use tools to induce exploration in the CID CLEAR model. Rogers (2012) recognises that being resourceful as a team coach entails that a coach enables the team to reach its outcomes.

5.9.8 Encouraged open communication

Most coaches felt that communication is crucial in ensuring that the team performs, which is supported by Carter and Hawkins (2013) and Clutterbuck (2014). They contended that it is better to over-communicate than under-communicate since it may cause gaps in understanding. They also felt that it should also be guided by good intentions, instead of being malicious.

Feedback seemed to be welcomed by most coaches; either receiving or giving it. They also suggested that it requires a higher level of maturity between the giver and the receiver, which is supported by Carter and Hawkins (2013) and Clutterbuck (2014). These attributes or competencies are supported by the literature; conflict resolution modes like compromise, collaboration, debate, open communication, active listening, and inviting honest responses (Behfar et al., 2011; Cloke & Goldstone, 2000; Thomas & Kilmann, 1975).

5.10 Conclusion

The study identified four themes: Coaching competencies, Team organisation, Team conflict and Coaches' influence in team performance. These themes were

in quest of a response to the research question: How does team coaching assist Task Performing Teams to overcome the storming phase and move a team to the performing phase? The outcomes were identified through the literature review and are reflected in the results.

The discussion has shown that team coaches have influencing capacity for their teams but are lacking in their capabilities. Most were trained as dyadic coaches but not as team coaches. Their successes in team coaching emanates from them using a combination of generic management and other coaching approaches. They had psychological understanding of coaching and were able to differentiate it from mentoring and team leadership. All teams were able to declare different forms of success, which may be attributed to coaching.

However, the coaches were found to be lacking in two areas with regard to their competencies; their qualifications as team coaches and the models they use. They also had their own approaches which were bearing positive outcomes, aligned to literature; however, there was one that strictly employs a dyadic coaching approach. Not a single coach articulated the Fault-free conflict management model Clutterbuck (2007), the five Disciplines of Team Coaching (commissioning, clarifying, co-creating, connecting, and core learning) or CID-CLEAR Team Coaching process (Hawkins, 2011a). They are using some parts of each model but not in sequence.

The team sizes ranged from very small to large teams. The small numbers has an impact on skills mix and large numbers create high interdependencies. They had experienced one form of conflict and managed to navigate themselves to the performing stage. The influence the coaches had involved application of motivational, consultative and educational coaching during their tenure. It was not clear whether they used them at the beginning, midpoint or end of project life cycle as purported by Hackman and Wageman (2005).

CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS

6.1 Introduction

This chapter concludes the study and summarises the main contributions of this research against the research problem and the literature on team coaching and its influence on team effectiveness. There are further recommendations made on team coaching as a profession and team coaches as professionals applying a team coaching approach. There are also suggestions for further studies.

6.2 Summary of the study

The purpose of this study was to identify measures that a team coach can introduce to ensure that a team functions effectively within an organisation. The study sought to find approaches and techniques that team coaches are applying to ensure that their teams perform. A critical factor is that individuals in a team have different skills, knowledge and attributes that, if correctly matched and nurtured, can ensure that the team can resolve their conflict and perform. Since team coaching is still in a new approach compared to others, the information obtained may be used to augment and consolidate the approach as it matures.

The research methodology selected for this study was interpretivism because it entailed that a researcher, the coach and coachee were interacting and the interaction surfaced deeper meaning. The research design is phenomenological since the participants re-lived their experiences, and there was no objective experience that stood outside its interpretation. The population and samples were from both private and public sectors within the Gauteng province. The participants included team coaches that were full time and those who played other roles within and outside the organisation. Data were collected with the use of semi-structured and open-ended questionnaires, one for coaches and the other for coachees. The researcher was more focused on how the team coach assisted the team to move from storming to performing.

The outcomes of the research were focused on the details provided by coachees and the coaches. They included their lived experiences during the team's life span and the storming that took place and how they migrated to performing. The research topic was: 'The Influence of Team Coaching on Team Functioning.' There was one research question that guided the discourse.

6.3 Research question

The research question was: How does team coaching assist Task Performing Teams to overcome the storming phase and move a team to the performing phase?

The findings and analysis of this study are found in chapters 4 and 5, respectively. The conclusions of this study follows.

6.4 Conclusions of the study

Team coaching is in its infancy stage; however there have been tremendous contributions to the approach by several researchers and seminal authors like Peter Hawkins, Clutterbuck, Hackman and Wageman. The theory of team coaching by Hackman and Wageman forms the basis for team coaching and other authors contributed to it. However, there are areas that need more research and further consolidation to make team coaching a formidable and authentic coaching approach. Some of the contributions are listed below.

6.4.1 *Coaching competencies*

The study highlights that individual coaches are trained in other approaches and moved from dyadic coaching to team coaching because there was a need for team coaches. There is no evidence from the study that suggest that a coach has been trained and accredited as a team coach. Team coaches were more biased to the use of other skills obtained through their training as supervisors, consultants, facilitators, managers, mentors and other coaching approaches.

