

**TEAM COACHING IN PROJECT MANAGEMENT TEAMS AT VODACOM
SOUTH AFRICA**

KR Ramuada

Student number - 1997765

ramuadkr@icloud.com 082 935 2082

**A research report submitted to the Faculty of Commerce, Law and
Management, University of the Witwatersrand, in partial fulfilment of the
requirements for the degree of Master of Management in the field of
Business Executive Coaching**

Johannesburg, 2020

ABSTRACT

Context: Team coaching is an instrument organisation can employ to provide opportunities for team members to engage towards improved teamwork. Through improved teamwork, team members become motivated to engage on organisational goals.

Problem statement: Organisational teams often face challenges which may lead to them being dysfunctional. Such challenges may be in a form of inadequate engagement, unwillingness to share resources, having competing priorities, lack of trust and poor communication between members and across teams. This study utilised team coaching to explore opportunities for teams and team members to optimise their working relationships and improve teamwork amongst them. The study utilised an action research approach to draw knowledge from the experience of team members through interviews.

Methodology: Action research was undertaken through a team coaching intervention with nine project managers within the Southern Gauteng region of Vodacom South Africa. By means of qualitative semi-structured interviews, data was collected to establish if team coaching improved teamwork amongst the nine project managers. The collected data was recorded, transcribed and analysed using QDA software (Atlas.ti).

The key findings: Results suggested that team coaching improves teamwork within a business context. The study demonstrated that team coaching within an action research approach provided opportunities and platform for team members to understand each other's contribution, skills and expertise necessary for the attainment of the team goal. The study further outlined the importance of relationships, constant communication, collaboration, trust and information sharing in building teamwork between different members of the team.

Conclusion: Having an understanding of teamwork by the team and team coach helped direct the engagement of the team towards improved teamwork. Team work improved as the team developed towards an improved level of trust and work commitment. As teamwork improved, members of the team became motivated to commit and support each other towards the team goal.

KEY WORDS

Team coaching, teamwork, team effectiveness

DECLARATION

I, Reuben Ramuada, 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 the field of Business Executive Coaching at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.



Signature:

Name: Konanani Reuben Ramuada

Signed at Centurion

On the 18th day of August 2020

DEDICATION

This study is dedicated to leaders and managers who are accountable for teams and team performance. It is further dedicated to team members who would like to enhance their teamwork and team effectiveness.

ACKNOWLEDGEMENTS

My sincere appreciation to my study supervisor, Ms Shekinah Dunnink who guided me through the research process. It has been a tough but interesting journey, full of lessons one cannot trade for anything.

I am grateful for the support from my fellow researchers and study colleagues, Brian Mhlanga, Letlhogonolo Moroeng, Dr. Lorna Maphuthuma and Thato Belang for their continued support through the midnight messages and weekend meetings. The challenges of this research were made easy through your encouragement and teamwork. It has been an exciting experience through which we have developed professional network which will sustain us beyond our studies.

I am grateful to have connected with Prof. David Clutterbuck who shared with me his experience in team coaching as he guided me through the process. His commitment to my development as he mentored me through this study assured me that indeed completing this research was possible.

I am thankful to Vodacom South Africa for allowing me time and space to carry out this research in their environment. If it wasn't for Vodacom management's embrace of my study, allowing participation of their employees, this research wouldn't have been complete.

A special appreciation and gratitude to my lovely wife Londolani and my beautiful daughters, Anza and Uhone for their continuous support and allowing me to steal family time as I cocooned myself in the study for hours as I work on this research.

TABLE OF CONTENTS

ABSTRACT	ii
DECLARATION	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ACRONYMS	xii
CHAPTER 1. INTRODUCTION	1
1.1 PURPOSE OF THE STUDY	1
1.2 CONTEXT OF THE STUDY	1
1.3 RESEARCH PROBLEM	2
1.4 RESEARCH OBJECTIVES	2
1.5 RESEARCH QUESTIONS	3
1.6 SIGNIFICANCE OF THE STUDY	3
1.7 DELIMITATIONS OF THE STUDY	3
1.8 DEFINITION OF TERMS	4
1.9 ASSUMPTIONS	5
CHAPTER 2. LITERATURE REVIEW	6
2.1 INTRODUCTION	6
2.2 TEAM COACHING	6
2.3 DEFINITION OF TOPIC OR BACKGROUND DISCUSSION	8
2.4 ANTECEDENTS OF TEAMWORK	10
2.4.1 TEAM MEMBERS WITH COLLABORATIVE BEHAVIOUR	10
2.4.2 TRUSTING RELATIONSHIPS BETWEEN TEAM MEMBERS	11
2.4.3 PROPOSITION 1	12
2.5 THE RELATIONSHIP BETWEEN TEAM COACHING AND TEAMWORK.	12
2.5.1 THE EFFECT OF TEAM COMMUNICATION	14
2.5.2 THE ABILITY OF THE TEAM TO MANAGE CONFLICT	16
2.5.3 THE ESTABLISHMENT OF TRUST AND CONFIDENTIALITY	17
2.5.4 PROPOSITION 2	18
2.6 THE EFFECT OF TEAM COACHING ON TEAM EFFECTIVENESS	18
2.6.1 ENVIRONMENTAL EFFECT ON TEAMWORK	20
2.6.2 PROPOSITION 3	21
2.7 CONCLUSION OF LITERATURE REVIEW	21
2.7.1 PROPOSITION 1	22
2.7.2 PROPOSITION 2	22
2.7.3 PROPOSITION 3	22
CHAPTER 3. RESEARCH METHODOLOGY	23
3.1 INTRODUCTION	23
3.2 RESEARCH APPROACH	24
3.3 RESEARCH DESIGN	25

3.4	DATA COLLECTION METHODS	27
3.5	POPULATION AND SAMPLE	28
3.5.1	POPULATION.....	29
3.5.2	SAMPLE AND SAMPLING METHOD.....	29
3.6	THE RESEARCH INSTRUMENTS	32
3.7	PROCEDURE FOR DATA COLLECTION	34
3.8	DATA ANALYSIS AND INTERPRETATION	35
3.9	LIMITATIONS OF THE STUDY	37
3.10	TRANSFERABILITY AND DEPENDABILITY.....	38
3.10.1	TRANSFERABILITY	38
3.10.2	CONFIRMABILITY	39
3.10.3	CREDIBILITY.....	39
3.10.4	DEPENDABILITY.....	40
3.11	DEMOGRAPHIC PROFILE OF RESPONDENTS	40
3.12	ETHICS	41
3.13	CONCLUSION.....	41
CHAPTER 4. PRESENTATION OF RESULTS / FINDINGS		43
4.1	INTRODUCTION	43
4.2	ACTION RESEARCH	43
4.3	ANTECEDENTS OF TEAMWORK	50
4.3.1	IN YOUR VIEW, HOW WOULD YOU DESCRIBE THE ANTECEDENTS OF TEAMWORK? ..	51
4.4	RELATIONSHIP BETWEEN TEAM COACHING AND TEAMWORK.....	58
4.4.1	WHAT IS YOUR UNDERSTANDING OF TEAMWORK?.....	58
4.4.2	HOW WOULD YOU DESCRIBE THE RELATIONSHIP BETWEEN TEAM COACHING AND TEAMWORK?	60
4.5	TEAM COACHING AND TEAM EFFECTIVENESS	62
4.5.1	HOW DOES TEAM COACHING INFLUENCE THE EFFECTIVENESS OF THE TEAM?	62
4.6	SUMMARY OF THE RESULTS/FINDINGS	67
4.7	CONCLUSION.....	68
CHAPTER 5. DISCUSSION OF THE RESULTS / FINDINGS		69
5.1	INTRODUCTION	69
5.2	ACTION RESEARCH	70
5.3	DISCUSSION PERTAINING TO PROPOSITION 1	73
5.3.1	COMMUNICATION AMONGST TEAM MEMBERS.....	73
5.3.2	COLLABORATING TEAM MEMBERS.....	74
5.3.3	HAVING TRUSTING RELATIONSHIPS IN A TEAM.....	76
5.3.4	INFORMATION SHARING AMONGST TEAM MEMBERS	77
5.3.5	CONCLUSION PERTAINING TO PROPOSITION 1	78
5.3.6	DISCUSSION PERTAINING TO PROPOSITION 2	78
5.3.7	TEAMWORK AS A CONCEPT	79
5.3.8	CONCLUSION PERTAINING TO PROPOSITION 2	81
5.4	DISCUSSION PERTAINING TO PROPOSITION 3	81
5.4.1	CONCLUSION PERTAINING TO PROPOSITION 3	83
5.5	CONCLUSION	84
CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS.....		85
6.1	INTRODUCTION	85

6.2	CONCLUSIONS REGARDING RESEARCH QUESTION 1.....	85
6.3	CONCLUSIONS REGARDING RESEARCH QUESTION 2.....	85
6.4	CONCLUSIONS REGARDING RESEARCH QUESTION 3.....	86
6.5	RECOMMENDATIONS	87
6.6	SUGGESTIONS FOR FURTHER RESEARCH	88
	REFERENCES	90
	APPENDIX A: Interview Protocol (a)	102
	APPENDIX B: Interview Protocol (b)	103
	APPENDIX C: Interview Guide	104
	APPENDIX D: Permission Letter	105
	APPENDIX E: Consent Form (Research Interview)	107
	APPENDIX F: Consent Form (Coaching)	108
	APPENDIX G: Atlas.ti – Codes by Document (Rep = Respondent) (a).....	109
	APPENDIX G: Atlas.ti – Codes by Document (Rep = Respondent) (b)	110
	APPENDIX H: Atlas.ti – Code Groups (a).....	111
	APPENDIX H: Atlas.ti – Code Groups (b)	112
	APPENDIX H: Atlas.ti – Code Groups (c).....	113
	APPENDIX I: Consistency matrix (a).....	114
	APPENDIX I: Consistency matrix (b).....	115
	APPENDIX I: Consistency matrix (c).....	116

LIST OF TABLES

Table 1: Definitions of terms (a).....	4
Table 2: Definitions of terms (b).....	5
Table 3: Profile of respondents	32

LIST OF FIGURES

Figure 1: The four stages of team development (Nolan & Doyle, 2007).....	13
Figure 2: Team coaching and teamwork model.....	71

LIST OF ACRONYMS

- DNA - Deoxyribonucleic acid
- QDA - Qualitative Data Analysis
- SGR - Southern Gauteng Region

CHAPTER 1. INTRODUCTION

1.1 Purpose of the study

Team coaching is a growing phenomenon for organisations to address teamwork and performance challenges in the workplace (Carr & Peters, 2013). The purpose of this study is to investigate how team coaching affects teamwork; and the extent to which team coaching can lead to improved teamwork within the project teams at Vodacom South Africa. Improved teamwork increases commitment to the team's collective objectives and organisational purpose (Valentine, Nembhard, & Edmondson, 2015). As teamwork is a benefit to the organisation, there is a need to understand the extent to which team coaching can contribute towards increasing effective teamwork and how this is achieved. Teamwork is realised as a result of interdependent collaborations and open communications amongst team members (Xyrichis & Ream, 2008) which team coaching may help stimulate (Clutterbuck et al., 2019).

1.2 Context of the study

Vodacom has an extensive number of teams with interworking relationships with other teams. The complexity is exacerbated by the differences in size, competencies, virtual versus co-located team character, objectives, focus and priorities across teams. In some instances, the objectives of the team may compete. Many teams need to share resources and/or be dependent on the other team to achieve own objective. Some of the teams are virtual (with members at different locations). Teams are required to cooperate to achieve the organisation's goal of being a leading digital company that empowers a connected society. Due to the complexity and the requirement for cooperation within and across teams, teamwork becomes critical. This study seeks to investigate the extent to which team coaching can be a vehicle to improved teamwork amongst team members and different teams within Vodacom South Africa.

Improved teamwork has the potential to influence team commitment and trust among team members (Sheng, Tian, & Chen, 2010) as well as improving the team's focus on the shared task and organisation's goal (Tasa, Taggar, & Seijts, 2007). These are some of the elements Vodacom teams may benefit from as a result of a team coaching intervention.

1.3 Research problem

Vodacom has multiple teams working on different projects with some form of interworking relationships amongst them. There are challenges with engagement, resource sharing, competing priorities, trust and communication between different members of the team as well as across teams leading to some teams being dysfunctional. Hence, the need to explore opportunities to optimise the working of these teams and improve their inter-working relationships. As a result, team coaching has been identified as one of the interventions to influence teamwork within a team and across multiple teams, and Vodacom South Africa has taken a step to investigate this intervention.

There is still little evidence supporting team coaching as an enabler of teamwork and team effectiveness (Lawrence & Whyte, 2017) more so when looking at team coaching outside of the sporting and athletics environment (C. Y. Liu, Pirola-Merlo, Yang, & Huang, 2009) and this study seeks to contribute to such knowledge. Clutterbuck (2011), as well as Carr and Peters (2013), concurs that research on coaching the team at work, its effectiveness and impact on teamwork is still sparse. There are also opportunities for further investigations of antecedents of teamwork and what makes such a team effective (Lawrence & Whyte, 2017). This might be due to insufficient conceptual evidence as to what teamwork really is as a concept within a business or working environment (Xyrichis & Ream, 2008).

1.4 Research objectives

- a) To establish the team's understanding of antecedents of teamwork;
- b) To explore the relationship between team coaching and teamwork;

- c) To investigate the perceptions of team coaching on team effectiveness.

1.5 Research questions

The main purpose of this action research is to contribute to the body of knowledge on the extent to which team coaching leads to teamwork and team effectiveness in a business context. To operationalise it, the question was segmented into three sub questions to allow the flow of information and to ensure that the research is deepened for opportunity to gather rich data.

- a) In your view, how would you describe the antecedents of teamwork?
- b) What is the relationship between team coaching and teamwork?
- c) How does team coaching influence the effectiveness of the team?

1.6 Significance of the study

This study seeks to explore the relationship between team coaching and teamwork within a business context. Team coaching is an intervention aimed at improving the working relationship of team as part of achieving predefined business goal(s). The resultant outcome of this study will form the basis of recommendations to be considered for teamwork improvement interventions, as well as contributing to the established body of knowledge of team coaching. Such benefits may be useful to other similar context with teams focused on common goal. The research utilised an action research coaching intervention aimed at investigating the influence team coaching may have on teamwork. The intervention was performed on the project management team responsible for Vodacom's South Gauteng region which is accountable for 35% of the total Vodacom revenue and host some of the major corporate and enterprise customers.

1.7 Delimitations of the study

The study focused on the team (team coaching, teamwork and team effectiveness) and not a group (group coaching) given that a team is about

collaboration, common goal(s) and a common purpose (Clutterbuck, 2011). This is also aligned to the nature of the team the study included. The external group dynamics outside of the work environment were not included in this study but rather focused on team coaching and teamwork within the working environment. As a result, participants' life outside of work and the challenges that comes with their living environment was not considered including the political factors and their social status.

The research did not include team coaching on sports and athletics teams but only the team within a business (due to the difference in context being beyond the scope of the research).

1.8 Definition of terms

Table 1: Definitions of terms (a)

1	Coaching	"A partnership of equals whose aim is to achieve speedy, increased and sustainable effectiveness through focused learning in every aspect of the client's life. Coaching raises self-awareness and identifies choices" (Rogers, 2012, p. 7).
2	Group coaching	"Direct interaction with a team intended to help members make coordinated and task-appropriate use of their collective resources in accomplishing the team's work" (Hackman & Wageman, 2005, p. 269).
3	Project	"A temporary endeavor undertaken to create a unique product, service or results" (Guide, 2001, p. 5).
4	Project Management	"The application of knowledge, skills, tools and techniques to project activities to meeting requirement (Guide, 2001, p. 5).

Table 2: Definitions of terms (b)

5	Team	“A small number of people with complementary skills, who are committed to a common purpose, performance goals and approach, for which they hold themselves mutually accountable” (Clutterbuck, 2011, p. 31).
6	Team coaching	“Direct interaction with a team intended to help members make co-ordinated and task-appropriate use of their collective resources in accomplishing the team’s work” (Hackman & Wageman, 2005, p. 73).
7	Teamwork	“A collection of a small number of individuals with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable” (Dhurup, Surujlal, & Kabongo, 2016, p. 6).

1.9 Assumptions

It is assumed that the participants will demonstrate sincerity in their participation without having hidden agenda such as gaining favour of their promoter and/or being recognised for some incentives. It is further assumed that there will be candidness and honesty by the team during interviews, which will ensure that the outcome is in line with their actual team coaching experience and the influence it had on their teamwork.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

The aim of this chapter is to capture the views from the literature to ascertain the extent to which team coaching leads to teamwork in a business and working context. The chapter will also outline the effect of utilising team coaching within an action research approach and how that contributes to the development of teamwork.

2.2 Team Coaching

Team coaching can be understood as a process through which a group of people is guided by an individual to achieve a bigger goal (Rogers, 2012). It is about partnership between the coachees and the coach aimed at assisting the coaches to achieve increased and sustainable effectiveness (Rogers, 2012). In a team coaching environment, the coachees' individual talents are harnessed for collective performance. Put differently, coaching assists people with complementary abilities, experience and skills to work together to achieve a committed team goal (Clutterbuck, 2011). Team coaching helps members make coordinated and task-appropriate use of the team's collective knowledge and shared resources (Hackman & Wageman, 2005). Further to this, teamwork is seen as people with complementary abilities, experience and skills work towards a committed team goal (Clutterbuck, 2011). It is with this understanding of coaching, team coaching and teamwork that this study finds relevance within the Vodacom's project management team.

Shinde and Bachhav (2017) stated that there are competitive challenges faced by teams in organisations across the world. These include resource management, having competing priorities between teams, inconsistent communication as well as trust amongst team members, forcing organisations to invest in performance improvement interventions to advance their competitive status. Similarly, C. Y. Liu et al. (2009) argued that organisations adopt a team-based structure as a response to fierce competition and economic changes. Such

teams may require team coaching instead of traditional training to advance their teamwork and be able to navigate their complex and competitive environment (Linley, 2006). Linley (2006) argued that through team coaching, organisations are able to benefit in a form of newly acquired skills, improved team performance as well as development amongst teams and individuals.

Given the challenges faced within Vodacom concerning the functioning of teams, engaging in team related coaching could be of value. For instance, Clutterbuck (2011) suggests that one of the responsibilities of a team coach is to assist the team in focusing on the right things at the right time. Whilst there is sufficient literature about coaching and its benefits, there is gap in the body of knowledge on the effectiveness of team coaching (Clutterbuck, 2011) and this study aims to contribute to the body of knowledge. C. Y. Liu et al. (2009) argued that except for sports coaching, there has been little research conducted on team coaching. It is further argued that knowledge generation emanates from team coaching and that team coaching becomes a catalyst for information, efforts, skills and purpose sharing amongst team members (C. Y. Liu et al., 2009).

Farmer (2015) argued that team coaching is an emergent phenomenon capable of advancing the quality of thinking and integration of skills from different individuals towards a shared goal. Team coaching introduces a higher quality of communication amongst team members as well as between the team and external stakeholders while improving the team ability to engage in positive conflict management; it exposes the understanding of other team members, their abilities and contributions to the team and the organisation (Clutterbuck, 2011). Team coaching is a conscious and systematic leadership behaviour capable of addressing issues beyond an individual as it continues to emerge as a tool for better team integration and management of 'teamwork' complexity (Clutterbuck, 2013).

C. Y. Liu et al. (2009) stated that team enhancement leads to individual team member's job satisfaction with a potential to translate into team effectiveness; this could be imperative for Vodacom teams. Vodacom South Africa can benefit in this kind of integration and management of complexity through team coaching, as the environment they operate in is dynamic and complex in nature. It could be

possible, therefore, that the organisation may benefit more by focusing on the team.

2.3 Definition of topic or background discussion

The topic of this study is about team coaching in project management teams at Vodacom South Africa. This is informed by the diversity of teams within Vodacom; challenges of team's integration, competing priorities, sharing of resources as well as focusing smaller teams on goals which contribute to the bigger organisational goal. Vodacom would like to remedy these challenges while encouraging the teams and team members to collaborate more with the understanding of team focus and objective. Having a comprehensive understanding of what a team and team coaching are becomes necessary to address such challenges. Lawrence and Whyte (2017) outlined challenges experienced in articulating the understanding as to what team, teamwork and team coaching are, even though about a third of organisations are utilising team coaching as a performance intervention mechanism within team structures.

Clutterbuck (2011) suggest that teams can be useful for the organisation to effectively manage its diverse teams and organise complex activities necessary for the profitability and success of the organisation. This is based on the fact that teams have shared goals as well as combined effort to fulfil such a goal through collaborative efforts (L. L. Thompson & Thompson, 2004). Like any other system, the complexity of the team may render the team dysfunctional to a point of missing its actual goal and commitment in an organisation (Clutterbuck, 2011). To manage this, it becomes critical that team members recognise each other's strengths and experience so as to be able to draw on each other's insight and acquired experience for the team to operate effectively as a system (Shaw, 2016). Such members are also open to learn from each other as they continue to share ideas and knowledge (L. L. Thompson & Thompson, 2004).

Team coaching has the potential of improving communication apertures amongst team members as well as between teams and the organisation. However, this does not imply that teamwork yields better results than working as an individual

as there are areas where limited collaborations may be more beneficial than forcing everyone into working together (Clutterbuck, 2011). To be able to influence the performance of a group or even a team, it is important to first understand what a group or a team is as well as what it is not (Clutterbuck, 2011). There is an emphasis on understanding group and team dynamics to be able to achieve effectiveness within a team through behaviours and communications amongst team members to achieve improved interaction beyond individual development (Field, 2007).

Clutterbuck (2009) outlined team dynamics as one of the issues a team coach should be cognisant of to be able to manage conflicts and emotional intelligence issues amongst team members. Understanding the type of the team one is engaged in, as well as its dynamics, is very critical in coaching as it is the 'DNA' of the way the team will behave in managing its performance and how it will interact with external teams within the organisation (Clutterbuck, 2011). Salas, Shuffler, Thayer, Bedwell, and Lazzara (2015) noted that teamwork is about behaviour and feeling and as such the team coach will require the relevant experience to be able to influence the team towards teamwork. This is also confirmed by Brennan and Hellbom (2016), who outlined that having an understanding of team dynamics together with the organisational context will improve the team coaching effectiveness.

Through synergy and cooperation, team members become open to create environment of willingness to contribute freely and encourage positivity on each other (Tarricone & Luca, 2002). Clutterbuck (2011) further outlined that team coaching should have ways and means of developing the team into a common identity and instil a homogeneous behaviour between team members. Team coaching that focuses on cooperation among team members ensures that teamwork is strengthened and the commitment to the shared goal also improves (Dhurup, Surujlal, & Kabongo, 2016).

2.4 Antecedents of teamwork

Teamwork offers individuals an element of self-worth through improved adaptability and creativity that may result in having a sense of job satisfaction and staff retention (Xyrichis & Ream, 2008). Xyrichis and Ream (2008) further argue that through teamwork, individuals are able to integrate their learning and efforts towards a shared goal and organisational purpose. The question then remains as to what makes a group of people a team, when do individuals qualify to be a team and what does teamwork consist ? Clutterbuck (2011) suggested that a team is not just different from a group but is also more than just a group as group members do not have to be concerned about being connected to each other and having a common goal.

2.4.1 *Team members with collaborative behaviour*

Klein (2018) intimated that collaboration entails proactive interaction between individuals with different skills, background and expertise necessary to form a collective set of knowledge toward a common goal. This may be as a result of communication and/or mutual engagement between members of the team. Collaboration is a key element of teamwork as it contributes to the effectiveness of the team and allow members to integrate their skills and expertise for a collective and improved focus on common purpose and goals (Klobas & Haddow, 2000). Team members are able to collaborate on common team goals as a result of good understanding through effective and constant communication between team members and also their leadership structures. The team develops some level of complementary skills necessary to enhance social interactions for a collaborative relationship to be advanced as they continued to communicate and understand each other better (Clutterbuck et al., 2019). The element of collaboration and communication and its influence on teamwork may be something to be observed within the Vodacom project team.

Collaboration is not always at the centre of teamwork, more so when members of the team are highly skilled and operating in a specialised environment (Clutterbuck, 2010). In this kind of environment, collaboration should not be

forced on team members as it might render the team dysfunctional. Covey (2011) outlined collaboration as having a 'we' mind-set and seeking out other's views and contributions with an understanding that such may bring about improved outcome(s) better than an individual approach would. Individuals only get to the 'we' culture as a form of maturity from individualism to the concept of interdependency as mutual reliance on team members (Brennan & Hellbom, 2016). Collaboration also improves team functionality and commitment to the goal and reinforces teamwork (Klobas & Haddow, 2000).

It is also argued that collaboration by team members not only improves performance and teamwork but also team and members satisfaction as it increases individual motivation (Williams, Duray, & Reddy, 2006). Williams et al. (2006) further stated that team members with collaborative teamwork are more likely to embrace interaction with each other in information and knowledge sharing.

2.4.2 *Trusting relationships between team members*

Trust opens the door for collaboration and information-sharing amongst team members who are engaged in teamwork as this allows them to openly interact with each other through healthy debates and constructive conflicts (Field, 2007). Adaptability, honesty, as well as trust between team members, ensures that team members remain committed to the purpose of the team and with trust come integrity of individuals (Braun, Peus, Weisweiler, & Frey, 2013; Brennan & Hellbom, 2016). Brennan and Hellbom (2016) further outlined trust between team members, the team leader as well as the team coach as an attribute of high performing teams. There are a number of antecedents of team not articulated above like "Common goals, open communication, information sharing and understanding of professional roles" (Xyrichis & Ream, 2008, p. 239).

Team coaching has played an integral part in enhancing the working relationship between team members as a result of an improved element of trust amongst them (Carr & Peters, 2013; Clutterback, 2009; K. de Vries & Manfred 2005; Dirks, 2000; Wotruba, 2016). It is further outlined that as much as team coaching improves the trusting relationship amongst team members, it is critical to continue with the

engagement as maintaining a trusting connection may become both challenging and complex over time (Wotruba, 2016). This is further emphasised by Hawkins (2017), in that maintaining a trusting relationship is a continuous process through engagements and exchange of information. If trust is lost, it could be challenging to rebuild and team members need to ensure that their engagements are beneficial to the team as a whole for this to be sustainable over time (Hawkins, 2017; Lawley, 2006; Meier, 2005).

The challenges of achieving goals through people seem to have become greater over time and ensuring a trusting relationship amongst individuals within the team is critical for the team to work effectively together and trust each other to succeed through optimistic view of the common objective (Boyatzis, Howard, Rapisarda, & Taylor, 2008; Somers, 2006). Lack of trust amongst team members has the potential to derail the team from its intended goals as a result of co-operation and collaboration challenges (Braun et al., 2013; Lawley, 2006).

Through team coaching, the team is able to develop high levels of trust in the organisational goals and purpose which may improve the commitment the team has towards the organisational goal (Braun et al., 2013; Goldsmith, Lyons, & Frers, 2001). Through mutuality and trust, the team's working relationship is improved towards a committed goal (Boyatzis et al., 2008; Sheng et al., 2010; Tarricone & Luca, 2002).

2.4.3 *Proposition 1*

The antecedents of teamwork include: collaboration, common goal(s), open communication, information sharing, confidentiality and trust as well as understanding of professional roles amongst team members.

2.5 The relationship between team coaching and teamwork.

Teamwork is about commitment, purpose and trust towards the teams' shared goal and organisational purpose (Brennan & Hellbom, 2016). For a team to achieve this, there is a need for a relationship amongst team members where working together becomes enjoyable as team members demonstrate respect for

each other as equals (Clutterbuck, 2013). In team coaching, different opinions amongst team members is eventually normalised either due to the quality of the debates amongst the members or due to an element of conformance into the team culture which makes teamwork more fluid as the relationships continue to develop (Clutterbuck, 2011).

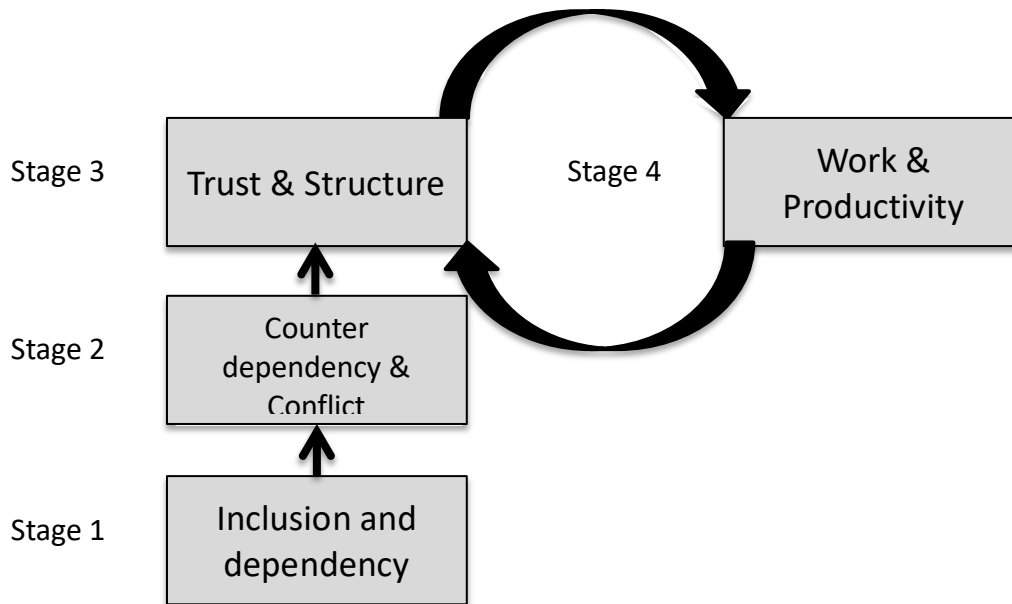


Figure 1: The four stages of team development (Nolan & Doyle, 2007)

According to (Nolan & Doyle, 2007), achievement of the highest level of teamwork can be understood as going through four separate but interdependent stages, namely, (1) inclusion and dependency, (2) counter dependency and conflict, (3) instilment of trust and team culture, and (4) work and productivity (see figure 1).

The first stage is when team members are assigned to a particular team and engage in a forming stage, as they transcend into the counter dependency and conflict stage, which is also referred to as the storming stage (Nolan & Doyle, 2007). This stage is characterised by conflicts and personality clashes. Stages one and two are said to be the weak stages, which the team must be equipped to navigate through as staying in these stages for too long may render teamwork dysfunctional (Hawkins, 2009) and minimum teamwork and team learning may occur as a result (Raes, Kyndt, Decuyper, Van den Bossche, & Dochy, 2015). Understanding the antecedence of teamwork will enable the team coach to assist

the team to transcend towards stage two and eventually stage three through the establishment of teamwork.

Once the team graduates into the trust and structure (norming), relationships are formed and collaborations established as they move towards stage four, which is a work and productivity stage (performing) (Nolan & Doyle, 2007). During stage three and four, the team is able to engage in non-routine problem solving, improve their own initiatives and understanding the capacity and boundaries of the team while being independent from authority. The team may interchangeably move between stage three and four depending on the task at hand. However, they should not move back to stage one and two unless the scope of the project or goal have changed (Nolan & Doyle, 2007).

The above discussion shows us that for team coaching to work effectively, the coach must ensure a smooth transition throughout the four key stages of the team maturity. The question remains, though, as to what is the role of the team leader in this process.

2.5.1 *The effect of team communication*

Communication is one of the elements of high performing team with a potential to enhance teamwork (L. L. Thompson & Thompson, 2004), and is very significant for the success of the team (Salas et al., 2015). There are multiple ways of communicating within a team which may include unconscious communication. The team coach may need to ensure that the team is aware of that and how such can emotionally influence teamwork and the ability of the team to achieve its objective (Lawrence & Whyte, 2017). Lawrence and Whyte (2017) further claim that teams operate as a system and ensuring smooth communication amongst members guarantees that the inner working of the team is strengthened. Sexe and Kush (2016) demonstrated the importance of communication within a team as they referred to it as a social system wherein relationship becomes critical and communication of objectives is a core element of the system's ability to realise the intended results. With good communication comes an improved relationship that has the potential to develop the team as well as improve goal attainment (Grant & Greene, 2004). This system is encouraged

through team coaching to be able to operate interdependently with other teams within the organisation (Sexe & Kush, 2016).

A team setup may become challenging for those members who may be at different level of connectedness with other members as they may feel intimidated to share and contribute to the team engagements (Nicholas & Twaddell, 2008). Nicholas and Twaddell (2008) further argued that a team of more than eight members may be too big for individual team members to be afforded equal opportunities to make contributions. It is also argued that team setup may bring about challenges for individuals to feel motivated to open themselves up within the team as it naturally has limited opportunities for personal issues requiring special attention (Mohr, 2014). The team coach will need to be cognisant of these limitations of a team and teamwork.

Communication becomes effective when goals are clearly articulated and team members have a clear understanding of their roles and responsibilities (Clutterbuck, 2011). (Clutterbuck, 2011) pointed out that when goals are clearly defined and the structure articulated to the team, there is reduction of conflict amongst team members. Communication should be within context; demonstrating shared intent amongst team members, the team coach as well as the team leader for it to be effective (Sexe & Kush, 2016). The team could develop a competency of direct communication as the coach continues to lay down a solid foundation through active listening and engaging in powerful questioning during a team coaching intervention and as such, the team will continue to engage openly on issues concerning their performance and teamwork (Escudé, 2012).

Providing feedback to the team is one of the effective methods of communication during team coaching, and such feedback should be aimed at creating team awareness and focusing the intended action towards the team and organisational goal (Simpson, 2014). It is further stated that continuous feedback should be part and parcel of team coaching (McCarthy & Milner, 2013). Brennan and Hellbom (2016) contributed to this narrative from an angle of positive coaching through positive feedback with an intention to bring forth positivity among the team members' mind-set, as well as stimulating commitment to the team goals. This aspect of effective coaching communication through positive feedback is not new

as it was also outlined by Ige and Kleiner (1997) during the early years of coaching. Clutterbuck (2011) noted the importance of feedback within a team coaching system and as such encouraged team coaches to ensure that they build into the coaching process pit stop and opportunities for feedback as well as for the team to provide feedback to each other as an element of improving teamwork. Such pit stops could be created either at the middle point of the project or even towards the completion point (Clutterbuck, 2011).

2.5.2 *The ability of the team to manage conflict*

Teamwork requires team members to have a conducive working relationship for team members to collaborate and share ideas. However, according to Clutterbuck (2011), it is not abnormal for the team to have some form of conflict. Having conflict does not suggest the team is dysfunctional as the nature and the context of the conflict is what makes the difference. Furthermore, argues Clutterbuck (2011), relationship is one of the key indicators of high performance wherein team members find joy in working as a team. A key factor to this relationship is mutual respect of team members, which makes them more prone to thinking about each other's feelings during conflicts. Conflict may also enhance creativity amongst team members as well as fostering integration in finding solutions to complex problems within the mandate of the team (L. L. Thompson & Thompson, 2004). The kind of conflict that is destructive is the one concerning the relationship of the team while conflict concerning the task and/or the process of carrying out the task may depend on how it is managed (Clutterbuck, 2013). The task conflict should be recognised and encouraged amongst team members while conflict relating to the relationship should be managed to ensure the fluidity and development of the team (L. L. Thompson & Thompson, 2004)

Teams that lack solid teamwork have tendencies of avoiding conflict which may limit their potential and team coaching has the ability to grow the team into one that is capable of engaging and resolving issues amicably within the context of the conflict (Field, 2007). To the contrary, conflict has the potential to derail the team progress as it causes errors and breakdown on communication and performance (Salas et al., 2015). Through team coaching, such issues are introduced with a different view of helping team members to engage differently

and observe the benefits that might have been unclear to them (Field, 2007). Through collaborations, team members are able to see things beyond their own personal circumstances but with the accommodative lens of the team as a whole (Field, 2007). The team coach should encourage the team to engage in methods of examining the incident that lead to the conflict and internalise it within the context of their shared goals (Clutterbuck, 2010).

2.5.3 *The establishment of trust and confidentiality*

It is important for members of the team to have trust in each other and individual abilities towards the team goal. Simpson (2014) noted trust as the backbone of team coaching efficacy and an effective way of creating teamwork and team commitment. With trust team members may be more prone to open and honest engagement while providing each other's opportunities to share individual views informed by own experience. S. Thompson and Cox (2017) outline that trust within team members is critical for relationships as the team members becomes reliant on each other. With trust comes the ability for the team to engage in constructive conflict resolution that is necessary for genuine commitment and accountability (K. de Vries & Manfred 2005). Trust complements the team's ability to engage in difficult discussions and this might be critical in the development of teamwork through effective management of conflicts.

Clutterbuck (2011) outlined high level of trust amongst team members as the corner stone of high performing teams as it prepares the ground for open and honest engagement with the ability to get the team engaged in creative conflicts. This position is also shared by Field (2007), who outlined trust as one of the by-product of team coaching necessary for the facilitation and effectiveness of the team within an organisation as they continue to interact more openly, empathetically and productively.

There is some commonality amongst researchers on the importance of trust for the development of teamwork. It is also suggested that team coaching can be critical in the development of trust in a team. Brennan and Hellbom (2016) advise team coaches to take heed of the importance of trust for teamwork as they engage in team coaching. Such understanding will enable the team coach to

gain trust from the team as they identify with him/her when he/she demonstrates an understanding of the team dynamics. However, L. L. Thompson and Thompson (2004) believe that a high level of trust in a team may increase the level of reluctance in monitoring each other's contribution and this may negate some of the teamwork benefits.

The team coach is expected to maintain some level of confidentiality to earn trust from the team and to ensure that team members are confident to share their challenges and limitation within the team coaching sessions (Clutterbuck, 2011). Clutterbuck (2011) further stated that it is common practice for the organisation and people outside of the team coaching relationship to know of the existence of the coaching relationships, but content of the discussion within a team coaching session should remain private as this will reinforce transparency within the team and provide a conducive internal environment to engage at the deeper level.

Trust is not just necessary between team members alone; it may enhance the effectiveness of team coaching when it is extended to the team coach. Continuing to work on the trusting element of the team members and the coach as well as the organisation improves the team working capabilities that result in improved performance and team effectiveness (Gørtz, 2012). Through trust and improved intimate relationships amongst team members, team coaching may strengthen teamwork within the sharing of new ideas and the support, as well as explorations of such newly acquired ideas (Escudé, 2012). There seem to be agreement from researchers as to the importance of trust as an element of team coaching to improve teamwork, although the concept of trust remains open for discussion as to its real definition (Costa, 2003).

2.5.4 *Proposition 2*

Team coaching improves teamwork amongst team members.

2.6 The effect of team coaching on team effectiveness.

The main intention of this study is to establish the relationship between team coaching and teamwork. With teamwork comes commitment to a common goal

and as such the study seeks to explore the effectiveness of the team following the development of teamwork through team coaching. Team members need to have a working relation for them to have teamwork, together with the ability for members to relate to each other for the team to be effective. Team coaching has the ability to improve teamwork leading to better execution of the tasks (Hawkins, 2017).

Individualism, as well as lack of decisiveness amongst the team members are some of the challenges team coaching can address to ensure team effectiveness (Wageman, 2001). Wageman (2001) argued that such challenges might be as a result of lack of motivation amongst team members. Team coaching is said to have emerged in past few years and has become an approach necessary for leaders to engage in as a catalyst for effective teamwork and performance (Peters & Gladis, 2018). Effective teamwork, on the other hand, is important for the team to achieve its objective jointly at the correct time (Haug, 2011).

The underlying objective for organisation to invest in team coaching is to ensure that they remain competitive as their performance improves and teamwork is at the core of such improvements (Clutterbuck, 2011). The coach assists the team in identifying gaps and develops the team throughout the team lifecycle (Salas et al., 2015). The appropriateness of the intervention is very necessary to ensure that performance improvement is in line with the goal and is achieved at the right time (C. Y. Liu et al., 2009). As such, the team coach should ensure alignment of intervention to the team development stage outlined in figure 1.

The establishment of a team and the engagement in team coaching might not necessarily result in a functional teamwork as some dysfunctional behaviour may creep in and impact teamwork negatively (Ferrante, Green, & Forster, 2006). They outlined poor communication and lack of cooperation as some of the ills with the potential to negate the benefits of teamwork. Simms and Nichols (2014) outlined that some people adopt a social loafing tendency when put into a team and such behaviour may render teamwork dysfunctional, which suggests that not all teams are beneficial to the organisation than individuals are. The treatment of the team members by the team leader and/or manager may also derail the work of the coach in strengthening teamwork (Ferrante et al., 2006). Some individuals

within a team may resort to loafing upon realising that their individual contribution cannot be measured which is usually the case in a team setup (Simms & Nichols, 2014)

2.6.1 *Environmental effect on teamwork*

There are three aspects of environment with a potential to impact teamwork. Firstly, there is the competitive environment which the team and the organisation are likely to face. This may be as a result of market expectation and/or customer demands which drives management's objectives. Secondly, the internal or behavioural environment, which is about trust and safe environment (Wotruba, 2016) may impact teamwork. All these types of environment may impact the operation of the team at any given time and it is critical that it is looked at as one of the contributing factors to teamwork and team effectiveness as well as how team coaching can influence them. Thirdly there is stakeholder management which can contribute negatively to the formation of teamwork as the expectations and demands by stakeholders continued to grow in complexity and volume (Hawkins, 2017). Such increased complexity, demands and multiplicity of expectations by the stakeholder may bring about confusion to the team and dilute the teamwork and performance of the team (Perrini & Tencati, 2006).

Vodacom is operating in a dynamic, complex and ever-changing environment. As a results of customer needs changing and the intricacy of competition, it is critical that teams within Vodacom South Africa are familiar with the environmental effects in their team commitments. Senior management demands and strategies seems to also change in line with market demands. According to Clutterbuck (2013), the team coach has a responsibility to close the gap between the environmental changes and the team's efforts by ensuring that the team has a comprehensive understanding of the environment and changes it brings. Such awareness could include the understanding of the stakeholders (both internal and external), as well as the threats and/or opportunities the team may be faced with (Clutterbuck, 2013).

The coach needs to create an environment where the team members feel the need and willingness to learn and to engage with the team. It is argued that the team coach should prepare an environment where mistakes are viewed as learning opportunities and that ideas are valued irrespective of from whom they originated (Clutterbuck, 2011). This kind of position by the team coach will encourage everyone to feel that they have the right to question and seek understanding on issues they do not understand as that will broaden their knowledge and remove any ambiguity amongst team members. When the team feels that the environment is safe and trusting, the coaching engagement become smooth and beneficial to the team's efficiencies (Brennan, 2008). The team need to learn new ways and unlearn the old at the same rate the environment around it could be changing, this will ensure that such a team remains effective and relevant (Hawkins, 2017).

2.6.2 ***Proposition 3***

Team coaching improves team effectiveness.