This eclectic approach meant that coaches are resourceful and agile, and has yielded positive results for most coaches and their teams.

Team coaches, in the study, have demonstrated that they use a variety of skills and techniques that are aligned to motivational, consultative, and educational coaching. However they have not used them as suggested by Hackman and Wageman: motivational – beginning; consultative – mid point; and educational coaching – end of the project or team's life span. They were used whenever there was a need for them, either at the beginning, midpoint or end of a team life cycle. This observation suggests that the three coaching techniques are applicable throughout the team's life depending on the issues at the time.

6.4.2 Team organisation

The teams were aware of the team development stages but did not articulate them sequentially. There was more focus on storming, norming as they were related to identification of cause and types of conflict, and how they were resolved. All teams were able to demonstrate that they had experienced conflict, whether relationship, task or process. It was observed that relationship conflict was prevalent compared to other two. Teams experienced less of task and process conflicts but noted that when not addressed, they mutate to relationship conflict. Personality clashes were the most dominant causes of relationship conflict. Relationship conflict had no benefit observed, but low levels of process conflict made two teams open up and communicate and resolve the conflict, which was a benefit for both teams and their organisations.

6.4.3 Conflict resolution

Team coaches used a variety of conflict resolution techniques, which were more aligned to collaboration, compromise, accommodating, discuss and open communication. However, the Fault – free conflict management model was not applied sequentially and in full. Teams were amenable to discussing their issues in order to resolve them. Communication, involving the team and aligning the team to team objectives, has been highlighted as a key conflict resolution

skill. There were two unique ways of conflict resolution applied, the removal of the uncooperative team member/s and coached outside the team and later re-joining the team; however if there is no improvement the member/s may be eliminated from the team.

6.4.4 Coaches' influence on team coaching

Coaches were observed to be enablers for their teams. Their influence was experienced by all teams. Motivational, consultative and educational coaching are critical in team coaching in that they identify coaching that is needed for a particular issue, and not only aligned to a point in the team's life cycle. The coaches' resourcefulness and ability to skill coachees to be able to self-coach also contributed to the teams' attainment of their goals.

6.5 Recommendations

The study has shown that team coaching does influence teams towards achieving organisational goals. It is recommended that team coaching be elevated to a status where it becomes a stand-alone and authentic approach. This recommendation suggests that the Theory of Team Coaching by Hackman and Wageman be bolstered and ratified with the research by Hawkins, Clutterbuck and others.

The researcher recommends that a course be designed and developed to train Team Coaching. Team conflict: relationship, process and task conflicts should be included in the course. This study has shown that conflict is experienced by teams in either the beginning, mid or end of the team's life cycle. The benefits and disadvantages thereof should be highlighted since managed conflict can benefit the team. This course could be offered by Coaching Institutions and Business Schools that offer Coaching Programmes and as part of the Management and Leadership Programmes. The recommendation emanates from the observation that most team coaches in this research are also line managers. This training could also include professional internal and external coaches. These coaches need specialised training on team coaching, which

caters for teams at different levels from leaders, managers, specialists and virtual teams.

Most organisations use teams, in one form or the other, to deliver its strategic objectives. It is recommended that when they search and place external team coaches for leaders at executive committee level and other levels below, they appoint a qualified and accredited team coach. This recommendation also suggests that Human Resources as a gatekeeper for acquisition ensures that appropriately qualified and experienced team coaches are appointed. This would avert the appointment of coaches who may end up not meeting the required results. On the other hand, Human Resources have an opportunity to advance their internal coaches and develop them to specialise in team coaching. Training them on team coaching ensures that the organisation has capacity and capabilities to enhance their attainment of deliverables through team coaching.

6.6 Suggestions for further research

The population and samples was limited to Gauteng province. It will be interesting to find out whether getting samples outside this geographical area will yield different results. The other consideration is to sample virtual teams across the world.

The use of Ken Wilber's model posed a thought-provoking contribution to team coaching. The four quadrants were exposed as relevant to internal and external perspectives affecting teams. For further investigation, one would suggest a study that would test and juxtapose it to the five disciples of team coaching.

A longitudinal study on the influence of relationship conflict during the three stages of team life span, should be carried out, since it has been found to be more prevalent than the other two conflicts.

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APPENDIX A

Letter of Informed Consent: Adapted from WBS Template

Masters in Management of Business and Executive Coaching

INFORMATION SHEET AND CONSENT FORM

Who I am

Hello, I am Mxolisi Scwebu. I am conducting research for the purpose of completing my MMBEC at Wits Business School

What I am doing

I am conducting research on: How Team Coaching Influences Team Functioning. I am conducting a qualitative study with five Team Coaches and their Team Members to identify mitigating measures that a team coach can introduce to ensure that a team functions effectively within an organisation.