2.7 Conclusion of Literature Review

There are several peer reviewed studies on the advantages of team coaching over individual coaching (Hackman & Wageman, 2005; Linley, 2006; Rogers, 2012). However, this narrative is not completely shared by Clutterbuck (2011). For Clutterbuck (2011), there are circumstances where collaborations should not be forced on team members due to the context and goal of such a team and organisation. As a result, the following chapter will provide details on the methodology the study followed to get to its results.

There is agreement in the improvement of teamwork as a result of team coaching, and that team coaching may influence the effectiveness of the team (Clutterbuck, 2013; Farmer, 2015). However, there seem to be no specific method to be followed as most researchers outline context as the key element of team coaching. Others also believe that coaching without a structure and purpose from the team leader or manager might not yield desired outcome and, for that reason, a team leader's responsibility becomes critical for the improvement of teamwork

and team effectiveness. The value of teamwork is not only as a result of team coaching, however, it is also founded in the management's ability to structure a functional team (Nolan & Doyle, 2007).

2.7.1 *Proposition 1*

The antecedents of teamwork include: collaboration, common goal(s), open communication, information sharing, confidentiality and trust as well as understanding of professional roles amongst team members.

2.7.2 *Proposition 2*

Team coaching improves teamwork amongst team members

2.7.3 *Proposition 3*

Team coaching improves team effectiveness.

CHAPTER 3. RESEARCH METHODOLOGY

3.1 Introduction

This chapter aims at outlining the process engaged in the study from the initial coaching intervention, sampling and tools utilised to get to the results pertaining the question. The chapter also indicated the tools and instruments utilised to collect and analyse data, as well as the population on which the research was conducted. It is further outlined how the researcher ensured that measures are in place to address any potential harm as a result of the research. Through this sequential process, the research contributed to the body of knowledge on the extent to which team coaching leads to teamwork within a business context.

Research is outlined not just as a set of academic skills but as a way of thinking, while questioning that which is observed and engaging in further exploration and gathering of knowledge (Kumar, 2019). Research methodology is the technique used to find answers to the research question (Kumar, 2019) which is about establishing the extent to which team coaching can lead to teamwork within a business context. Research methodology is understood as a systematic way of addressing the research problem and a way of understanding the phenomenon of study (C. R. Kothari, 2004). The problem of maintaining interworking engagement, willingness to share resources, inability to manage competing priorities, mistrust as well as communication challenges between team members and across multiple teams within Vodacom South Africa created the foundation informing the nature of the research methodology employed during this study (Noor, 2008).

An action research approach was utilised as part of the research methodology to respond to the research problem, as it provided opportunities to pilot an intervention within a practical and real situation within a team environment (T. Hughes & Albertyn, 2017). Through action research, the researcher was able to engage the team within their work environment while participating in their normal day to day experience and work performance. Herr and Anderson (2014, p. 4) defined action research as “the research conducted by participants, oriented to

making improvement in practice and changes driven by the participants themselves". This method provided opportunities for the construction of knowledge through active collaborative participation between the researcher and participants, leading to critical awareness concerning teamwork and team coaching (McIntyre, 2007). Through action research, the researcher and the participants were able to engage from within the learning process while being part of the knowledge development by engaging in discussions and critical debates within the area of operations (Herr & Anderson, 2014).

The participants were taken through a team coaching intervention over a period of three months aimed at exposing them to team coaching and affording them an opportunity to learn from each other within a coaching environment. The team and the coach agreed on the structure of engagement and the duration taking into account the team dynamics as well as the participants' work commitments. Participants were also provided time for individual coaching sessions to complement the team coaching and team learning. Dates and times were scheduled without interrupting the work commitment the team already had and where the need arose, meetings were moved to accommodate work commitments. There was commitment from each member of the team with only two members missing one session each due to emergency leave commitments. All participants attended their allocated individual coaching sessions.

As part of this research, data was collected from the participants through interviews aimed at addressing the research objective. Interviews were conducted after the coaching intervention and were recorded and transcribed for analysis using qualitative data analysis (QDA) software.

3.2 Research approach

The methodology employed in this research seeks to explore participants' understanding of the influence team coaching has on teamwork within a business context. As such, qualitative approach was utilised for this research as it focuses on the subjective assessment of the participants' views, understanding and opinions as well as their behaviours towards team coaching and teamwork (C. R.

Kothari, 2004). According to Ryan (2012), there is poor homogeneity within teams and examining teamwork in a team should be done within some form of evaluative approach of the participants understanding given the experience they had.

Yeh and Inman (2007) outline a qualitative approach as a genuine and valid research approach necessary to respond and satisfy the research question which requires an understanding of participants' experiences of a certain social issue. This study aims to deepen an understanding and enhance the knowledge of the relationship between teamwork and team coaching (Kaczynski, Salmona, & Smith, 2014). It afforded the researcher an opportunity to flexibly respond to developments during the research as qualitative approach provided a less restrictive design concept (Maxwell, 2008). Qualitative approach was relevant to this study as it provided the researcher with the ability to follow a deductive approach together with an inductive one while providing flexibility for a semi-structured interview questions guided by the reflective nature of the engagement with participants (Lewis, 2015).

Ritchie, Lewis, Nicholls, and Ormston (2013, p. 3) defined qualitative approach as "a naturalistic, interpretative approach, concerned with exploring a phenomenon from the interior while taking the perspectives and accounts of research participants as a starting point". Through qualitative research, the study was able to outline the 'why' and 'how' elements of teamwork and team coaching, as the researcher became part of the team's culture (Ulin, Robinson, & Tolley, 2005). Qualitative approach allowed the researcher to get to the inner experience of the participants in discovering how they form their meaning and knowledge through the evolution nature of this approach and its ability to extend capacity to discover and connect more with each other (Corbin, Strauss, & Strauss, 2014).

3.3 Research design

Research design assists the research process through acquiring of evidence relevant to the original logical question while ensuring that such question is satisfactorily answered (De Vaus & de Vaus, 2001). This study utilised action

research as part of its methodology to respond to the research objective as it provided opportunities to execute an intervention within a practical and real situation (T. Hughes & Albertyn, 2017). Through action research, the researcher was able to draw meaning from the results that are critical for future problems solving improvements and identification of opportunities through the reinterpretation of the acquired experience (Pedler, 2011). The construction of knowledge came as a result of active collaborative participation of all the nine participants together with the researcher leading to critical awareness concerning teamwork as they engaged in team coaching (McIntyre, 2007). The element of collaborative engagements through action research relevant to teamwork is also shared by Kemmis, McTaggart, and Nixon (2013).

Engagement through action research became very interesting for the team when participants challenged each other during team coaching, reflected on their expertise, abilities and experience while engaging on action plan as well as implementation based on their shared learning (T. Hughes & Albertyn, 2017; McIntyre, 2007). Through action research, the researcher and the participants had the opportunity to identify capabilities and opportunities for intervention as they together engaged on context specific ways of enhancing teamwork through team coaching (Kendon, Pain, & Kesby, 2007). It provided the team with opportunities to simultaneously develop synergies not just at personal level but also organisational as well as business level as they reformed their way of working and addressing active teams and organisational challenges (Pedler, 2011). Participants were also able to develop knowledge necessary to identify and find solutions to their problems through the coaching intervention as an action research phenomenon (Cammarota & Fine, 2010).

The intervention was not without challenges and such became visible when some members of the team felt marginalised as other members strived for consensus as they attempt to reach a collective view in the midst of power struggles amongst them (Kendon et al., 2007). Tensions and contradictions amongst team members was prevalent more so during the first few days of the action research intervention. This posed the potential of hampering the effectiveness of the intervention (Trehan, 2011). However, the team coach managed to steer the team

through positive focus on team engagement and the importance of team's shared goals (Govindji & Linley, 2007). With that said, team coaching as an action research method empowered the participants as they engaged in acts of developing new capabilities and changes across individuals as well as the team as whole (Ozanne & Saatcioglu, 2008).

3.4 Data collection methods

A. Rubin and Babbie (2009) state that there are inherent benefits to research when standard data collection methods are utilised to ensure that validity and objectivity of the research is maximised. Interview is a data collection method that provided the researcher with rich and detail data outlining the participant's experience (Castillo-Montoya, 2016). This study focused on interviews as a method of collecting data due to its ability to ensure dependability and credibility of data collected (Saunders, Lewis, & Thornhill, 2009). Through interviews, the researcher did not just get the answer to the question but also an in-depth understanding of the participant's lived experience and the impact team coaching had on them as a team and as individuals (Castillo-Montoya, 2016). Through interviews, more information was obtained as the researcher managed non-responsiveness and ensured that it remained very low through probing questions during the interview (C. Kothari, 2008; Saunders et al., 2009).

Interview questions were structured such that the researcher had the flexibility to get the inner understanding of the intervention participants had. This was achieved by utilising semi-structured interview questions while ensuring that the fundamental objective was maintained throughout the interview (C. R. Kothari, 2004). This method offered flexibility to the researcher while maintaining the theme and within the same data collection area throughout the different interviews (Noor, 2008). The researcher had a theme and a list of questions. However, questions were varied from one interview to another given the context of the particular interview, while maintaining the themes critical to the research objective. To ensure the flow of the interview, additional questions were necessary to get to the depth on the data (Saunders et al., 2009). Since the interview was semi-structured, and some questions were consciously omitted or

rephrased given the context without compromising on the main themes, a voice recorder was used to ensure that data was objectively analysed (Saunders et al., 2009).

The utilisation of active listening during interviews enabled the researcher to get an in-depth explanation and meaning following the team members' different experience of team coaching intervention (Saunders et al., 2009). The researcher ensured that participants felt listened to without a feeling of their experience being judged, and that made them genuinely engaged and provided authentic responses towards the research (Stevenson, 2005). The researcher made sure that even the little voice within the participants was heard by digging deeper to reveal hidden layers of the conversation without losing the context of the interview (Diefenbach, 2009).

3.5 Population and sample

Vodacom has multiple teams focusing on different areas of the business. South Gauteng Region of Vodacom South Africa, which is the centre of this study, host six different teams focusing on sub-areas of the region like project management, planning and optimisation, maintenance, counties, support and property departments. The population of the study is the multiple departmental and functional teams within Vodacom South Africa, formed to execute a particular project or task.

It was impractical to interview every member of every 'team' within Vodacom South Africa and engage them in an action research with further difficulties of reaching everyone relevant to the study (Barreiro & Albandoz, 2001). Collecting data from the whole population (in this case the entire Vodacom South Africa) was difficult and impractical while posing a challenge of analysing such big data from a time and financial perspective (C. R. Kothari, 2004; Saunders et al., 2009). Practically and economically, it was appropriate for the research to focus on certain parts of the population chosen appropriately to obtain answers to the research question (Barreiro & Albandoz, 2001). As such, the action research was conducted on nine project managers based in the Vodacom's Midrand campus.

This eliminated the travelling cost as well as any other costs that could have come as a result of distance between the participants (i.e. communication, tools, accommodation as well as venue).

3.5.1 *Population*

Cargan (2007, p. 236) define research population as “a group of interest to the researcher which can be events, people or objects consisting of all possible elements”. It was not practical to work with the entire population during the research process and for that reason a selection of respondents (sample) who became representative of the desired population was engaged to address the research objective (C. R. Kothari, 2004). The population group relevant to this study is the different teams and team structures within Vodacom South Africa as a result of the problem outlined concerning teams within Vodacom South Africa. Saunders et al. (2009) outline population as a complete group from which a sample is taken.

3.5.2 *Sample and sampling method*

Sampling is outlined as a process a researcher uses to gather information concerning the chosen population through a portion of it (C. R. Kothari, 2004). In this study, participants were made up of project managers within a radio network project team of the South Gauteng Region of Vodacom South Africa. This region is more appropriate as it is the biggest region with multiple complexity and volume of delivery within Vodacom which may provide sufficient diversity for this study. Nine project managers selected within Vodacom South Gauteng Region (SGR) were interviewed. Participants are project managers operating within multiple teams, while they together form a regional project management team. Together this team managed a total of 6 different projects within a financial year (April 2018 to March 2019) with a budget of R800 million. The projects this team was involved in are: new site build, site modernisation, site upgrade, site move, event temporary structures and project tango.

This selected sample also hold different experiences, are from different cultural backgrounds, with multiple challenges, different level of experience and skills, and this may be vital to provide multiple viewpoints based on their diverse

experience. The amount of pressure and demands in this region help stretch the team outside of the comfort zone and this may contribute to the depth of information and quality of the research (Malterud, Siersma, & Guassora, 2016).

The study utilised a non-probability sample wherein the researcher had an influence over the chosen sample to participate in the research (Miller & Yang, 2007). Non-probability sampling was feasible given the time available for the completion of the research (Etikan, Musa, & Alkassim, 2016), while affording the researcher some element of control when working towards the research objective (Tansey, 2007). There seems to be no agreement in the particular sample size for a qualitative research (Marshall, Cardon, Poddar, & Fontenot, 2013). Nevertheless, the sample size was defined based on the knowledge saturation concept which suggests that the sample size is suitable for the study when no more new knowledge is acquired from the interview and the same knowledge is repeated (Horta & Yudkevich, 2016). As such, the number and quality of the interview questions (Marshall et al., 2013) influenced the sample size within the concept of knowledge saturation during interviews. Gomes (2009) argues that knowledge accumulation cannot be endless without it being contaminated by the information problems after a given threshold.

The interpretation is purposely aimed at Vodacom South Africa as the population of the study while the opportunity remains for this study to be repeated in different populations for extension outside of Vodacom South Africa (Tongco, 2007). The tool chosen is as a result of the study's research objective of exploring the relationships between teamwork and team coaching and as such purposive sampling was utilised (Tansey, 2007). Etikan et al. (2016, p. 2) define purposive sampling as "the deliberate choice of a participant due to the qualities the participant possesses". The decision was also informed by the objective of the study as well as the fact that the researcher had some understanding of the challenges this team had and how critical it is to Vodacom South Gauteng Region for this team to have teamwork. The understanding of the regional team challenges was also informed by the bigger challenges Vodacom South Africa had with teams and interworking relationships. As such, the choice of this population was informed by its appropriateness, its diversity, and the amount of

challenges the team generally has which provided opportunities for a coaching intervention (Tansey, 2007). The researcher was familiar with what needed to be known and as such, sought out people who could contribute towards the research objective and willing to share information based on their team coaching experience and acquired knowledge (Etikan et al., 2016).

Table 3: Profile of respondents

Demography	Female	Male
Blacks	2	6
Whites		1
20 - 30 years Old	2	
30 - 40 years Old	2	3
40 – 50 years Old		2
Project Manager	2	7
Total number of respondents	2	7

3.6 The research instruments

For this study, interviews were utilised as the research instrument through which the researcher was able to deeply explore the participants' experience and perception of functionality of teams, as well as the role of team coaching in the process (Friesen, 2010; Guion, Diehl, & McDonald, 2001; H. J. Rubin & Rubin, 2012). Interviews allowed participants an opportunity to reconstruct their own lived experience concerning teamwork and team coaching (Seidman, 2006). Interviews can be defined as “discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics” (Harrell & Bradley, 2009, p. 6).

To further deepen the knowledge, semi-structured interviews were conducted in line with the research objective. McIntosh and Morse (2015) define semi-structured interview as “an instrument designed to ascertain subjective responses from persons regarding a particular situation or phenomenon they have experienced” p.1. The choice to utilise semi-structured interviews was based on what Rabionet (2011) outlined, in that qualitative semi-structured interview is one of the most flexible and powerful research instruments a researcher can utilise to draw meaning from the participants' experience and learning. It allowed the researcher to maintain some level of consistency over the research concepts to be covered throughout the interviews (Corbin et al., 2014). The researcher ensured consistence by maintaining the themes of the research while flexibly adapting to the pace of the participant. The probing question were

informed by how a specific interview progressed until the knowledge was saturated.

Through semi-structured interview questions, the researcher had the opportunity of creating rapport while adequately preparing the environment for an open and authentic engagement with the participants with higher flexibility to address unanswered questions through probing (Rabionet, 2011; Santoso, 2011). For example, the interview began with a basic introductory question to help extricate background and demography of the participant (Yeong, Ismail, Ismail, & Hamzah, 2018) and this assisted in building relationship and trust between the researcher and the participant (Jacob & Furgerson, 2012). Having some knowledge of the participants was necessary for the researcher to structure the introductory question such that there was clear flow of understanding to the participants with only one question being asked at a time (Castillo-Montoya, 2016). It then progressed to an open-ended question concerning the team coaching experienced by the participants as well as how such may have affected the teamwork within their team (Yeong et al., 2018).

Semi-structured interview contributed to the depth of the acquired knowledge as it provided the research with an opportunity to ask probing and clarity seeking follow-up questions to ensure completeness of the response from the participants (Harrell & Bradley, 2009). As a results, participants seemed to enjoy some degree of freedom to explore their thoughts and experience while outlining areas of particular interest and ensuring clarity on any potential contradictions (Horton, Macve, & Struyven, 2004). The interview continued while guided by the themes of the research until knowledge saturation was observed. In some cases, the interview went over the schedule time while the researcher continued towards knowledge saturation however in all cases, a permission was sort from the individual participant before going over time. One interview had to be rescheduled for an extended time to ensure that it covered all the responded needed to share in line with the coaching experience and the perceived effect it has on teamwork.

Interview as an instrument brought in some challenges such as being resource intensive and time demanding (Hove & Anda, 2005). There was a risk of influencing the outcome of the interview, as well as the actual quality of the

collected data, and to manage that, the researcher had to step back and allow participants the freedom to unambiguously articulate their own experience their own way without interruptions (Hove & Anda, 2005).

The researcher had to gauge the level of engagement and mirrored the participant's language level for easier and smoother conversation (Yeong et al., 2018) and then moved towards transition kind of questions towards the key elements of the research (Castillo-Montoya, 2016). This was done through probes and it allowed for unexpected data to emerge during the interview (Jacob & Furgerson, 2012). The transition prepared the participants for the key interview questions. Towards the end, the researcher asked general questions about the participants while allowing participants the opportunity to raise any issue not discussed (Castillo-Montoya, 2016). This was done while observing the body language and facial expression for any clue to ensure that they have indeed covered all they needed to say.

3.7 Procedure for data collection

In-depth interviews are suitable because of their flexibility to provide opportunities for the researcher to ask probing and clarity seeking follow up question to ensure completeness of the response from the participants. In observation of these, participants in this study were interviewed face to face in a one-on-one setup to provide access to non-verbal messages which was critical for the enrichment of the spoken messages (Knox & Burkard, 2009). Through semi-structured interviews, the researcher had the freedom of asking probing questions and was not bound to a particular sequence of questioning (Hove & Anda, 2005). Interviews were conducted in a meeting room at Renaissance park building within the Vodacom campus in Midrand to ensure privacy. The originality of data was maintained through taking of notes and audio recording which was later transcribed for analysis.

All interviews were scheduled directly with the participants (Rowley, 2012) at least 48hrs in advance to ensure that operations was not interrupted as it was taking place during working hours. This ensured that their promoters were also

sensitised about the meeting in advance. The interviews were scheduled for an hour; however, one interview was completed within 45min with all aspect of the interview covered. Majority of the interviews went a little over by few minutes with only one having to be reschedule for another 30min. This was to allow flexibility for the participants and to ensure there was enough time for follow up and probing questions (Horton et al., 2004). The number of interviews questions per participant was determined through knowledge saturation to ensure that the researcher have sufficiently covered the participants' background, experience as well as the reflection (Knox & Burkard, 2009; Rowley, 2012). All recordings were transferred to an external hard drive within 24hrs of the interview, password protected and was physically locked away in a cupboard situated in the same building at Vodacom. After the recording was transcribed, transcribed documents were also safely locked away together with the external storage drive.

3.8 Data analysis and interpretation

Data analysis in qualitative research is regarded as an ongoing interactive research process (Smit, 2002). It is about how the interview transcripts will be analysed and interpreted to bring about meaning and identify significant patterns (Sobh & Perry, 2006). White and Marsh (2006, p. 26) define data analysis as “a research technique for making replicable and valid inference from text to the context of their use”. It is a “reasoning and argumentation that is not based simply on statistical relations between variables, by which certain objects or observation units are described” (Smit, 2002, p. 32). It is further stated that through data analysis, the researcher is able to test the conceptual issues while enhancing the understanding of the data (Elo & Kyngäs, 2008).

The researcher focused on the language with added attention to the content as well as the contextual meaning from the participants while providing knowledge and understanding in support of the research objective (Hsieh & Shannon, 2005). This follows the data collection method used through open-ended questions as well as probing semi-structured interviews questions (Hsieh & Shannon, 2005).

Since the researcher worked with a large volume of semi-structured interview data coupled with multiple open-ended question data, the use of QDA software (Atlas.ti) was imperative to reveal patterns from the data. Atlas.ti provided a comprehensive overview for managing and analysing big data (Smit, 2002; Woods, Paulus, Atkins, & Macklin, 2016). The analytic tool offered by Atlas.ti allowed the researcher to draw meaning and relationships within data through coding, data query and cross-tabulating the interview data (Rosenfeld, Gatten, & Scales, 2013). The researcher opted on utilising various ways and techniques (pattern inducing and pattern deducing techniques) to capture logic towards meaning as he immersed himself in the data (Reay & Jones, 2016).

The researcher followed four steps when utilising Atlas.ti to deduce and induce patterns necessary to capture logics. The four steps followed are also articulated by Reay and Jones (2016) as part of the data analysis technique when utilising QDA software. The first step was for the researcher to read through all the transcripts while taking notes and highlighting text within the interview that seem to address a certain phenomenon of the research question. This is referred to as 'get to know your data' step in which the researcher gets to understand the data (Taylor & Renner, 2003). It allowed the researcher to identify the critical questions that should be addressed through data analysis. This was followed by preparing the data for coding into Atlas.ti to enable categorisation of information and indexing of data to identify different themes (Hsieh & Shannon, 2005). The use of a predetermined code to categorise similar narratives within the text was to ensure that Atlas.ti was able to read and analyse the texts. Thirdly, coding schemes were developed inductively through immersion in data within the research context and also deductively through the developed theory of team coaching for the purpose of identifying patterns and connection of themes. This was to ensure that knowledge drawn from the coded data was as a result of the relationships between different themes relevant to the objective of the study (Krippendorff, 2018). The final step was to define the unit of analysis and comparison of utterance within text for the actual Interpretation of different themes to form a qualitative finding.

Data which could not be coded was identified for further analysis to test if they contribute to the already identified phenomenon or if they represent a new one (Hsieh & Shannon, 2005). This was necessary to improve the trustworthiness of the outcome and to ensure that the entire context was considered in gathering the information (Graneheim & Lundman, 2004). Through this method of data analysis, the researcher was able to gather supporting as well as the non-supporting evidence concerning teamwork and team coaching while contributing to the knowledge, new contextual insight and representation of facts (Elo & Kyngäs, 2008). Conclusion as well as recommendation was as a result of the findings following the analysis and interpretation of data within these steps as explained by Taylor and Renner (2003).

3.9 Limitations of the study

The researcher is part of the management structure within the Southern Gauteng region of Vodacom South Africa and this might have influenced the openness of the participants in responding to the question. The use of interview schedule as an instrument for data collection brought in some limitations in that added time was required to conclude some interviews as well as to go through the text to ensure that the actual context was captured according to the participants (Hove & Anda, 2005). A considerable amount of time was also required to transcribe, analyse and decode all the different responses from the participants which was rigorously and objectively done (Spence, 2007). The pain of analysing the data was however managed through Atlas.ti as the stress of going through major interview data within a limited time was reduced (Ngalande & Mkwinda, 2014).

The use of Atlas.ti came with some challenges which include the cost as well as the time needed to prepare data and coding it for analysis and identification of themes. The software is relatively expensive and required coding knowledge to be able to get its full data analysis benefit (Ngalande & Mkwinda, 2014). The researcher had to put time aside to learn and understand coding to be able to get to the results presented and discussed in this study.

There is a potential risk of biasness given the researcher's awareness of the team and the challenges it faces. This risk may be exacerbated by the relationship the researcher has with the management of this team. Participants might have responded in a way they thought the researcher wanted them to respond as they felt the need to be overly positive in their responses given their awareness of the researcher's closeness to their management and this posed a threat to limit the study's effectiveness (Spence, 2007).

3.10 Transferability and dependability

The trustworthiness of a qualitative research is often questioned for its subjective nature. However, there are studies that have incorporated measures to deal with the trustworthiness of qualitative research outside of the common naturalistic framework (Shenton, 2004). Connelly (2016, p. 435) defines trustworthiness as "the degree of confidence in data, interpretation, and methods used to ensure the quality of the study". Critics of the trustworthiness of qualitative study suggest that it is subjective and subject to researcher's bias and it lacks generalisability. However, this doesn't make it insignificant, but different, as it is based more on people experiences, phenomenon, reflection and developed theories (Cope, 2014). The use of Atlas.ti as a tool for data analysis in this study ensured the high level of trustworthiness of the data (Reay & Jones, 2016).

3.10.1 *Transferability*

Transferability refers to the extent to which research findings can be extended and become useful to the population outside of the research study (Connelly, 2016). In this study, readers will have the opportunity of assessing the transferability of this study based on its context alignment to their own situation and decide if it will be applicable in their situation. The study has outlined the contextual information about the work done and the phenomenon researched to allow the reader to make own transferability decision (Shenton, 2004). Information and context are outlined in the study to ensure that readers are able to assess applicability to their own circumstances and environment. Information

such as the industry, demography, context and people studied are outlined in detail (Connelly, 2016; Shenton, 2004).

3.10.2 **Confirmability**

Confirmability is about how neutral and consistent the findings are, and how practical it is to be repeated with same findings (Connelly, 2016). Interviews were conducted with probing questions which were within participant's context to ensure that findings are based on the experience, context and idea of the participants and not as a result of a preconceived biasness of the researcher (Shenton, 2004). To ensure that an acceptable level of confirmability is maintained, the researcher kept all notes and recordings safe as part of the finding and ways of rooting out any form of biasness (Connelly, 2016).

3.10.3 **Credibility**

Credibility measures, "how congruent are the findings with reality" (Shenton, 2004, p. 64). It also looks at the confidence that can be drawn from the truth of the study (Connelly, 2016). In this study, knowledge was drawn from participants' experience through interviews and probing questions in line with the context of the participant to ensure that credibility was maintained (Horton et al., 2004).

According to Hail, Hurst, and Camp (2011), peer debriefing allows the voice of a professional who have the understanding of the context to engage the researcher in a discussion concerning the research. While engaging in rich discussion of the details, the researcher began to recall additional information which was not considered before the discussion with the peer took place. The peers in this case were two fellow researchers within the coaching environment.

Peer debriefing was utilised to test originality of the captured participants' experience and thoughts while ensuring that no information was overlooked (Connelly, 2016). To maintain the truthfulness within the context of the participants, there was persistent observation together with prolonged interaction with participants, peer debriefing to ensure that all findings were not informed by any biasness from the researcher and his environment (Connelly, 2016).

3.10.4 *Dependability*

Dependability of the study is concerned with the consistency of the collected data over time within the context and condition of the study, and that same findings will be probable under similar conditions (Connelly, 2016; Shenton, 2004). In this study, dependability was maintained by ensuring that all research processes were outlined in detail to enable interested researchers to can replicate the study (Shenton, 2004) within their own operating environment (Jha & Mishra, 2014). In this case, this research design may be utilised as a prototype model with details of the extent to which academically sound research method was followed for readers to be able to make own decision on the dependability of the study to their own environment (Shenton, 2004). The researcher's notes outlining all activities during the study as well as the peer-debriefing outlined above are the bases of an improved dependability of this study (Connelly, 2016).

3.11 **Demographic profile of respondents**

Different people occupy different social spaces which may influence relationships forming amongst people, as well as team behaviour (Funnell, Bryer, Grimbeek, & Davies, 2004). It was, therefore, important for this study to cater multiple demographic profiles. There is a need to understand how the different demographic profiles of the respondents influences the outcome of the study (Schoeni & Ofstedal, 2010).

One of the participants in this study was more senior than the rest of the team, which brought in some reservations by other team members to confront issues this participant felt strongly about during the team coaching intervention. This required the team coach to assist the team in bridging this through coaching intervention and assuring the team that the environment is safe and that as participants, they are all equal and free to share their views including the team coach. The demographic profile of the respondents is outlined in table 1.

3.12 Ethics

Ethical challenges may emanate in any research. However, the researcher is expected to ensure that any harm is cautiously avoided through appropriate ethical principles, participants are informed of their rights not to participate and withdraw from the study at any time, and that their confidentiality is guaranteed (Orb, Eisenhauer, & Wynaden, 2001). In this study, consent was sought from the participants (Fouka & Mantzourou, 2011), their participation was voluntary and participants were informed upfront that they have a right to opt out of the research at any point, as they were not obligated to go through the research exercise. The purpose of the study was made known to all the participants as part of the introduction (Fouka & Mantzourou, 2011) and their voluntary status was tested upfront to ensure their willingness to participate without prejudice. The detailed information to the participants included the information on how the study will be conducted, how the data will be handled and stored.

Names of the participants are not referred to anywhere in the research report but are referenced by acronyms (i.e. Respondent 1) as a form of differentiation between respondents. Trust is one of the elements the researcher focused on to be able to get to the genuine aspects of the study and such trust was maintained by ensuring that information gathered was used solely for the purpose of the study. In doing this, the researcher maintains respect for the participants' truth and experience (Damianakis & Woodford, 2012).

There was a commitment by the researcher to discuss with the participant any counselling issue observed during the research process before the actual referral is activated however none was observed (Orb et al., 2001). The researcher did not just observe the ethical obligations like confidentiality, but also ensured that the legal framework was also observed at all times during the intervention and the interviews (Orb et al., 2001).

3.13 Conclusion

This chapter outlined the systematic approach followed by the researcher to respond to the research question as to whether team coaching does influence

teamwork within a business context. The researcher demonstrated how an academic qualitative research framework was followed in exploring the research question. Research methodology as a technique directed the sequence of activities followed in this study as a guide of how research is done to ensure credibility of the results.

CHAPTER 4. PRESENTATION OF RESULTS / FINDINGS

4.1 Introduction

In this chapter, the findings from the interviews conducted are presented and described in line with the research questions outlined in Chapter 1. The presentation and description are supported by verbatim quotations from the participant interviews in support of the main research question and sub-questions.

In maintaining the ethical commitment outlined in 3.11 above, participants are referred to by using pseudonyms so as to protect their identity (Respondent 1, Respondent 2, Respondent 3, Respondent 4, Respondent 5, Respondent 6, Respondent 7, Respondent 8 and Respondent 9). The demography of the participants is outlined in table 1.

The presentation takes structure from the main interview questions which relates to whether team coaching can lead to improved teamwork within a business context. To prepare the ground for the key questions, introductory questions which were relatively neutral, eliciting somewhat general information which was not intrusive and intimidating were asked (Castillo-Montoya, 2016).

During data analysis, themes like communication, collaboration, trust, information sharing, value of teamwork and common goal emerged from the data by reviewing the interview transcripts line by line to identify codes and conceptual themes as the research finding (Bryman & Burgess, 2002). This was also complemented by quality notes taken during the interviews as it forms part of the data that contributed to the research finding (C. Hughes, 2002).

4.2 Action research

Action research is defined as “an approach to improve knowledge through change, by encouraging participants to be aware of their own practice, to be

critical of that practice and to be prepared to change it” (Asonitou, 2013, p. 142). Prior to data collection, the project management team of nine went through a team coaching intervention as an approach to improve their teamwork through change and exposing teamwork awareness within their environment while affording them an opportunity to critically observe their engagement as a team towards a common goal.

The structure of intervention was put together during coaching contracting process. The team and the team coach agreed amongst each other to have eight team coaching sessions lasting approximately one hour each. This was coupled with two sessions per project manager (one hour each) for individual coaching. The sessions took place on Mondays and Fridays for two months, within the Vodacom’s Midrand campus at Renaissance building. However, the team was flexible to change the dates as and when operational requirement came in the way. The dates were moved around only twice to accommodate the team’s work commitments. The individual sessions were conducted within the same period separately with each project manager. There was commitment from each member of the team with only two members missing one session each due to emergency leave commitments. All participants attended their two sessions of individual coaching. Coaching was officially started on the 21st of June 2019 and was concluded on the 23rd of August 2019.

As per the four stages of team development model outlined in figure one above, the first session’s objective was for the team to get to know each other a little more and to reduce any existing misconception of one another (inclusion and dependency stage). Participants shared their background, experience and level of education with some taking it further to include family information and outlining their marital status as well as number of kids and their respective ages.

In what may be regarded as stage two – counter dependency and conflict - the team’s engagement was not even as others took more time to deliberate with one participant being very distanced to the discussion which required an active intervention from the coach to slowly draw him into the discussion. The team utilised the opportunity to outline the challenges they were experiencing. It was at this point that members started confronting each other with some level of

discomfort emerging. Some outlined frustration as their colleagues had a 'free riders' mentality which puts strains on the team. The failure by some to plan and contribute to the team goal as a result of focusing only on their individual achievements seem to frustrate the team. The coach allowed the events to unfold and intervened to keep it civil with mutual respect amongst members. The team challenges outlined included poor planning, resource management, communication, interdepartmental competition, competing priorities, reporting structures, lack of power/control, misaligned targets and recognition, lack of support within the team and from management, equipment management as well as mistrust amongst team members. At the end of the session, which took a little longer than one hour, the coach summarised the session and allowed members' time for recollection of emotions.

Every session began with a reflection of the previous one and the coach allowed the team to outline the lessons learned and how it impacted their work after the session. The team began to open up and trust each other as the sessions progressed which formed part of the stage three of the team development stage outlined by Nolan and Doyle (2007) in figure 1.

"It's working better for me and for the team as whole. I think we trust each other more after the coaching session" – Respondent 4

The members started to engage more and the discussions became even smoother with time as the trust amongst them continued to improve. Their appreciation of each other's commitment started to grow and be visible as they continue to identify each other's strengths and weakness. Their focus started to shift towards what they are and can-do right through collaborations and support for each other.

"The ease of communication within the team also enable teamwork to be a little smooth while we develop confidence on each other and on what we do knowing that the team has each other's back and assist each continuously." – Respondent 5

The team's inherent knowledge developed as the engagement continued and they started to engage on what they would like their reality to be like as they own

up to each other's weakness. The team seem to demonstrated abilities to find ways of assisting each other as a team.

"So, understanding the next person and knowing what they might be going through and also knowing how do I help them in order to get the team's goal fulfilled is also paramount to teamwork." - Respondent 9

"The ease of communication within the team also enable teamwork to be a little smooth while we develop confidence on each other and on what we do knowing that the team has each other's back and assist each continuously." – Respondent 5

The individual session became critical to confront personal issues impacting teamwork which team members had difficulties addressing amongst colleagues. The study outlined that confronting individual's issues within a private and distinct sitting improved self-awareness and allowed specific members to be more susceptible to change. The team reported that the incorporation of individual approach within the team coaching intervention improved their commitment to the team goal.

"Self-aware[ness] also came out during my team coaching sessions as another attribute within oneself which is important for the success of not just that individual but also the team as a whole." - Respondent 5

"I think it is pretty good to have a team coaching strategy while the individual is also good at the same time. But I think both complement each other very nicely." - Respondent 6

"The two hours individual coaching we had also address[ed] a number of individual things others can benefit from. Because there are time[s] where working individual[ly] is important and coaching can contribute to that as well." - Respondent 6

Some of the issues outlined as challenges including communication and trust became opportunities for teamwork to develop as they continue with team coaching. The team began to demonstrate openness and ability to share the

stage unlike at the beginning when few individuals dominated the discussions. They also became more tolerant and willing to assist beyond their individual contractual obligations. They argued that, this was as a result of the coach engaging them in change process as their creativity continued to grow towards commitment to address their challenges with the team in mind. The coach engaged the team on what Mukherjee (2008) called reinforcement theory. This was achieved by having an acknowledgement and demonstrating an enthusiastic response on 'team supporting' behaviour while demonstrating passive and no responses to behaviour which are individualistic and contrary to the team focus.

Individual, as well as team reflection and awareness, improved the functionality of the team as it empowered them as individuals and team members to value their own and other's roles and responsibilities towards the team's goal. This seem to align with Nancarrow, Smith, Ariss, and Enderby (2015)'s views. Team members began to observe each other's inefficiencies and barriers as opportunities to offer assistance for the benefit the team. This seems to be aligned with stage four of Nolan and Doyle (2007)'s team development stages where the team develops towards improved productivity and work commitment.

"I think our interrelationships has also improved." – Respondent 9

"Going through the team coaching session made me understand my role clearly; made me understand my peers, my team players, my team members; made me start to look at them differently to understand their personalities." – Respondent 8

"So, to me it just re-emphasises that point of saying teamwork is very vital for the effectiveness of the team." – Respondent 6

Towards the end, the coach started introducing opportunities for the team to engage on commitments and actions they need to take towards a continued teamwork improvement. The team had the opportunity to reflect on the intervention and its impact on them as individuals as well as team members and how they will continue to foster change within their team and beyond.

The team was allowed two weeks breathing period after the last session and then another session was scheduled as a reflection on how their day to day operations and teamwork has been influenced by the intervention. Interesting feedback emerged concerning improved team and individual output as a result of the intervention. Some outlined that their team is now admired by others as they are able to see change in them, their work and behaviour towards each other.

“So, yes, our teamwork ability has indeed improved and other teams are starting [to] observe the change in us and our deliverable can also speak for us.” – Respondent 9

The study results reflect the learning being extended to participants’ families as they outline how it has transformed their way of communicating and engaging at home as they believe their home to be a team of individuals with home related goals.

“I have also started applying the same principle at home and I [am] glad to inform you that we are now communicating better with my husband after the team coaching. I respect him more which make him hear and understand me more and as a family we seem to be getting closer than we were. Simple things like changing a hairstyle is now a team effort as I give him the opportunity to have an input on my next hairstyle and that has transformed how we engage in the family. He now consults me on things he would have just done without talking to me.” – Respondent 9

“So, when you sit and start talking then you start hearing things that you would not normally hear from your children... So, he is now open because I provided that platform following the coaching session.” - Respondent 8

“I mean in our teams everything is all good and well, but some of the learnings I've got from the coaching session I'm applying outside of work, which is a good thing, I'll say I'm a better individual through this coaching session.” – Respondent 1

“Yes, I did and we are benefiting from it. It is also rubbing off onto our kids and I must say, things are looking up for us. Realising that a family is also a team and like teams, we need to communicate and respect each other.” - Respondent 5

The intervention exposed the members into coaching for the first time and they all believe that it should be a continuous exercise which should be revived regularly and be extended to other teams.

“If this is spreads to other teams, I think it can be a good thing.” - Respondent 1

“I've seen it working and I believe other team[s] will benefit from it... maybe coaching can be every six to eight months or we can have a session to just reflect on the progress and see if there is a need for further intervention.” – Respondent 4

As a result of the intervention, team members demonstrated signs of development from assigning blame to each other to finding solutions together and owning up to the team challenges. It is believed that teamwork and cooperative development has a potential to improve team engagement, communication skills as well as advancing the ability to confront and manage conflict amongst team members (Asonitou, 2013).

“... and the team engagement has improved resulting on better execution of our projects.” – Respondent 7

“and it is critical that while we respect each other, we continue to have deep engagement on issues that affect the team and critical for our output as a team.” – Respondent 8

“This was great as we are able to collaborate more through open interactions and engagements. Like, that's what I learnt from the coaching session we had.” – Respondent 9

“Further to our team coaching, we were able to unpack our issues openly and deliberately engage and have difficult discussions with each other.” Respondent 7

Results outline the team’s ability to confront issues and engage on difficult discussions through active listening as they develop ability to delegate and hold each other accountable.

The above section set out to understand whether the team coaching process followed resulted in the team developmental stages highlighted by Nolan and Doyle (2007) (see section 2.5). Participants confirm that, indeed, the coaching process followed was aligned to the four team development stages, namely, inclusion and dependency, counter dependency and conflict, trust and structure, as well as work and productivity. This raises a question as to whether the teams reaching the fourth developmental stage through team coaching automatically translated into teamwork improvement. Prior to engaging this question proper, though, it is important for us to look at how participants understand the antecedents of teamwork. The following section attempts to delve in to that.

4.3 Antecedents of teamwork

In Chapter 2: Literature Review, it was shown that team coaching needs to consider and incorporate antecedents of teamwork to reach the high performing team level. These include communication, collaboration, trust, information sharing, and commitment to a common goal. In support of this view, the respondents maintain that these are critical for the success of any team. In particular, trust emerges as number one antecedents of team work.

4.3.1 *In your view, how would you describe the antecedents of teamwork?*

This question was aimed at drawing knowledge from the participants' experience and view as to what they understood to be the precursors of teamwork. The results of this study outlined a number of such precursors which are listed and discussed below.

4.3.1.1 Communication

Communication is defined as a process of sending and/or receiving message (Prunty, 2004) and how that message is received and processed determines its effectiveness or constant communication when it is continued over time. The former denotes a situation where two people exchange views, not to respond, but emphatically understand each other. Meanwhile, the latter refers to the fact that the exchange happens regularly on a feedback loop of some sort. As an important ingredient of antecedents of teamwork, participants suggested that communication is critical when done properly and in a constant manner.

In answering the questions about the importance of communication in team coaching and functionality, participants seem to be referring to the discussion kind of communication enabling the team to address issues and concerns. This was also clear as it was mostly used together with 'collaboration'. However, all participants demonstrated that, the intervention provided opportunity for them to explore communication as antecedent of teamwork as the coach drove the engagement through questioning. 's drive to focus coaching Their view on communication as a key element and recipe for success in teamwork is shared by Dong (2005) who argues that team development and improved teamwork is accelerated by open and constant communication within a team.

"The first thing that is key is definitely communication and collaboration" –
Respondent 2

There is a feeling amongst participants that through communication, as a team they are able to develop as a team and commonly prioritise their actions

according to the team requirements. It was suggested that such communication need to be constant.

“If there is constant communication, we are able to improve on our deliverables as a team following constant communication where we are able to flag issues and collective concerns. Through communication, we are able to plan again or re-plan to accommodate current scenarios. So, with constant communication you are able to attend and flag those problems before they become chaos.” – Respondent 1

“We are able to achieve this through continued communication and understanding of each other individual commitments and priorities.” – Respondent 3

The respondents’ articulation of communication seems more to address issues and to understand each other better. Communication amongst team members enhance teamwork and eliminate operational errors as a result of misunderstanding (Brock et al., 2013). This suggests that, through communication, team members are able to bring things under control and remain focused on achieving the shared goal:

“Through communication, as a team we are able to understand each other’s commitments and priorities towards a shared goal and that is critical to teamwork”. – Respondent 5

“We are able to achieve this through continued communication and understanding of each other individual commitments and priorities.” – Respondent 3

Respondents came short in outlining the specifics about communication. They do, nonetheless, commonly agree that it is an integral element of teamwork and that through team coaching, their ability to communicate has improved.