Your participation

I am asking you whether you will allow me to conduct one interview with you. If you agree, I will ask you to participate in one interview for approximately one hour. I am also asking you to give us permission to tape record the interview. I tape record interviews so that I can accurately record what is said.

Please understand that **your participation is voluntary** and you are not being forced to take part in this study. The choice of whether to participate or not, is yours alone. If you choose not take part, you will not be affected in any way whatsoever. If you agree to participate, you may stop participating in the

research at any time and tell me that you do not want to go continue. If you do this, there will be no penalties and you will NOT be prejudiced in ANY way.

Confidentiality

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including my academic supervisor/s. (All of these people are required to keep your identity confidential).

All study records will be destroyed after the completion and marking of my thesis. I will refer to you by a code number or pseudonym (another name) in the thesis and any further publication.

Risks/discomforts

At the present time, I do not see any risks in your participation. The risks associated with participation in this study are no greater than those encountered in daily life.

Benefits

There are no immediate benefits to you from participating in this study. However, this study will be extremely helpful to us to identify mitigating measures that a team coach can introduce to ensure that a team functions effectively within an organisation.

If you would like to receive feedback on the study, I can send you the results of the study when it is completed some time after January 2017.

Who to contact if you have been harmed or have any concerns

This research has been approved by the Wits Business School. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the Research Office Manager at the Wits Business School, Mmabatho Leeuw. Mmabatho.leeuw@wits.ac.za.

If you have concerns or questions about the research you may call my academic research supervisor, Hugh Myres (083 302 3802).

A. General Consent: Adapted from WBS Template

CONSENT

I hereby agree to participate in research on identifying mitigating measures that a team coach can introduce to ensure that a team functions effectively within an organisation. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop participating at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally in the immediate or short term.

I understand that my participation will remain confidential.

.....

Signature of participant

Date:.....

I hereby agree to the tape-recording of my participation in the study.

.....

Signature of participant

Date:.....

APPENDIX B

Interview Instrument: (Adapted from Jacob and Ferguson, 2012)

MMBEC RESEARCH INTERVIEW QUESTIONNAIRE

COACHEE QUESTIONNAIRE

Good day (*name*)

I am Mxolisi Scwebu. I am conducting research for the purpose of completing my MMBEC at Wits Business School. The research title is: How Team Coaching Influences Team Functioning. I am conducting a qualitative study with 20 participants to identify mitigating measures that a team coach can introduce to ensure that a team functions effectively within an organisation.

Your participation is voluntary, and the duration of the interview is approximately one hour. I am going to use a voice recorder to ensure that I accurately record all that is said. I would also like to assure you that all that will be said during the interview will remain in confidence. If you are in agreement, you may complete the attached statement of informed consent.

Questions:

1. Tell me more about your background:
 - a. Yourself,
 - b. When did you join the organisation?
 - c. What is your role within the organisation?
2. Tell me how were the team members selected?
3. What are your past achievements as a team?
4. What role is played by the team coach?

5. How are you benefiting from his/her presence?
6. Tell me about a time when there were misunderstandings in the team:
 - a. What was the cause of misunderstanding?
 - b. How were they resolved?
 - c. What was the coach's role in resolving the conflict?
 - d. What was the team members' role in conflict resolution?
7. Do you have something you may need to add, before we close this session?

Thank you for your participation.

I may need to come back to you for further clarification on our conversation today.

APPENDIX C

Interview Instrument: (Adapted from Jacob and Ferguson, 2012)

MMBEC RESEARCH INTERVIEW QUESTIONNAIRE

COACH'S QUESTIONNAIRE

Good day (*name*)

I am Mxolisi Scwebu. I am conducting research for the purpose of completing my MMBEC at Wits Business School. The research title is: How Team Coaching Influences Team Functioning. I am conducting a qualitative study with five Team Coaches and their Team Members to identify mitigating measures that a team coach can introduce to ensure that a team functions effectively within an organisation.

Your participation is voluntary, and the duration of the interview is approximately one hour. I am going to use a voice recorder to ensure that I accurately record all that is said. I would also like to assure you that all that will be said during the interview will remain in confidence. If you are in agreement, you may complete the attached statement of informed consent.

Questions:

1. Tell me more about your background:
 - a. Yourself.
 - b. When did you join the organisation?
 - c. What is your role within the organisation?

2. What is/was the purpose or objective of the team you are coaching?
3. What are the past achievements of the team?
4. What role is played by the team coach?
5. What issues were posed by the team members?
6. Tell me about a time when there was/were misunderstanding/s in the team:
 - a. What was the cause of misunderstanding?
 - b. How was/were they resolved?
 - c. What was the coach's role in resolving the conflict?
 - d. How did the coach assist/influence the team in attainment of organisational goal?
 - e. What phases did the team go through?
 - f. What was the team members' role in conflict resolution?
7. Do you have something you may need to add, before we close this session?

Thank you for your participation.

I may need to come back to you for further clarification on our conversation today.