“We now communicate more openly and effectively” – Respondent 1

“Now it's easy to communicate with other team members, it's no longer like before where we would hold information to ourselves and compete against each other for the detriment of the team.” – Respondent 4

“I will stress that communication has become a key and we are able to find each other quicker and easier than before.” – Respondent 9

Respondents seem to be more concerned about the type of communication where they are eager to share information, discuss issues and find common solution. This kind of attitude mediated an extravert type of communication through which team members were both eager and willing to share knowledge for the betterment of teamwork (R. E. De Vries, Van den Hooff, & de Ridder, 2006). Participants did not seem to favour the instructive kind of communication but an opportunity for other viewpoints to be aired and diverse perspectives to be explored through communicative engagements.

4.3.1.2 Collaboration

In most cases, respondents spoke about collaboration together with communication and also as a result of communication. All respondents believe collaboration to be one of teamwork's antecedents critical for teamwork to thrive.

“It is when a team transcend into trust and collaboration towards a common goal that teamwork amongst them thrive.” – Respondent 6

“Communication and collaboration make teamwork smooth and pleasurable to say the least.” – Respondent 7

The study outlined that collaborations make it easier for the team to work together and realise the common goal. It is argued in line with this view by participants that collaboration is critical for teamwork as it enables the team to establish common ground (Jarle Gressgård, 2011). They also outlined that through collaborations, they are able to transcend from individual focus to willingness to assist each other towards a common goal.

“Through teamwork, we are able to collaborate and consult on each other expertise” - Respondent 6

"I think it's about engagement and collaboration towards a shared purpose." - Respondent 2

One said that through collaborations, they are also able to address issues like conflict amongst team members while ensuring that they meet the team and company's objective. There was a view which was however not shared by many as others believed that those who fail to plan end up employing the position of shared resources. This was as a result of others failing to plan the required equipment for own project knowing that through the sharing of resources, they can use the equipment planned by other members. This view is about collaborating to a point of sharing resources based on the bigger need of the overall region and not just that of the individual, however, the position outlined seem to negate the intended benefit.

"But if I look at the sessions we did, just getting other team member's points of views was beneficial to our collaborations and respect from different members of the team." – Respondent 7

"Collaboration in utilising those shared resources becomes very critical and if you don't understand the other person's priorities, you might end up hogging the resources to the detriment of the whole region." - Respondent 3

The point of sharing resources became contentious as other participants believe that there are those who abuse this as they employ it to cover their own individual failure to plan and align their own resources according to their needs. Nevertheless, they mostly agree that collaboration is critical but it shouldn't be used as a coverup for poor planning and prioritisation of resources. They all agree that through team coaching, their ways and willingness to collaborate has improved.

"These target forces us to collaborate and share resources much better than before when we're just focusing on your own county." - Respondent 3

"If this guy comes to me, I know he's got a genuine problem, he needs to be assisted and likewise I can trust on the commitment of other team members to share their knowledge and assist me when needed. It is when the team transcend into trust and collaborations towards their goal." – Respondent 5

4.3.1.3 Trust

Trust is outlined as one of the characteristics of teamwork necessary to foster successful partnerships amongst team members (Barczak, Lassk, & Mulki, 2010). Trust was another antecedent which came out more often during the interview. There is a suggestion that team members had challenges around trust which seem to have improve as a result of team coaching as team members reflected on their experience.

"In teamwork spirit, one considers the opinion of everyone in the team because you are no longer alone. So, those opinions matter in a team to say we are listening to each other as a team and we should trust each other." - Respondent 9

"When we openly interact and trust each other, we are able to somehow achieve our goal." - Respondent 6

In many instances, trust was mentioned together with honesty as attributes of teamwork. There is also an association of better collaborations as a result of trust amongst team members.

"I think we trust each other more after the team coaching session". - Respondent 3

"The team also need to understand you, so that when you approach them, they know exactly what you want and are able to assist you the way you want them to and not just the way they can. We become naked to each other trustfully and truthfully." Respondent 5

Inasmuch as trust came out as an antecedent of teamwork and something which participants reported experiencing improvements as a result of teach coaching,

Respondent 4 outlined that trust was still an issue amongst team members. This respondent didn't seem convinced that members of the team trusted each other.

"The only part that still need some work, maybe I'll say is trust amongst us and towards our management structures" – Respondent 4

There were some positive feeling concerning trust by Respondent 4. However, the body language and facial expression still suggested reservation towards it as different questions were answered.

"I think we trust each other more after the coaching session even though I think it should have continued a little longer." – Respondent 4

It became apparent throughout the interview that trust is important for the forming and maintenance of teamwork and that such has improved as a result of team coaching. This came out when asked if they think there is any form of improvement in trust as a result of team coaching.

"So, I've seen there's been improvement, the way we interact with each other and also the way we engage with our promoters have improved." – Respondent 5

Trust was in many instances during the interview outlined as an integral factor of collaboration and communication.

4.3.1.4 Information Sharing

Information seem to contribute to teamwork as it enhances understanding of team each other within the team as it was stated by Respondent 9 that:

"It is now easier for us to engage in information sharing and understanding each other's view".

This narrative was further supported following the team coaching intervention as the team believes they are more open to mutual relationships through the sharing of information and knowledge.

“I believe sharing of ideas and experience towards achieving a shared goal has becomes even easier since our coaching sessions.” – Respondent 2

“I think it makes it easier to share information because it’s no longer about me but about us and our common goal.” – Respondent 5

“I now feel the need to build a relationship with my team members through trust and sharing of ideas.” – Respondent 7

Information sharing as one of the key attributes of teamwork seem to be common to the team even though in some instances, it was mixed with communication which may have been as a result of individual background and understanding. The team seem to engage comfortably with less protection to what might have seemed personal before the coaching interaction. The team reported their realisation of mutual growth as they continue to assist each other and share information, knowledge and experience.

“I now feel the need to build a personal relationship with my team members through trust and sharing of ideas and information within my private space and life.” – Respondent 1

“While I appreciate that I’ve also seen that the best results come when people are also willing to come together and really be mindful of how they can share skills, how they can actually help another person. It is critical for trust and information sharing for us as a team to allow each other within our own personal space and trust one another with information closer to our hearts.” – Respondent 4

“While I appreciate that I’ve also seen that the best results come when people are also willing to come together and really be mindful of how they can share skills, information and knowledge, and this is how they can actually help one another and progress as a team. I think the team is starting to experience some [of] these in that it is now easier for us to engage to information sharing and understanding each other’s view.” – Respondent 9

Sharing of information seem to have played a pivotal role in this team as result of the team coaching exercise. They seem to appreciate each other's contribution more and are open to share more than they use to.

4.4 Relationship between team coaching and teamwork

The above sections (4.2 and 4.3) have established, firstly, the experienced effect of team coaching to team development, and, secondly, the importance of the key antecedents in teamwork. On the latter, the respondents have shown that trust, being one of the most important antecedents of teamwork, is the most difficult to establish. Given this, it is now appropriate to discuss the relationship between team coaching and teamwork. The section starts by exploring the participants' understanding of teamwork. The proposition on this was: Team coaching improves teamwork amongst team members.

4.4.1 *What is your understanding of teamwork?*

Attempts to explore the values and benefits of teamwork without having an understanding of it as a concept has the potential of compromising the research as well as its effective implementation (Xyrichis & Ream, 2008). It was important for this study to first explore the team's understanding of teamwork before getting involved on how the team experienced it as a result of team coaching. The approach to this question was different per respondent. However, they seem to articulate improvement in interactions, sharing of ideas, engagement, transcendence into trust and collaborations, common goal, appreciation of someone's input, communication and respect based on their team coaching experience as outlined in 4.2 above.

"So, teamwork will be the interaction of the team members in that group to meet the objective." – Respondent 1

"It is about sharing of ideas and experience towards achieving a shared goal". – Respondent 2

“I think it is to do with how we engage and help each other towards the team goal.” – Respondent 4

“It is when the team transcend into trust and collaborations towards their goal. So, that’s the ability to be able to assist each other, work together as one unit and commit to a common goal and the focus of the organisation.” – Respondent 5

“Teamwork, for me is understanding that all of us have a common goal and we come together to make that goal happen in the best way possible.” – Respondent 6

“The understanding that you need somebody’s input and are also able to contribute to someone’s goal has improve my insight about team work.” Respondent 7

“I think teamwork is about understanding of the desired goal.” – Respondent 8

“I would say it is about respect amongst team member with communication being the key that brings about some form of collaborations and commitment towards a shared goal.” – Respondent 9

All respondents with the exception of Respondent 3 seem to somehow link teamwork with working together towards a common or shared goal or assisting someone reach a goal. Respondent 3 seem to have been focused on outlining challenges as a result of having multiple focus and belonging to multiple teams.

“The other thing that makes it more complex between the project leaders is that we are working across cross-functional teams which is the county and PMO office. That in its own brings competition because there is intra-competition between the regions.” – Respondent 3

The respondent reported experiencing confidence improvement as the sessions progressed, but the level of reservation towards issues of teamwork and collaborations seems to remain.

The awareness of other members, mutual respect and communicating more came out openly as attributes of teamwork. Knowing each other's strength and weaknesses was outlined as a critical attribute of improved conflict management which is important to foster teamwork. Participants believed that they are now more open minded as a result of team coaching and their teamwork abilities have improved. They credited their ability to call on each other's strength to resolve team challenges to their improved teamwork.

"We are able to not just collaborate but also engage in conflict that exposes different viewpoints." - Respondent 5

"The level of respect amongst us has improved and as much as we still have some conflict, we are able to navigate through them positively." - Respondent 6

With an exception of respondent 3, the team seemed to have a clear understanding of teamwork, its attributes as well as impact in their engagements and working together as a team. It was difficult for the researcher to limit them to this question without them flowing into the relationship of team coaching and teamwork as a result of the intervention. Participants deliberated further on their experience and impact in their day to day working as a team.

4.4.2 *How would you describe the relationship between team coaching and teamwork?*

This question sought to explore the influence of team coaching onto teamwork as a result of team coaching intervention and the respondents' experience of teamwork. A number of positive views came out during the interview with some already outlined as part of 4.4.1 above.

Most of the respondents believed that as a result of team coaching, they were now communicating their priorities more clearly and are able to plan and relate with each other better. This suggests improved teamwork abilities.

“What the coaching did to our team actually help us reflect and communicate better on issues that affects the team and its priorities.” -

Respondent 6

The study outlined that participants are now able to tackle anything through strengthened and reinforced teamwork as a result of team coaching. Through team coaching, they believe their leadership competencies have improved and they are now able to manage conflicts better with improved awareness of each other's ability and expertise. They are now able to solve and address their challenges easier within the team.

“I mean, conflicts are there, but I think they are better managed than previously.” - Respondent 1

“It is necessary to explore all areas and through constructive conflict, one is now able to engage multiple ideas and area.” - Respondent 8

There was also a mention of teamwork as a result of team coaching extending to their family sphere more so from the female respondents. Improved level of trust as a result has influenced their teamwork positively as they are now able to afford each other room to demonstrate own abilities with confidence within a trusting environment. They believe that their ability to foster mutual respect amongst them have improved their skills to work with each other effectively which makes achieving their goals easier and more pleasurable. Through collaboration, they are able to optimally utilise each other's abilities in line with their improved working relations. Respondent 5 called this being *“naked to each other trustfully and truthfully”*. Through improved trust, team members are now able to account more towards the team's success without individual enrichment and their self-awareness has improved as a result. Teamwork is seen as one of the best methods of tapping into the skills and expertise of the majority towards a common goal (Xyrichis & Ream, 2008).

4.5 Team coaching and team effectiveness

Proposition relating to team coaching and team effectiveness was: team coaching improves team effectiveness through process improvement. Respondents outlined a number of improvements in their team's deliverable as a result of team coaching. Results of the study suggest that this team was recognised for its completion of the 5G pilot project which according to participants, it's the first in the country.

"I am convinced that our execution of the 5G pilot project was as result of the team coaching session we had. As a team we think our CEO award wouldn't have been possible had it not been for the team coaching." - Respondent 7

"It wasn't easy before however the little time we spent together during team coaching allowed us the opportunity to unearth some of the hidden elements of this team which contributed to achievement of the 5G pilot. We even received a CEO award as a result." - Respondent 3

4.5.1 **How does team coaching influence the effectiveness of the team?**

Team effectiveness is realised as a result of the team having a clear goal with the understanding of its environment and challenges that comes with it. It is argued that such a team must have developed the art of dealing with conflicts which assist with the development of an improved trusting relationship and mutual respect amongst team members (Tekleab, Quigley, & Tesluk, 2009). Teams are formed to perform a task and their effectiveness is a factor of how the task is performed (Mathieu, Maynard, Rapp, & Gilson, 2008). To address the objective of this question, it was important to explore how the team engaged in addressing its task and how it navigated through conflicts and challenges.

Team members seem to have developed better ways of engaging their stakeholders like management, other teams as well as contractors. They seem

to have better engagements as they understand each other's roles and responsibilities.

"I work through others to get my success. That other is very critical because without others I'm not going to be able to do what I do. I depend on others to go switch on the transmission. I depend on the contractor to go and build a site for me. – Respondent 2

"Whether be it a contractor we have a common goal and the integration of our skills, experience and knowledge is critical to the success of the project. So, we are all walking through a common goal." - Respondent 7

Team members are more motivated to engage on systematic dialogues towards opportunities to influence more than just their team but also extends to other teams, leadership structure and contractors. There is a view that some of the team members are fostering innovations in their family as a result of the team coaching experience and they are influencing their home and family. This is also demonstrated through their navigation of healthy conflict even at their homes which suggest that team coaching have impacted not just their working environment but their outward interaction as a whole.

As a result of team coaching, the team seems to be motivated to address their issues together as they communicate more openly and effectively which makes achieving their common goal a little smoother. The element of indecisiveness seems to be managed through collective accountability as they call on each other's expertise to address issues within the team. They seem to believe that this is as a result of their improved collaborations as they meet more often than they used to.

"We're meeting more than we used to" - Respondent 2

"And meetings, attending meetings together, which enables continued communication. We can only have a shared goal if we have similar understanding of that goal and our commitment will be aligned." – Respondent 4

“When we are in meetings discussing; one can feel that someone is not happy that things are happening this way and coaching prepared us to also give such a person an opportunity to air his/her view and feel heard and respected.” – Respondent 5

It seems the team believe that having consistent and constant engagement is necessary for a conducive team environment. During the team coaching intervention, the team seem to have developed in trust and in mutual respect as the intervention continued and this also came up during interviews as it made them more aware of themselves and of other team members as they continue to develop as a team.

“And then it's mutual respect for one another that we also picked up and that also came from the coaching sessions. We're all colleagues, nobody is above one another. Where there were, gripes or differences and it can be discussed, such actually becomes a simple thing now.” Respondent 2

“I also learnt that mutual respect is also as important for the effectiveness of the team.” – Respondent 8

“I think after going through the team coaching sessions where we ventilated the issues, how we work, our different personalities, our likes and dislikes, I think it made me more aware of myself and my team mates, how they feel” – Respondent 3

Respondents seem to suggest that team coaching has indeed influenced their ability to meet their team goals and objective as they continued to outline a number of team coaching benefits towards their effectiveness. Working in a team exposed members of the team to multiple skills and experience which has the potential to increase creativity towards new ways of doing things (Gilson, Mathieu, Shalley, & Ruddy, 2005). Majority of them stated that they found development and learning from each other as a result of team coaching through self-awareness and team awareness.

“We have our differences but I think the coaching session came right on time for us to be level to each and appreciate our differences and level of

experience. I think team coaching helps to build the relationship among colleagues in a team for them to be more effective and efficient.” – Respondent 5

“And I think even though a person can be very good in what they do alone. Whether they need help from others or not I think their work is much more meaningful when they can help others as well as we continue to learn from each and feed from each other experience and knowledge.” – Respondent 6

The ability by the team to navigate itself through conflict ensures effectiveness of such a team towards its mission and goal as they form a stronger team identity (Tekleab et al., 2009). During interviews, conflict management came out as a positive element to engage different views towards the effectiveness of the team. They believe that how a team engages in conflict demonstrate its maturity.

“Conflict is not destructive. It is necessary to explore all areas and through constructive conflict one is able to engage multiple ideas and areas. You need some level of teamwork amongst team members to be able to see conflict as a positive. So, there must be some kind of conflict within a team however at the end we must have a direction and come to an understanding. I think I have learnt that communication is key for a team to work together better and that conflict is part of teamwork and we shouldn't shy away from it.” – Respondent 8

“I've also learned that sometimes having conflicts is not necessarily a bad thing as might be a catalyst for a different way of thinking. This is where different viewpoints are encouraged while at the same time as individual team members, we also respect others' view no matter how different it might be.” - Respondent 9

“When there's conflict and there's communication you are able to discuss and hopefully both team mates are able to learn from one another and find a better solution.” - Respondent 1

It became clear that as a result of team coaching, the team members have transcended to a level where conflict is an opportunity for innovative ways towards the team's objective. As a result, the team's ways of executing their objective improved and hence improved the team's effectiveness. There is feeling amongst the respondents that through team coaching, there is transparency of thought amongst the team members and that they work together easier as a team.

Throughout the interviews, only one project is reported completed effectively as a result of team coaching. The time from the initial intervention to the time of interview may have been the reason only one project is outlined as the engagement took place in between the other projects. It may be beneficial for future research to implement team coaching intervention before the project begins and do the assessment at the end of the project to be able to accurately observe the effectiveness of the intervention.

There was also no mention of customers as a stakeholder which suggest that this team doesn't engage directly with customer. Project managers in this study seem to service other teams as their internal customers and it seems like they are now able to navigate through competing priorities of these teams as a result of team coaching. There was, however, one respondent who believes competing priorities as a result of individual reward remains an issue.

"Sometimes we have competing priorities and that could be a hinderance to teamwork. Because of the competing priorities, the common goal may take second preference to the competing priorities which also exacerbated by the individual reward system." – Respondent 7

At least two respondents believed that their challenges about reporting structure remains an element with a potential to impact their effectiveness as a team even after the coaching intervention.

"So, you discover that if you're reporting differently, you still try to work together but there might be some challenges along the way because what happens is, my interest this side might affect my relationship with maybe another colleague at the other side." – Respondent 5

“So, if we were all in the same team, accountable to the same person it would probably improve because the management structure will be aligned to the team structure and team goal. Sometimes we have competing priorities and that could be a hinderance to teamwork.” - Respondent 7

4.6 Summary of the results/findings

Qualitative researchers often have to deal with multifaceted data, more so when unstructured and semi-structured interviews questions are used (Döös & Wilhelmson, 2014). It is outlined that as much as this comes with some complexity when data is analysed, talks and interviews remains critical tools to extract data directly from the voice of the respondent and such data is regarded as rich research data (Denham & Onwuegbuzie, 2013). Through data analysis and interpretation, themes specific to the research objective were identified.

All the respondents seem to have a view that team coaching has a positive influence and impact on teamwork. They also seem to believe that communication, which some called effective communication and some constant communication is more significant to teamwork. They believe that good and effective communication came as result of team coaching and led into collaborations amongst team member. It also came out from the analysis that with teamwork comes success in delivering the team's objective. This was clearer as outlined by respondent 1

“I don't see teamwork with bad results”. Respondent 1 further stated that “there's teamwork if the interactions and collaboration of the team are producing good results”.

Team coaching is suggested as having a positive effect to teamwork with the ability to positively influence the effectiveness of the team as it equips members to transcend into a more collaborative interaction with enhanced ability to navigate through conflict. The team is able to engage on innovative ways addressing conflicts and allowing each member an opportunity to contribute as they embrace their differences.

Based on this analysis, team coaching can indeed lead to teamwork within a business context as a result of improved collaborations, frequent and consistent communication by team members, with team members having an understanding of their common goal as their commitment to effective management of conflicts continues. As the team continues to engage, members develop a more trusting and respectful attitude towards each other. Team coaching also equipped team members with an understanding of the environment they operate in as well as the challenges such an environment may pose to them as a team. Team coaching afforded the team an opportunity to self-reflect and learn from each other as they tap on each other's experience and knowledge.

Even with team coaching, some of the team challenges may remain. In this study challenges concerning multiple reporting structure seem to remain as well as issues about competing priorities as experienced by the team. Overall, respondent outlined benefits of team coaching as a potential catalyst for teamwork within a business environment.

4.7 Conclusion

Participants seem to appreciate the exposure into team coaching which they associate their understanding of teamwork with. It was easier from their response to find a link between teamwork and team coaching as their experience of teamwork seem to be as a result of team coaching. This may be because their awareness of teamwork improved following the intervention.

The study also outlined that conflict can be beneficial for teamwork as it provides opportunities for different ways of approaching a challenge. As a result of team coaching, respondents demonstrated improved abilities to engage even in the midst of conflicts through continued communication.

CHAPTER 5. DISCUSSION OF THE RESULTS / FINDINGS

5.1 Introduction

This study investigated the influence of team coaching on teamwork within a business environment. The study confirmed earlier findings that team coaching has a positive influence on teamwork and as a result improves team effectiveness (Hawkins, 2017). This chapter focuses on the discussion and comparison between the findings as a result of the action research and the analysis of the interview data. The discussion is done in line with the research objective of establishing the extent to which team coaching can lead to teamwork in a business context. This will be grounded in the collected and analysed data with reference to the literature already available on team coaching and its influence on teamwork. The discussion is aimed at drawing reference from the study as well as literature to draw conclusions on how team coaching can lead to teamwork within a business context.

The discussion is structured such that each proposition is discussed following the data collected and analysed together with the contextual literature references. In this chapter, the discussion of the findings, together with literature, is aimed at making the findings discernible to the readers and future researchers. The similarities as well as differences between the results and the literature will also be discussed

Challenges encountered with the research and its methodology will also be discussed, together with ways engaged to remedy them, coupled with the references from the literature. Action research as an intervention and its influence on the results will also be discussed with reference to the literature. The structure of the intervention was as a result of the coaching contract with the participants in line with the research objective.

5.2 Action research

Team coaching as an intervention paved a way for the establishment of relationship between team coaching and teamwork. The antecedents of teamwork were demonstrated, as well as their importance in facilitating teamwork and team effectiveness. Through the intervention, some antecedents were outlined and deliberated on as key criteria for the project team to engage for improvement of teamwork.

The establishment and building of relationships coupled with effective communication became the corner stones of an effective teamwork. At the beginning of the intervention, team members had challenges engaging productively as they could not trust each other in the absence of good working relationship. However, through open and frank communication and collaboration facilitated by the team coach, they started to build relationships which was necessary for them to engage while being critical concerning each other's practice (Asonitou, 2013). This action research enabled the researcher to manage and facilitate the gathering of practical knowledge through systematic and orientated approaches (MacDonald, 2012). This was achieved by introducing a coaching intervention as part of the action research, which exposed the study to a pilot within a practical and real work environment. It also extended the opportunity for the researcher to engage participants at their area work as they continue with their normal business.

The impact of the action research as a team coaching intervention was apparent as the discussions and engagements developed. Some of the challenges like disagreements and managing conflicts became opportunities for exploring different ways of doing things. For instance, the team battled with trust at the beginning of the intervention and there was a lot of blame amongst the team members. As they continued engaging, they began to trust each other more as they allow each other opportunities for a different view.

The results demonstrate that teamwork improved as a result of the team coaching intervention and this occurred proportionally with their increased trust and communication amongst them. They seem to value each other's opinion as they

invest their time and efforts on each other's development towards their shared goals. This position is shared by Nancarrow et al. (2015) in that team coaching within an action research approach provides opportunity for the team to move from individual priorities to focusing on team goals. Most team skills are transferable and team coaching as an action research intervention provided opportunity for the team members to engage and improve amongst others, their communication skills and working relationships which was necessary to foster teamwork. Asonitou (2013) outlined similar benefits of team coaching within an action research approach as that experienced in this study in that it provides opportunity for the researcher to be part of the participants' real work environment.

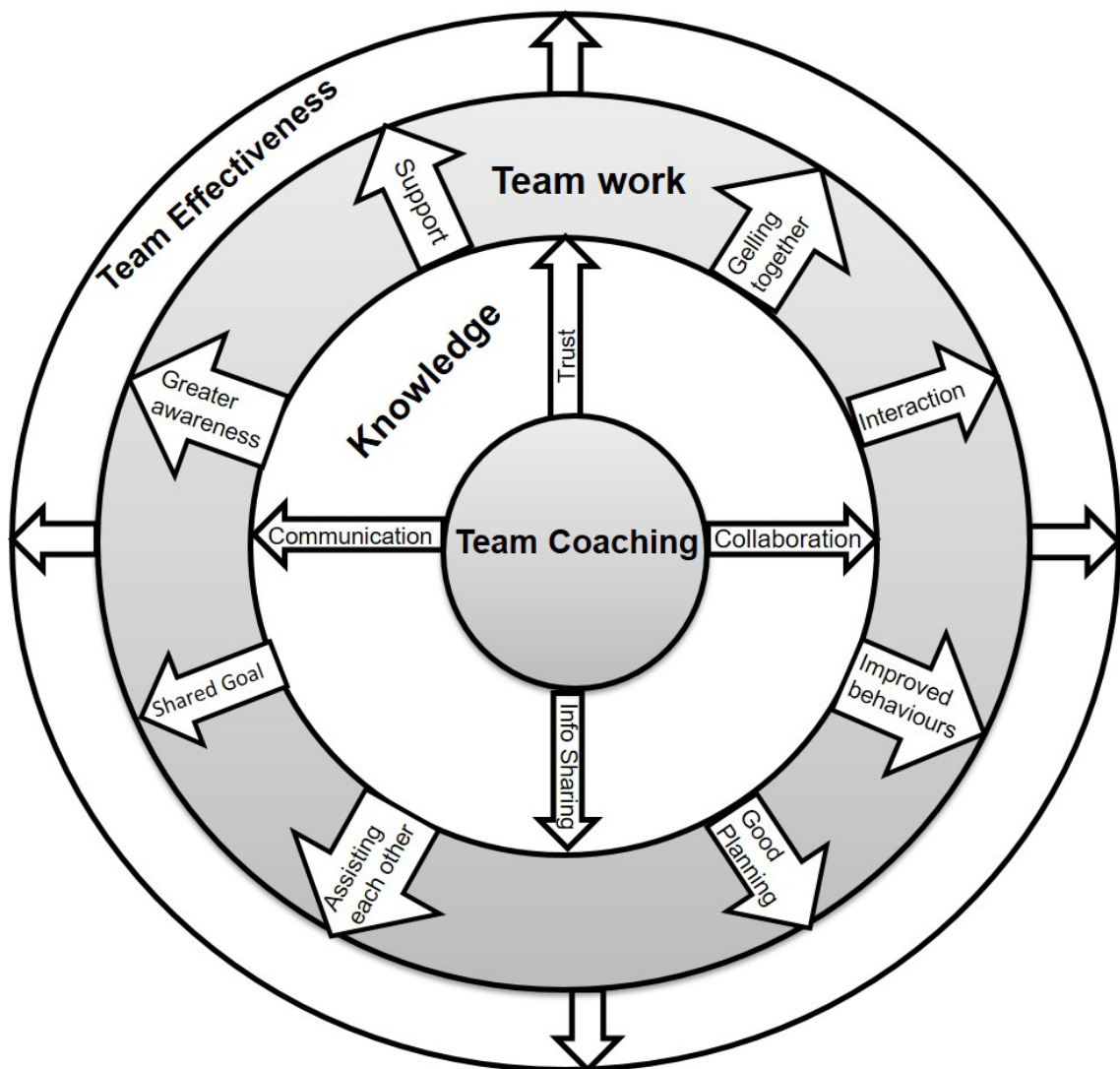


Figure 2: Team coaching and teamwork model

The argument made in this thesis can be articulated through Figure 2 (above). The figure schematically outlines four different areas as it was shared by participants following their team coaching experience and working in a team.

Team Coaching: This area signifies the period when the team was engaged in a team coaching intervention. All participants went through a team coaching intervention coupled with some individual coaching opportunities. Through team coaching, the team became aware and gained understanding of the antecedents of teamwork like communication, collaboration, trust and ability to share information.

Knowledge: As the team continued to engage through these antecedents, they became even more willing to share skills, experience and knowledge for the benefit of the team. Team coaching seem to have improved the team's ability to explore their hidden knowledge through open communication. The knowledge of the participants grew as they continued to work together.

Team work: The study has shown that teamwork within the team improved as a result of improved common knowledge through communication, collaboration, trust and sharing of information.

Team effectiveness: As the process of engagement continued, the teamwork area continued to expand towards the team effectiveness area. The team reported that as their teamwork continued to improve, their deliverables like, the 5G pilot project, became easier to attain as they approached it as a team with the knowledge of each other's strength and weaknesses. This reinforced the teamwork improvement towards the 'team effectiveness' area of the model outlined in figure 2. At this point, the team operated at the third and fourth stages of team development outlined in figure 1, as they demonstrated trust and work commitment towards their end goal.

Team coaching was the centre of the intervention and team members experienced team coaching as a catalyst to their improved communication, collaborations, trust and information sharing. Participants believe that as a result of these improvements, their ability to work together as a team became easier which suggest improved teamwork. As their teamwork continues to improve, they

reported that they were able to interact smoothly and they were able to make efforts to assist each other as their behaviour improved. Growth in awareness of each other's abilities led members to be able to plan better around these, which, in turn, made the them to gel as a team. Results indicates that team members became supportive and assisted each other where gaps were identified. The team believes that this contributed in its effectiveness to complete the 5G pilot project which won the team the CEO award.

5.3 Discussion pertaining to Proposition 1

Proposition one is that, the antecedents of teamwork include: collaboration, common goal(s), open communication, information sharing, confidentiality and trust as well as understanding of professional roles amongst team members.

Teamwork improved significantly amongst the project leaders as a result of the team coaching intervention. This study revealed a number of antecedents of teamwork which needed to be addressed to facilitate the engagement of the team towards its goal while ensuring that every member of the team became engaged in the team. The identified antecedents developed as the coaching intervention continued and included the following:

5.3.1 *Communication amongst team members*

The study has demonstrated that key mechanisms of facilitating teamwork through team coaching is to encourage communication amongst team members and allow the team to expand its views through the engagement of each other and involvement of each other's expertise. It is also found in this study that communication is one of the most critical aspects of teamwork necessary to steer the team towards achieving its goal.

The presence of the team coach provided assistance for the team to focus on its objective. Effective communication enabled the team to collaborate more and this was clearly reflected in the study results as well as during the coaching intervention. In this study, participants placed communication as key antecedent to which other attributes of teamwork are founded and linked together for

teamwork to be realised. Data presented in this study suggested that communication enabled the team to understand each other and be able to address issues and challenges amongst them as they focused on the team's objective.

This study also revealed that through team coaching, communication amongst team members improved which had a direct influence on teamwork and team effectiveness when such communication is constant. In support to this, Sexe and Kush (2016) outline team coaching as an effective tool for improved communication between team members. Meanwhile, Grant and Greene (2004) argue that communication ensures that team members are able to comprehend the team's purpose and objectives. The study also outlined that through constant communication, working through challenges becomes easier as well as the improved ability to avert chaos amongst the team. Through communication, the team was able to engage on difficult discussion and address issues amongst them which wouldn't have been possible had their communication ability been ineffective. The study revealed that communication and collaboration go hand in hand in promoting teamwork and team effectiveness.

Leonard, Graham, and Bonacum (2004) argued that failure of teamwork is mostly attributed to communication failure amongst team members and those they account to. They agree with the finding of this study in that communication is at the centre of teamwork and without it, it might be challenging for the team to reach its intended goal. The authors further outlined that providing opportunity for team members to speak up and raise their concerns have the ability to strengthen trust amongst them towards effective teamwork. The objective of the project team within Vodacom is very complex as they engage multiple teams and contractors to achieve their goal, as such, effective communication is paramount to their effectiveness.

5.3.2 *Collaborating team members*

This study found collaboration as one of the factors of teamwork. Nonetheless, collaboration was mentioned mainly together with communication and also as a factor of effective communication. Klein (2018) noted collaboration as an

interaction of different individuals with something to offer to a collective objective through communication and mutual engagement. Similarly, in this study, collaboration amongst team members was seen as a critical factor of teamwork which brings together different expertise necessary for the team to be effective towards its intended goal. When the team started communicating more, their ability to collaborate and assist each other outside of personal gain improved. With regard to sharing of resources, this study found that the team was able to collaborate and share common resources like equipment and contractors more, which encouraged teamwork. It was also discovered through the study that the team was able to focus on the bigger picture and objective of the team as they continue to engage.

The study also outlined the negative side of collaboration in that an individual may be able to hide his/her inefficiencies through the collaboration of others. But, this was not seen as a factor to negate the benefits of collaborations within a team.

The results of this study around the benefits of collaboration amongst team members is endorsed by Cole and Stavros (2016) in that collaborations between team leaders (*in this case, project leaders*) has the ability to create a reservoir of positive engagement and support amongst them and those within their individual teams. The element of improved mutual dependency amongst team members as a result of collaboration is shared by Klobas and Haddow (2000) and this was demonstrated in this study as team members observed each other's willingness to embrace interaction with each other as they continue to share common resources. The ability to collaborate amongst team members is critical for strengthening teamwork amongst team members as it promotes sharing of ideas, skills and resources towards the shared goal (Carr & Peters, 2013). This strengthens and affirms the results of this study in that collaborative relationship is critical for teamwork and the effectiveness of the team and that team coaching intervention undergone by the project team helped develop their collaborative abilities towards improved quality of outcomes.

The results of this study corroborates Haug (2011)'s conclusion that collaborative behaviour amongst team members ensures the accomplishment of lasting and outstanding results. In this study, competing priorities as a result of multiple

reporting structures was outlined as one of the challenges of team collaboration and teamwork to a point that it was suggested that team members should report to a common structure. Literature doesn't necessarily put common reporting structure amongst team members at the core of teamwork. However, collaborative relationships through effective communication with clear and unambiguous tasks is critical for the strengthening of teamwork and its effectiveness.

5.3.3 *Having trusting relationships in a team*

One of the findings in this study was that trust is perceived as one of the critical antecedents of teamwork necessary to enhance the effectiveness of a team. Members developed the ability to trust and respect each other's view as they continued to work together towards their common goal. The study revealed that through trust in each other's ability, their quality of achievements improved as they found pleasure in assisting one another.

Through developed trusting relationships, the team was able to engage each other on difficult discussions before issues escalated into chaos and destructive conflict. The study outlined the team's ability to successfully engage on tough discussions and find lasting solutions as critical to their team goal.

The study also revealed that the trusting relationships developed as a result of the team coaching intervention the team undergone during action research. The activities and facilitation of the team engagement enabled the team members to open up to each other as they developed a deeper awareness of each other as well as the potential contribution to the team. This enables the team members to know each more personally and be able to develop trust to one another and each other's commitment to shared goal(s).

Literature supports the results of this study when crediting trust between team members as an antecedent of teamwork through enhanced collaborative relationships (Field, 2007). The commitment of the team towards the common goal is also strengthened through trusting relationships between team members

as they continue to develop integrity amongst each other and their purpose (Brennan & Hellbom, 2016).

The development of trust amongst team members as a result of being exposed to an environment of openness and sharing of deep emotions through team coaching engagement is advocated by Woodhead (2011). This supports the results of this study in that team coaching does enhance trust amongst team members which is imperative to the development of teamwork and team effectiveness. This is further supported by Riddle (2008) in that team coaching facilitates teamwork through a climate of trust and transparency.

5.3.4 *Information sharing amongst team members*

Participants believe that as a result of them communicating constantly and effectively, it has become easier for them to share information relating to their work objectives as well as personal information as a result of having developed trusting relationships. The team outlined that information sharing, which may be a subset of communication, contributed to their teamwork as they continued to communicate and collaborate through mutual engagement and trust.

The study also found that, as a result of the team development, information sharing becomes easier as team members easily seek to assist each other and develop the team as a whole. This is also supported by literature in that the team's development through team coaching encouraged members to share and transfer information, skills and acquired knowledge (Haug, 2011). As much as sharing of information was not emphasised in this study and in some cases confused with communication, Haug (2011) believes that information sharing is critical for communication as team members develop ability to listen to each other more through team coaching. Information sharing amongst team members seems to be more critical to teamwork than what the study outlined in that where it is encouraged, team members are able to voluntarily engage on problem solving initiatives as a team while accommodating each other's view for a synergistic approach to the team's challenges (X. Liu & Batt, 2010).

5.3.5 *Conclusion pertaining to proposition 1*

The results of this study are aligned with the literature outlining and describing the antecedents of teamwork while also crediting their improvement to team coaching as a catalyst for change. The study outlined the improvement of teamwork as a result of individual improvement on its antecedents following a team coaching intervention and this is corroborated by the literature. It is further noted in this study that having consciously understood the meaning of teamwork, as well as its antecedents through coaching facilitation assisted the team to explore options that impacted individual antecedents towards an overall teamwork improvement.

5.3.6 *Discussion pertaining to Proposition 2*

Proposition two states that team coaching improves teamwork amongst team members.

There is a gap in the literature pertaining to the ability for team coaching to provide opportunity for teams to work closely together and improve their engagement, teamwork and team effectiveness. As a result, team members growing in the understanding of each other and how well they work together as a team through mutual engagement and collaborations towards shared goal(s) (Brennan & Hellbom, 2016; Clutterbuck, 2011, 2013; Nancarrow et al., 2015). The study results outlined that through team coaching intervention(s), relationship between team coaching and teamwork was established in a form of improved engagements, communication, collaborations, trust and management of conflicts amongst the project team leaders. The initial challenges amongst participants pertaining to their collaborative way of working, communication and trust between themselves and towards their leadership structure had improved as a result of coaching intervention. This position is supported in literature in that through team coaching, the confidence and commitment to teamwork improves (Clutterbuck et al., 2019; Escudé, 2012; Nancarrow et al., 2015).

The study also indicated that a team's ability to have tolerance in senior leadership structures also improved. This was not as a result of a change from

leadership down to the team. It was also reported to be as a result of the change in the team's perspective towards senior management. Such change and improvements in the team is attributed to the coaching initiative the team had. Nancarrow et al. (2015) supports this when arguing that team coaching participants are exposed to better understanding of senior leadership as they gain insight and tolerance to changing processes through team coaching. It is further stated that leadership does require some level of efforts from followers for it to be effective and team coaching does encourage good followership.

The study also outlined improved team members' confidence and trust in engaging on matter pertaining to improved working relations. The effect of this was an improved commitment to the team goal which was as a result of constant communication during the coaching intervention. L. L. Thompson and Thompson (2004) suggest trust as one of the key factors necessary for the establishment of teamwork through team coaching as team members learn to become reliant on one another. Klobas and Haddow (2000) reiterated the effect of constant communication to improved team commitment to the team goal and organisational purpose.

The development of trusting relationship amongst team members as a result continued communication through a coaching intervention is deliberated on by (Brennan & Hellbom, 2016; Riddle, 2008); Woodhead (2011) as outlined on 5.3.3 above. With trust comes tolerance and genuine commitment towards team's objective (K. de Vries & Manfred 2005).

5.3.7 *Teamwork as a concept*

The team demonstrated an understanding of teamwork as a concept and this seems to have paved a way for the team to explore how it has improved as a result of team coaching within an action research approach. Their understanding of teamwork seems to be linked to the coaching intervention they underwent which was a build-up from the theoretical knowledge they had. It was found that the team members understood teamwork as a process of interaction between team members aimed at achieving the team goal. The study results show that within that interaction of team members, there was sharing of ideas and

experience necessary to fast-track the achievement of the common goal. The team also linked teamwork as a concept to trust and collaboration amongst team members leading to the attainment of the common goal. The team believes teamwork to be about collective efforts towards the common goal. Literature outlines teamwork in line with people who demonstrate complementary skills aimed at achieving a common goal (Dhurup et al., 2016).

The team also demonstrated an understanding that they need each other to achieve their goal as they embrace each other's views and respect the differences in them as team members. They attributed this level of understanding to the team coaching intervention they participated in.

Teamwork is not the absent of challenges and problems. This team demonstrated some of the challenges which could have derailed their teamwork abilities. One of the key challenges they outlined was the parallel reporting structure within the team which became something the team felt strongly about. The management structure challenge to teamwork is alluded by Morgeson, Lindoerfer, and Loring (2010) in that lack of flexibility and hierarchical rigidity within the management structure may hinder the progress of teamwork. In the literature, it was suggested that, in line with the study results, that organisational structures may in some cases introduce systems which are contrary to teamwork like the allocation of resources as well as individual reward systems and this attributed to some of the team failure (Edmondson & Nembhard, 2009).

Individual reward system was outlined as another challenge which seems to favour individualism over teamwork. It may become a potential deterrence to teamwork if left attended. Recognition within a team-base-structure should be done such that it promotes teamwork and co-operations amongst team members and foster team productivity (Milne, 2007). Results outline that team reward has the tendency of encouraging and motivating team members towards a collective and cooperative engagement. There is also another view which came out from the results in that being transparent about who and why such a person is being rewarded might help the team to understand the rationale without negatively impacting focus and commitment to the team goal. According to Hertel, Konradt, and Orlikowski (2004) individual reward is not an abomination within a team

setup, however, it must be understood by all members of the team to avoid it from encouraging individualism amongst team members and derail team commitment.

5.3.8 *Conclusion pertaining to proposition 2*

The relationship between team coaching and teamwork has several factors which it depends on as outlined in figure 2. The study outlined the importance of understanding what teamwork is, to be able to assess how it can be influenced by team coaching. The results, as well as most in the literature, suggested team commitment, communication, trust and confidentiality as well as relationships between team members as some of the key characteristic of teamwork. It is noted that team coaching has the ability to improve these factors which has the potential to improve teamwork.

The study further outlined issues that may impede teamwork, like the reward system and competing priorities. Hierarchical management structures with complex requirements may also introduce teamwork challenges more when not communicated clearly to the team.

As a result of team coaching, the study outlined improvements in team relationships through continuous engagements. Coupled with improved trust and confidence in other member's commitment may result in improved teamwork. The results of the study seem aligned with literature in that improved team relationships as a result of team coaching may result in improved management of conflict and ability to embrace different viewpoints which may strengthen teamwork.

5.4 Discussion pertaining to Proposition 3

Proposition three outlines that team coaching does improve team effectiveness. The focus was on team coaching influencing the process of improving team effectiveness, although the study did not engage in the measurement of the specific outcome. Hicks (2010) argues that the relationship between team coaching and absolute team performance may not be measurable. However,

according to Clutterbuck et al. (2019), team coaching contributes to improved team performance and team awareness.

Participants outlined the improved performance as a team when they have better comprehension of the environment they operate in, which is credited to team coaching through mutual engagements. The study outlined the team's improved desire to engage on systematic conversations aimed at influencing not just their environment but also multiple teams and individuals outside of their team structures. The environment the team operate in included other interworking teams, management structures, external contractors and multiple reporting or leadership structures. The study demonstrated evidence of these environments being positively influenced by team coaching as members were able to transcend to a level of self and team reflection to a point of appreciating and understanding other's view. This ability of team coaching being able to influence the team's environment is supported by Clutterbuck (2013).

Evidence demonstrated an improvement in leadership competences as team members are now able to engage different stakeholders at different hierarchical levels and this is attributed to the team coaching intervention. Hawkins (2017) argues that team coaching also equips the team with skills to navigate the changing stakeholder expectation and demands which has become complex with time.

Indecisiveness and failure to effectively engage hierarchical leadership may negatively affect the team's effectiveness (Leonard et al., 2004). However, this team believes that team coaching has helped them transcend to a better level of engaging leadership structures through collective accountability and collaborations. They outlined that, as a result, their job has become easier and enjoyable.

Having constant engagement provided the team with a conducive environment to understand and appreciate each other's abilities and disciplines which they are able to call upon when the need arises. Gilson et al. (2005) supports the notion of having access to multiple skills as a result of team coaching and working in a team environment. This study outlined that engagement was not as smooth at

the beginning of the team coaching. Nonetheless, as they continued to engage, they started identifying opportunities amongst them to collaborate and exchange knowledge. As a result, it strengthened their teamwork and ability to effectively achieve their goal.

The team reported having conflict at the beginning of the coaching intervention and that threatened to impact the coaching programme as a whole as members accused each other of non-collaborative behaviours when it comes to common resources. The study, further, outlined an improvement in the team's ability to manage conflict as a result of the coaching intervention and this ensured the team's effectiveness in working towards its common goal. Evidence from the study revealed that the team eventually developed to a point that conflict was received as an opportunity for different views and method of addressing team issues. Clutterbuck (2011); (Clutterbuck, 2013; S. Thompson & Cox, 2017) suggested that having conflict in a team does not render the team dysfunctional as it may also be a way for the team to enhance its creativity as the team integrates different viewpoints through multiple skills and experience. The team reported having learned that having conflict is a catalyst for different ways of thinking and approaching challenges. Team coaching provided the team with skills to manage conflict to a point of gaining new ways for the team to be more effective in executing its mandate.

5.4.1 *Conclusion pertaining to proposition 3*

The absolute team performance and team effectiveness may not be measurable and linked to team coaching. Nonetheless, the experience of participants backed up by most researchers in this field suggest that team coaching may lead to improved team performance and team effectiveness.

The improvement in the team's ability to manage conflict provide the team with the opportunity to explore different ways of doing things. This may result in having a happier and motivated team that is better focused for the attainment of the team's objectives. This was observed when this team managed through challenges to effectively complete the 5G pilot project.

5.5 Conclusion

This chapter is a discussion of the study results as well as demonstrating the relationship between results and the literature. The chapter also outlined the results concerning the influence team coaching has on teamwork within a business context. The discussion expanded to outline how the study has contributed to the research propositions.

The main finding of this study was that team coaching improves teamwork amongst team members and that may result in the effectiveness of the team. The study outlined a number of antecedents of teamwork even though the degree of their perceived impact to teamwork varied. Results of the research outlined communication and trust as key contributors to teamwork and resultant team effectiveness.

The study demonstrated the team's understanding of teamwork, team coaching and how team coaching intervention has contributed to teamwork according to their own experience. As a result, this study concludes that team coaching intervention is critical for the development of critical skills necessary to improve teamwork.

Another key learning was directed at the effectiveness of the team as a result of team coaching. The study drew key findings attributing team effectiveness to the coaching intervention the team participated in. The successful completion of the 5G pilot project is also attributed to the teamwork the team demonstrated during the project. This was also made possible by the team's willingness to assist each other and contribute collective knowledge and skills towards the team goal. Team members seem to have gained joy and motivation towards their job and this contributed to their improved commitment and effectiveness in achieving their goals.

It is implicated that team coaching within an action research approach needs further research to come up with more appropriate model for team effectiveness. Nevertheless, this study concluded that team coaching does improve the effectiveness of the team.

CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS

6.1 Introduction

In this chapter, the report summarises the results in line with the research question as to whether team coaching can lead to improved teamwork in business context following action research methodology. The action research theory was facilitated through a team coaching intervention which it was associated with improved teamwork in the literature (Hawkins, 2017). The results have shown that not only the teamwork improvement can be seen as a result of team coaching but also the performance improvement of the team towards effective execution of the 5G pilot project.

6.2 Conclusions regarding Research Question 1

The research sought to outline the details and the team's understanding of the antecedents of teamwork as knowledge necessary for team members to reflect when working towards teamwork. The knowledge was drawn from the experience of the team and their understanding of what makes teamwork. As such, team members believed that having a broader understanding of these antecedents improved their knowledge and understanding of teamwork which seem to have guided their performance towards a common goal. Results as well as literature seem aligned on team coaching as a vehicle towards the improvement of these antecedents of teamwork.

6.3 Conclusions regarding Research Question 2

Team coaching is regarded as an intervention for change that leads to improved teamwork and team performance as observed through the experience of participants in this study. The team coach facilitated a process where team members reported that their understanding of the antecedents of teamwork and how team coaching influenced the knowledge gathering improved their commitment to each other as a team. Their teamwork seems to improve as they

continue to move into action in pursuit of the team goal within a communicating, collaborating, trusting and information sharing environment.

Figure 2 suggests that team coaching influences teamwork as results of improved ability to communicate, trust, collaborations and information sharing. It further outlines that a continuous expansion of different teamwork areas assist the team to transcend towards the team effectiveness, which is listed as stage four in the 'four stages of team development' (figure1).

6.4 Conclusions regarding Research Question 3

The effectiveness of teamwork depends on the degree of change experienced by the participants towards the execution of their project. The CEO award this team received for their completion of the 5G pilot project is reported as something which set the performance of this team apart. This award further reinforced their commitment as a team when they received it as a recognition of their teamwork and collective commitment to the team goal. It is suggested in the literature that the absolute effectiveness and performance of the team as a result of team coaching may not be easily proven within a qualitative study, however it may be associated to the improvements as experienced and perceived by the participants. This report does outline a level of improvement in the team's performance as outlined by the participants based on their experience and the completion of their 5G pilot project.

The experience of the participants suggest that team coaching improved their performance and team effectiveness as their trust in each other improved, leading to improved work commitment. This seems to align with the performance of a team in stage four of the team's development stages outlined in figure 1. Being awarded for the successful completion of the 5G pilot project was received as evidence of the team's effectiveness. The study demonstrated that coaching can become a catalyst for the team to explore new ideas and embrace collaborations while sharing the resources towards a bigger goal. As the team moves from the known to the desired performance and outcome, team coaching becomes the

pulse of teamwork and a critical tool for the alignment of efforts towards a common goal.

The study further demonstrated that through team coaching, team members are able to communicate better and trust each other more as they continue to work together towards a common organisational goal. This became beneficial to the organisation as it was outlined in the 5G project the team worked on. The study outlined that team coaching has indeed influenced the team's interpersonal skills as well as their ability to communicate effectively towards improved team performance. This became possible as the team developed the ability to collaborate and willingly assist each other towards the organisational goal.

6.5 Recommendations

Based on the results of this study, it is recommended that team members are exposed to team coaching as an instrument for teamwork improvement and team effectiveness. Results of this study suggest teamwork improvement which lead to team effectiveness following a team coaching intervention. The members of the team should broaden their understanding of teamwork and what influences it for the benefit of improved team performance. The willingness to engage in a collaborative way towards a common goal with the focus on the team's objective could be critical for teamwork to thrive.

It is further recommended that management aligns rewards systems with collective team performance. The achievement of the 5G pilot project and the experience of this team suggests that team award encourages team engagement and performance. Where individual reward is warranted, it is recommended that management makes the appropriateness of the rewards and its bases known to the team, as this may be detrimental to teamwork if not understood.

Following the experience of the team, this study recommends that where there are interworking relationships between different teams, such relationships should be complementary to eliminate the presence of competing priorities. Where having competing priorities cannot be avoided, managers should ensure that all teams involved have an understanding of the collective goal and the need for

having interworking relationships. Management should ensure that team formation and structure are done within the context of the organisational goal such that they support teamwork and encourage collaborations amongst team members.

There is therefore room for further explorations of factors of team coaching and that of management involvement on the team as well as organisational culture that complement the relationship of teamwork and team coaching. This might also include further understanding as to when does a group of individuals develop towards a team and can a team digress into being a group of individuals.

6.6 Suggestions for further research

Team coaching is said to be a catalyst for change. It is recommended that future action research includes the results before the intervention which may improve the credibility of the study through a comparative baseline. The experience of the team before the intervention can then form part of the results of the research which may be necessary to expose the improvement of teamwork and team performance with a reference of the pre-intervention performance.

This study further suggests having the time between the intervention and the interview extended beyond two weeks to allow participants enough time to experience each other as a team and how they engage towards the common goal after the intervention. Having a reasonably sufficient time to experience the effect of the intervention may contribute to the richness of the research knowledge.

For the purpose of breadth and in-depth understanding through corroboration of different approaches, it may be beneficial to conduct a mixed methods research. The mixed methods approach will incorporate both qualitative and quantitative approaches while exposing the research to a third paradigm that may be more informative and provide balanced research results (Johnson, Onwuegbuzie, & Turner, 2007).

This study further suggests coaching intervention as part of an action research to be aligned to the project the team might be engaged in. This is to be able to observe the team coaching influence from the beginning to the end of the project.

This position is shared by Carr and Peters (2013) who outlined the benefits of engaging team coaching at the beginning of a new team task or team cycle as this provides great influence as early as the setup stage of the team. This may contribute in conditioning the team behaviour at the launch stage of the project and team activities. It may also address the challenges teams encounter at stage one and two of the four stages of team development as outlined in figure 1. Intervention at the beginning of the project or team cycle may expose the team to teamwork improvement earlier in the team engagement.

REFERENCES

- Asonitou, S. (2013). *Improving Teamwork and Communication Skills Through an Action Research Project*. Paper presented at the Proceedings of WSEAS Conference, Special Session: New Trends and Technologies for Marketing, Management, Economics and Information Processing II.
- Barczak, G., Lassk, F., & Mulki, J. (2010). Antecedents of team creativity: An examination of team emotional intelligence, team trust and collaborative culture. *Creativity and innovation management*, 19(4), 332-345.
- Barreiro, P. L., & Albandoz, J. P. (2001). Population and sample. Sampling techniques. *Management mathematics for European schools*, 6.
- Boyatzis, R. E., Howard, A., Rapisarda, B., & Taylor, S. (2008). Coaching for sustainable change. *Handbook of collaborative management research*, 231-241.
- Braun, S., Peus, C., Weisweiler, S., & Frey, D. (2013). Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust. *The Leadership Quarterly*, 24(1), 270-283.
- Brennan, D. (2008). Leadership Coaching: The 13 Impact on the Organization. *The Philosophy and Practice of Coaching: Insights and Issues for a New Era*, 46, 239.
- Brennan, D., & Hellbom, K. (2016). Positive team coaching. *Industrial and Commercial Training*, 48(7), 333-337.
- Brock, D., Abu-Rish, E., Chiu, C.-R., Hammer, D., Wilson, S., Vorvick, L., . . . Zierler, B. (2013). Interprofessional education in team communication: working together to improve patient safety. *BMJ Qual Saf*, 22(5), 414-423.
- Bryman, A., & Burgess, R. G. (2002). Developments in qualitative data analysis: an introduction. In *Analyzing qualitative data* (pp. 15-31): Routledge.
- Cammarota, J., & Fine, M. (2010). *Revolutionizing education: Youth participatory action research in motion*: Routledge.
- Cargan, L. (2007). *Doing social research*: Rowman & Littlefield.
- Carr, C., & Peters, J. (2013). The experience of team coaching: A dual case study. *International Coaching Psychology Review*, 8(1), 80-98.
- Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol refinement framework. *The Qualitative Report*, 21(5), 811-831.
- Clutterback, D. (2009). Coaching teams in the workplace. *European Foundation for Management Development, Global Focus Magazine*, 3(03).

- Clutterbuck, D. (2010). Team coaching. *The complete handbook of coaching*, 271-283.
- Clutterbuck, D. (2011). *Coaching the team at work*: Nicholas Brealey Publishing.
- Clutterbuck, D. (2013). Time to focus coaching on the team. *Industrial and Commercial Training*, 45(1), 18-22.
- Clutterbuck, D., Gannon, J., Hayes, S., Iordanou, I., Lowe, K., & MacKie, D. (2019). *The Practitioner's Handbook of Team Coaching*: Routledge.
- Cole, M. L., & Stavros, J. M. (2016). Relationship among emotional intelligence, SOAR, and team-based collaboration: Implications for a strengths, opportunities, aspirations, and results (SOAR) based approach to coaching psychology. In *Coaching Psychology: Meta-theoretical perspectives and applications in multicultural contexts* (pp. 257-278): Springer.
- Connelly, L. M. (2016). Trustworthiness in qualitative research. *Medsurg Nursing*, 25(6), 435.
- Cope, D. G. (2014). *Methods and meanings: credibility and trustworthiness of qualitative research*. Paper presented at the Oncology nursing forum.
- Corbin, J., Strauss, A., & Strauss, A. L. (2014). *Basics of qualitative research*: sage.
- Costa, A. C. (2003). Work team trust and effectiveness. *Personnel review*, 32(5), 605-622.
- Covey, S. R. (2011). *The 3rd Alternative: Solving Life's Most Difficult Problems*: Simon and Schuster.
- Damianakis, T., & Woodford, M. R. (2012). Qualitative research with small connected communities: Generating new knowledge while upholding research ethics. *Qualitative health research*, 22(5), 708-718.
- De Vaus, D. A., & de Vaus, D. (2001). *Research design in social research*: Sage.
- de Vries, K., & Manfred, F. (2005). Leadership group coaching in action: The Zen of creating high performance teams. *Academy of Management Perspectives*, 19(1), 61-76.
- De Vries, R. E., Van den Hooff, B., & de Ridder, J. A. (2006). Explaining knowledge sharing: The role of team communication styles, job satisfaction, and performance beliefs. *Communication research*, 33(2), 115-135.
- Denham, M. A., & Onwuegbuzie, A. J. (2013). Beyond words: Using nonverbal communication data in research to enhance thick description and

- interpretation. *International Journal of Qualitative Methods*, 12(1), 670-696.
- Dhurup, M., Surujlal, J., & Kabongo, D. M. (2016). Finding synergic relationships in teamwork, organizational commitment and job satisfaction: a case study of a construction organization in a developing country. *Procedia Economics and Finance*, 35, 485-492.
- Diefenbach, T. (2009). Are case studies more than sophisticated storytelling?: Methodological problems of qualitative empirical research mainly based on semi-structured interviews. *Quality & Quantity*, 43(6), 875.
- Dirks, K. T. (2000). Trust in leadership and team performance: Evidence from NCAA basketball. *Journal of Applied Psychology*, 85(6), 1004.
- Dong, A. (2005). The latent semantic approach to studying design team communication. *Design Studies*, 26(5), 445-461.
- Döös, M., & Wilhelmson, L. (2014). Proximity and distance: phases of intersubjective qualitative data analysis in a research team. *Quality & Quantity*, 48(2), 1089-1106.
- Edmondson, A. C., & Nembhard, I. M. (2009). Product development and learning in project teams: The challenges are the benefits. *Journal of product innovation management*, 26(2), 123-138.
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of advanced nursing*, 62(1), 107-115.
- Escudé, V. (2012). Creating Corporate Coaching Cultures for Resiliency and Performance. *The Philosophy and Practice of Coaching: Insights and Issues for a New Era*, 261-275.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.
- Farmer, S. (2015). Making sense of Team Coaching. *The Coaching Psychologist* 11(2), 635-672.
- Ferrante, C. J., Green, S. G., & Forster, W. R. (2006). Getting more out of team projects: Incentivizing leadership to enhance performance. *Journal of Management Education*, 30(6), 788-797.
- Field, A. (2007). Coaching your team's performance to the next level. *Harvard Management Update*, 12(11), 3-5.
- Fouka, G., & Mantzourou, M. (2011). What are the major ethical issues in conducting research? Is there a conflict between the research ethics and the nature of nursing? *Health Science Journal*, 5(1).

- Friesen, B. K. (2010). *Designing and conducting your first interview project* (Vol. 17): John Wiley & Sons.
- Funnell, B., Bryer, F., Grimbeek, P., & Davies, M. (2004). Demographic profiling for educational researchers: Using SPSS optimal scaling to identify distinct groups of participants. *Educating: Weaving Research into Practice: Volume 2*, 94.
- Gilson, L. L., Mathieu, J. E., Shalley, C. E., & Ruddy, T. M. (2005). Creativity and standardization: complementary or conflicting drivers of team effectiveness? *Academy of management journal*, 48(3), 521-531.
- Goldsmith, M., Lyons, L., & Frers, A. (2001). Coaching. *La última palabra en desarrollo del liderazgo*. Editorial Prentice Hall. México, 15.
- Gomes, O. (2009). Knowledge Accumulation and Chaotic Business Cycles. *Privredna kretanja i ekonomska politika*, 19(118), 31-58.
- Gørtz, K. (2012). Coaching, Lean Processes, and the Concept of Flow. *The Philosophy and Practice of Coaching: Insights and Issues for a New Era*, 299-315.
- Govindji, R., & Linley, P. A. (2007). Strengths use, self-concordance and well-being: Implications for strengths coaching and coaching psychologists. *International Coaching Psychology Review*, 2(2), 143-153.
- Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nurse education today*, 24(2), 105-112.
- Grant, A., & Greene, J. (2004). *Coach yourself: Make real changes in your life: Momentum*.
- Guion, L. A., Diehl, D. C., & McDonald, D. (2001). *Conducting an in-depth interview*: University of Florida Cooperative Extension Service, Institute of Food and
- Hackman, J. R., & Wageman, R. (2005). A theory of team coaching. *Academy of Management Review*, 30(2), 269-287.
- Hail, C., Hurst, B., & Camp, D. (2011). Peer Debriefing: Teachers' Reflective Practices for Professional Growth. *Critical Questions in Education*, 2(2), 74-83.
- Harrell, M. C., & Bradley, M. A. (2009). *Data collection methods. Semi-structured interviews and focus groups*. Retrieved from
- Haug, M. (2011). What is the relationship between coaching interventions and team effectiveness? *International Journal of Evidence Based Coaching and Mentoring*, 5, 89-101.

- Hawkins, P. (2009). Coaching supervision. 2009). *The Complete Handbook of Coaching*, 394.
- Hawkins, P. (2017). *Leadership team coaching: Developing collective transformational leadership*: Kogan Page Publishers.
- Herr, K., & Anderson, G. L. (2014). *The action research dissertation: A guide for students and faculty*: Sage publications.
- Hertel, G., Konradt, U., & Orlikowski, B. (2004). Managing distance by interdependence: Goal setting, task interdependence, and team-based rewards in virtual teams. *European Journal of Work and Organizational Psychology*, 13(1), 1-28.
- Hicks, B. (2010). Team coaching: A literature review. In: UK: Institute for Employment Studies.
- Horta, H., & Yudkevich, M. (2016). The role of academic inbreeding in developing higher education systems: Challenges and possible solutions. *Technological Forecasting and Social Change*, 113, 363-372.
- Horton, J., Macve, R., & Struyven, G. (2004). Qualitative research: experiences in using semi-structured interviews. In *The real life guide to accounting research* (pp. 339-357): Elsevier.
- Hove, S. E., & Anda, B. (2005). *Experiences from conducting semi-structured interviews in empirical software engineering research*. Paper presented at the Software metrics, 2005. 11th ieee international symposium.
- Hsieh, H.-F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9), 1277-1288.
- Hughes, C. (2002). From field notes to dissertation: analyzing the stepfamily. In *Analyzing qualitative data* (pp. 49-60): Routledge.
- Hughes, T., & Albertyn, R. (2017). Coaching for change in organisational teams: reciprocal research and practice benefits. *Journal for New Generation Sciences*, 15(1), 295-311.
- Ige, C. M., & Kleiner, B. H. (1997). How to coach teams in business the John Wooden way. *Team Performance Management: An International Journal*, 3(1), 40-42.
- Jacob, S. A., & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *The Qualitative Report*, 17(42), 1-10.
- Jarle Gressgård, L. (2011). Virtual team collaboration and innovation in organizations. *Team Performance Management: An International Journal*, 17(1/2), 102-119.

- Jha, S. K., & Mishra, R. (2014). Analyzing Trustworthiness and Dependability for Component-Based Software through reuse. *Pragyaan*, 14.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of mixed methods research*, 1(2), 112-133.
- Kaczynski, D., Salmona, M., & Smith, T. (2014). Qualitative research in finance. *Australian Journal of Management*, 39(1), 127-135.
- Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The action research planner: Doing critical participatory action research*: Springer Science & Business Media.
- Kindon, S., Pain, R., & Kesby, M. (2007). *Participatory action research approaches and methods: Connecting people, participation and place*: Routledge.
- Klein, J. T. (2018). Learning in Transdisciplinary Collaborations: A Conceptual Vocabulary. In *Transdisciplinary Theory, Practice and Education* (pp. 11-23): Springer.
- Klobas, J. E., & Haddow, G. (2000). Evaluating the impact of computer-supported international collaborative teamwork in business education. *International Journal of Educational Technology*, 2(1).
- Knox, S., & Burkard, A. W. (2009). Qualitative research interviews. *Psychotherapy Research*, 19(4-5), 566-575.
- Kothari, C. (2008). Research Methodology: Method and Techniques. New Delhi: New Age International (P) Ltd Pottier, SW (1998).—Life insurer financial distress, Best's ratings and financial ratios. *Journal of Risk and Insurance*, 65, 275-288.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*: New Age International.
- Krippendorff, K. (2018). *Content analysis: An introduction to its methodology*: Sage publications.
- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*: Sage Publications Limited.
- Lawley, D. (2006). Creating trust in virtual teams at Orange. *Knowledge Management Review*, 9(2), 12.
- Lawrence, P., & Whyte, A. (2017). What do experienced team coaches do?: Current practice in Australia and New Zealand. *International Journal of Evidence Based Coaching and Mentoring*, 15(1), 94.

- Leonard, M., Graham, S., & Bonacum, D. (2004). The human factor: the critical importance of effective teamwork and communication in providing safe care. *BMJ Quality & Safety*, 13(suppl 1), i85-i90.
- Lewis, S. (2015). Qualitative inquiry and research design: Choosing among five approaches. *Health promotion practice*, 16(4), 473-475.
- Linley, P. A. (2006). Coaching Research: who? what? where? when? why. *International Journal of Evidence Based Coaching and Mentoring*, 4(2), 1-7.
- Liu, C. Y., Pirola-Merlo, A., Yang, C.-A., & Huang, C. (2009). Disseminating the functions of team coaching regarding research and development team effectiveness: Evidence from high-tech industries in Taiwan. *Social Behavior and Personality: an international journal*, 37(1), 41-57.
- Liu, X., & Batt, R. (2010). How supervisors influence performance: A multilevel study of coaching and group management in technology-mediated services. *Personnel Psychology*, 63(2), 265-298.
- MacDonald, C. (2012). Understanding participatory action research: A qualitative research methodology option. *The Canadian Journal of Action Research*, 13(2), 34-50.
- Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample size in qualitative interview studies: guided by information power. *Qualitative health research*, 26(13), 1753-1760.
- Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research?: A review of qualitative interviews in IS research. *Journal of Computer Information Systems*, 54(1), 11-22.
- Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. *Journal of management*, 34(3), 410-476.
- Maxwell, J. A. (2008). Designing a qualitative study. *The SAGE handbook of applied social research methods*, 2, 214-253.
- McCarthy, G., & Milner, J. (2013). Managerial coaching: challenges, opportunities and training. *Journal of Management Development*, 32(7), 768-779.
- McIntosh, M. J., & Morse, J. M. (2015). Situating and constructing diversity in semi-structured interviews. *Global qualitative nursing research*, 2, 2333393615597674.
- McIntyre, A. (2007). *Participatory action research* (Vol. 52): Sage Publications.
- Meier, D. (2005). *Team Coaching with the Solution Circle*: Solutions Books.

- Miller, G. J., & Yang, K. (2007). *Handbook of research methods in public administration*: CRC press.
- Milne, P. (2007). Motivation, incentives and organisational culture. *Journal of knowledge management*.
- Mohr, G. (2014). Systemic Transactional Analysis Coaching: A study of effective conditions, consequences and effects on organisational culture. *International Journal of Transactional Analysis Research & Practice*, 5(2).
- Morgeson, F. P., Lindoerfer, D., & Loring, D. J. (2010). Developing team leadership capability. *The Center for Creative Leadership handbook of leadership development*, 3, 285-312.
- Mukherjee, S. (2008). *Behavioral change process in coaching relationship*. Paper presented at the The International.
- Nancarrow, S. A., Smith, T., Ariss, S., & Enderby, P. M. (2015). Qualitative evaluation of the implementation of the interdisciplinary management tool: a reflective tool to enhance interdisciplinary teamwork using structured, facilitated action research for implementation. *Health & social care in the community*, 23(4), 437-448.
- Ngalande, R. C., & Mkwinda, E. (2014). Benefits and challenges of using ATLAS. ti.
- Nicholas, J., & Twaddell, K. (2008). Group executive coaching 2008 global survey. In: Singapore: AIR Institute. Available at: <http://www.east-west.ru/files>
- Nolan, K. E., & Doyle, L. E. (2007). Teamwork and collaboration in cognitive wireless networks. *IEEE Wireless Communications*, 14(4).
- Noor, K. B. M. (2008). Case study: A strategic research methodology. *American journal of applied sciences*, 5(11), 1602-1604.
- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of nursing scholarship*, 33(1), 93-96.
- Ozanne, J. L., & Saatcioglu, B. (2008). Participatory action research. *Journal of consumer research*, 35(3), 423-439.
- Pedler, M. (2011). *Action learning in practice*: Gower Publishing, Ltd.
- Perrini, F., & Tencati, A. (2006). Sustainability and stakeholder management: the need for new corporate performance evaluation and reporting systems. *Business Strategy and the Environment*, 15(5), 296-308.
- Peters, J., & Gladis, S. (2018). Team Coaching That Accelerates Performance. *Learning Blueprint: Talent Management*.

- Prunty, R. (2004). Defining Communication. (1).
- Rabionet, S. E. (2011). How I Learned to Design and Conduct Semi-Structured Interviews: An Ongoing and Continuous Journey. *Qualitative Report*, 16(2), 563-566.
- Raes, E., Kyndt, E., Decuyper, S., Van den Bossche, P., & Dochy, F. (2015). An exploratory study of group development and team learning. *Human Resource Development Quarterly*, 26(1), 5-30.
- Reay, T., & Jones, C. (2016). Qualitatively capturing institutional logics. *Strategic Organization*, 14(4), 441-454.
- Riddle, D. (2008). Senior leadership team coaching. *Center for Creative Leadership White Paper*. Retrieved January, 6, 2015.
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2013). *Qualitative research practice: A guide for social science students and researchers*: sage.
- Rogers, J. (2012). *Coaching skills: A handbook: A handbook*: McGraw-Hill Education (UK).
- Rosenfeld, J., Gatten, R., & Scales, B. J. (2013). Qualitative analysis of student assignments: A practical look at ATLAS. ti. *Reference Services Review*.
- Rowley, J. (2012). Conducting research interviews. *Management Research Review*, 35(3/4), 260-271.
- Rubin, A., & Babbie, E. (2009). Essential research methods for social work: Brooks. *Cole Pub Co*.
- Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3 ed.): Sage.
- Ryan, S. (2012). When is a team a team?“Teamworking” and the reorganisation of work in commercial cleaning. *Employee relations*, 34(3), 255-270.
- Salas, E., Shuffler, M. L., Thayer, A. L., Bedwell, W. L., & Lazzara, E. H. (2015). Understanding and improving teamwork in organizations: A scientifically based practical guide. *Human Resource Management*, 54(4), 599-622.
- Santoso, H. B. (2011). A PRELIMINARY STUDY OF CONDUCTING SEMI-STRUCTURED INTERVIEW AS METACOGNITIVE ASSESSMENT IN ENGINEERING DESIGN: ISSUES AND CHALLENGES. *age*, 22, 1.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). Research Method for Business Students. *Financial Times Prentice Hall*.
- Schoeni, R. F., & Ofstedal, M. B. (2010). Key themes in research on the demography of aging. *Demography*, 47(1), S5-S15.

- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*: Teachers college press.
- Sexe, F., & Kush, T. S. (2016). *TEAM COACHING, KNOWLEDGEWORKERS AND VIRTUAL TEAMS IN THE CONTEXT OF FUNCTIONS, CONDITIONS AND INTERVENTIONS*. Paper presented at the Proceedings of the International Annual Conference of the American Society for Engineering Management.
- Shaw, P. (2016). Focused Individual and Team Coaching as Exemplars of Flexible HR Practice. *Global Journal of Flexible Systems Management*, 17(1), 101-103.
- Sheng, C.-W., Tian, Y.-F., & Chen, M.-C. (2010). Relationships among teamwork behavior, trust, perceived team support, and team commitment. *Social Behavior and Personality: an international journal*, 38(10), 1297-1305.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
- Shinde, S., & Bachhav, A. (2017). The potential of managerial coaching for employee effectiveness: A brief review. *Indian Journal of Positive Psychology*, 8(2), 181-185.
- Simms, A., & Nichols, T. (2014). Social loafing: a review of the literature. *Journal of Management Policy and Practice*, 15(1), 58.
- Simpson, M. K. (2014). *Unlocking Potential: 7 Coaching Skills that Transform Individuals, Teams & Organizations*: Grand Harbor Press.
- Smit, B. (2002). Atlas. ti for qualitative data analysis. *Perspectives in Education*, 20(3), 65-75.
- Sobh, R., & Perry, C. (2006). Research design and data analysis in realism research. *European Journal of marketing*, 40(11/12), 1194-1209.
- Somers, M. (2006). *Coaching at work: Powering your team with awareness, responsibility and trust* (Vol. 27): John Wiley & Sons.
- Spence, G. B. (2007). GAS powered coaching: Goal Attainment Scaling and its use in coaching research and practice. *International Coaching Psychology Review*, 2(2), 155-167.
- Stevenson, H. (2005). Gestalt coaching. *Od Practitioner*, 37(4), 42.
- Tansey, O. (2007). Process tracing and elite interviewing: a case for non-probability sampling. *PS: Political Science & Politics*, 40(4), 765-772.
- Tarricone, P., & Luca, J. (2002). Successful teamwork: A case study. 640-646.

- Tasa, K., Taggar, S., & Seijts, G. H. (2007). The development of collective efficacy in teams: a multilevel and longitudinal perspective. *Journal of Applied Psychology*, 92(1), 17.
- Taylor, A., & Renner, M. (2003). Program Development & Evaluation; Analysing Qualitative Data. In: Madison, Wiscosin, United States of AMERICA: Cooperative Extension
- Tekleab, A. G., Quigley, N. R., & Tesluk, P. E. (2009). A longitudinal study of team conflict, conflict management, cohesion, and team effectiveness. *Group & Organization Management*, 34(2), 170-205.
- Thompson, L. L., & Thompson, M. (2004). *Making the team: A guide for managers*: Pearson Prentice Hall Upper Saddle River, NJ.
- Thompson, S., & Cox, E. (2017). How Coaching is Used and Understood by Project Managers in Organizations. *Project Management Journal*, 48(5), 64-77.
- Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and applications*, 5, 147-158.
- Trehan, K. (2011). Critical action learning. *Action learning in practice*, 163-172.
- Ulin, P. R., Robinson, E. T., & Tolley, E. E. (2005). Qualitative methods in public health. *Med Sci Sports Exerc*, 37(7), 1249.
- Valentine, M. A., Nembhard, I. M., & Edmondson, A. C. (2015). Measuring teamwork in health care settings: a review of survey instruments. *Medical care*, 53(4), e16-e30.
- Wageman, R. (2001). How leaders foster self-managing team effectiveness: Design choices versus hands-on coaching. *Organization Science*, 12(5), 559-577.
- White, M. D., & Marsh, E. E. (2006). Content analysis: A flexible methodology. *Library trends*, 55(1), 22-45.
- Williams, E. A., Duray, R., & Reddy, V. (2006). Teamwork orientation, group cohesiveness, and student learning: A study of the use of teams in online distance education. *Journal of Management Education*, 30(4), 592-616.
- Woodhead, V. (2011). How does coaching help to support team working? A case study in the NHS. *International Journal of Evidence Based Coaching & Mentoring*.
- Woods, M., Paulus, T., Atkins, D. P., & Macklin, R. (2016). Advancing qualitative research using qualitative data analysis software (QDAS)? Reviewing potential versus practice in published studies using ATLAS. ti and NVivo, 1994–2013. *Social Science Computer Review*, 34(5), 597-617.

- Wotruba, S. (2016). Leadership Team Coaching; a trust-based coaching relationship. *International Journal of Evidence Based Coaching & Mentoring*.
- Xyrichis, A., & Ream, E. (2008). Teamwork: a concept analysis. *Journal of advanced nursing*, 61(2), 232-241.
- Yeh, C. J., & Inman, A. G. (2007). Qualitative data analysis and interpretation in counseling psychology: Strategies for best practices. *The counseling psychologist*, 35(3), 369-403.
- Yeong, M. L., Ismail, R., Ismail, N. H., & Hamzah, M. (2018). Interview Protocol Refinement: Fine-Tuning Qualitative Research Interview Questions for Multi-Racial Populations in Malaysia. *The Qualitative Report*, 23(11), 2700-2713.

APPENDIX A: Interview Protocol (a)

Steps	Prompts
1. Preparations of the environment	<ul style="list-style-type: none">a). Make sure there is water in the roomb). Ensure the interview equipment are operationalc). Ensure the environment is not noisy and is conducive for interviews
2. Personal introduction	<ul style="list-style-type: none">a). Begin by introduce myself, the purpose of the researchb). Acknowledge the participants for their timec). Outline the ethics (confidentiality and anonymity)d). Communicate the duration of the interviewe). Outline the importance of the consent formf). Assist the participants with the filling in of the formg). Explain the research purpose and objectiveh). Outline why I am doing the research and interest you have on it
3. Questions	<ul style="list-style-type: none">a). Ask basic background data about the participantb). Starting with easy to answer questions and move deeper into core of the researchc). Use open-ended question with casual probes and follow-upsd). Allow for revision to the interview protocol following the direction of the discussion

APPENDIX B: Interview Protocol (b)

Steps	Prompts
4. Conclude	<ul style="list-style-type: none">a). Move towards easier and conclusive kind of questionsb). Ask if the participant have any further contribution and information not outlined through the interview questionsc). Appreciate the participant for their time and commitmentd). Outline next steps and access to completed research papere). Indicate what the participant can expect from this point on wards if any
5. Farewell	<ul style="list-style-type: none">a). See to it that the percipient has assistance exiting the building is he/she has no access.

APPENDIX C: Interview Guide

Types of Questions	Explanation of Type of Question	Example of Type of Question
Introductory Questions	Reactively neutral and introductory question that are non-instructive and not threatening.	a) Tell me about yourself?
Transition Question	Linking the introductory and the key questions	a) What is your feeling about working in teams; b) How can you explain teamwork at your work place?
Key Questions	Question more relevant to the research question and the objective of the study	a) In your view, how would you describe the antecedents of teamwork; b) How would you describe the relationship between team coaching and teamwork; c) What is your understanding of team coaching? d) What will you say is missing for your team to have a teamwork experience; e) How does team coaching influence the effectiveness of the team; f) How has your outlook of teamwork being influenced by team coaching?
Closing Questions	Easy to answer questions that provide opportunities for conclusion	a) What will the impact be like should team coaching be extended to other teams; b) Is there anything you would like to add based on your experience?

Graduate School Of Business Administration

University Of Witwatersrand

Permission to conduct research in Vodacom South Gauteng Region

**Research Project in Team Coaching and Teamwork in a project
management team**

Research conducted by:

Reuben Ramuada (1997765)

Contact details: (0829352082, ramuadkr@icloud.com)

Dear Mr. Johan Engelbrecht

The purpose of this letter is to inform you of the aim of the study and to obtain permission to do the research in Vodacom. The study will be conducted by Reuben Ramuada, a masters student from the Graduate School of Business Administration at the university of Witswatersrand. This study has received approval from the Research Ethics Committee of the Graduate School Of Business Administration at the University of Witswatersrand. The purpose of the study is to determine the relationship between teamwork and team coaching in the workplace.

Please note the following:

- This study will involve a team and individual interviews. Names will not appear in the findings and the answers given will be treated as strictly confidential. Participants cannot be identified in person based on the answers they provided.
- Participants may choose not to participate and may also stop participating at any time without any negative consequences.
- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide the company with a summary of the findings on request.
- Please contact my lecturers, Prof T Carmichael (terri.carmichael@wits.ac.za) or Dr J Galawe (jabulile.galawe@wits.ac.za) if you have any questions or comments regarding the study.

Please sign the form to indicate that:

- You have read and understand the information provided above.
- You give permission for the study to be done in your organisation, subject to the confidentiality agreement stipulated above.

Respondent's signature

Date

APPENDIX E: Consent Form (Research Interview)

Participant Name: _____Contact: _____

CONSENT FORM

Institution: **Wits Business School**

- | | Please
initial
all
boxes |
|---|-----------------------------------|
| 1. I confirm that my participation in this research study is voluntary and that I have the right to withdraw from it at any time and/or refuse to answer any question I deem inappropriate or uncomfortable for me. | <input type="checkbox"/> |
| 2. I understand that I have the right to withdraw permission for my data to be used within 2 weeks of the interview and the data will be deleted. | <input type="checkbox"/> |
| 3. I agree to my interview being audio recorded and the content to be treated confidentially. | <input type="checkbox"/> |
| 4. I understand that any report on the results of the study will maintain anonymity of my identity by not mentioning my name and disguising elements of the interview that can reveal my identity. | <input type="checkbox"/> |
| 5. I have the right to contact any of the individuals involved in this study should I have a need for further clarification. | <input type="checkbox"/> |

	__ / __ / 2019
Signature of Participant	Date

		__ / __ / 2019
Name of Researcher	Signature	Date

APPENDIX F: Consent Form (Coaching)

Team coach Name: _____ Contact: _____

Participant Name: _____ Contact: _____

CONSENT FORM

Institution: **Wits Business School**

This coaching session is conducted for academic purpose and will be subjected to assessment by a designated lecture for the sole purpose of student assessment.

Please initial all boxes

- | | |
|--|--|
| 6. I confirm that I understand that my participation is of an academic nature and have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. | <input style="width: 40px; height: 40px; border: 1px solid black;" type="checkbox"/> |
| 7. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason. | <input style="width: 40px; height: 40px; border: 1px solid black;" type="checkbox"/> |
| 8. I understand that content of this coaching session will be looked at and assessed for academic purpose by a designated lecturer. I give permission for these individuals to have access to this record. | <input style="width: 40px; height: 40px; border: 1px solid black;" type="checkbox"/> |
| 9. I agree to be contacted should the need arise solely for the facilitation of the original academic purpose. | <input style="width: 40px; height: 40px; border: 1px solid black;" type="checkbox"/> |
| 10. I agree to take part in the coaching session. | <input style="width: 40px; height: 40px; border: 1px solid black;" type="checkbox"/> |

_____	_____	_____
Name of Participant	Date	Signature

_____	_____	_____
Name of Team Coach	Date	Signature

APPENDIX G: Atlas.ti – Codes by Document (Rep = Respondent) (a)

#	Resp 1 Gr=57	Resp 2 Gr=60	Resp 3 Gr=74	Resp 4 Gr=54	Resp 5 Gr=65	Resp 6 Gr=50	Resp 7 Gr=59	Resp 8 Gr=67	Resp 9 Gr=74	Totals
Approach to communication Gr=8; GS=6	2	6	0	0	0	0	0	0	0	8
Aspects of teamwork Gr=44; GS=14	6	5	8	2	2	5	7	5	4	44
Attributes of good teamwork Gr=80; GS=32	9	9	4	15	16	11	0	9	7	80
Challenges faced working in teams Gr=12; GS=7	1	0	4	0	0	2	4	1	0	12
Characteristics of teamwork environments Gr=31; GS=11	1	4	0	1	3	4	2	11	5	31
Coaching session experiences Gr=8; GS=5	0	0	5	0	0	1	0	0	2	8
Direct benefits of coaching to the team Gr=151; GS=49	13	18	11	13	20	11	17	10	38	151
Direct benefits of team coaching to the individual Gr=30; GS=7	4	2	5	1	1	6	3	4	4	30
Extended benefits of coaching Gr=13; GS=5	1	0	1	0	0	1	1	6	3	13

APPENDIX G: Atlas.ti – Codes by Document (Rep = Respondent) (b)

#	Resp 1 Gr=57	Resp 2 Gr=60	Resp 3 Gr=74	Resp 4 Gr=54	Resp 5 Gr=65	Resp 6 Gr=50	Resp 7 Gr=59	Resp 8 Gr=67	Resp 9 Gr=74
Fostering effective teamwork Gr=11; GS=2	0	0	5	0	0	0	0	5	1
Hindrances to teamwork Gr=26; GS=12	0	2	4	3	5	2	4	2	4
Positive value of coaching to the individual Gr=39; GS=10	4	0	4	5	8	0	8	3	7
Recommendations for approach to team coaching Gr=36; GS=10	0	5	7	4	4	3	6	4	3
Recommendations for fostering effective teamwork Gr=11; GS=6	0	0	6	0	3	0	0	2	0
Respondent profiles Gr=21; GS=8	3	3	2	4	4	2	1	1	1
Types of collaborative interaction Gr=3; GS=3	0	3	0	0	0	0	0	0	0
Value of communication to teams Gr=32; GS=19	9	4	5	2	2	0	8	2	0
Value of teamwork Gr=8; GS=3	0	0	4	0	0	3	0	1	0

APPENDIX H: Atlas.ti – Code Groups (a)

Name	Groundedness	Groups	Creation Date
Approach to communication: conducted in a right manner	2	Approach to communication	2019/12/04
Approach to communication: important to prioritise	2	Approach to communication	2019/11/29
Aspect of teamwork: sharing of competencies	2	Aspects of teamwork	2019/12/07
Aspects of teamwork: achieving set objectives	3	Aspects of teamwork	2019/11/29
Aspects of teamwork: collaboration	6	Aspects of teamwork	2019/11/29
Aspects of teamwork: consolidation of different skill sets	5	Aspects of teamwork	2019/12/05
Aspects of teamwork: impact of management structure	7	Aspects of teamwork	2019/12/04
Defining a team	9	Aspects of teamwork	2019/11/29
Imperative for effective teamwork: shared deliverables Diversity of inputs for effective team function: Technical competencies	31	Aspects of teamwork Aspects of teamwork	2019/12/04
Important aspects of teamwork: communication Imperative for effective teamwork: shared deliverables	33	Aspects of teamwork Aspects of teamwork	2019/12/04
Important aspects of teamwork: communication	3	Aspects of teamwork	2019/12/04

APPENDIX H: Atlas.ti – Code Groups (b)

Name	Groundedness	Groups	Creation Date
Attributes of good teamwork: a gelling together	3	Attributes of good teamwork	2019/12/04
Attributes of good teamwork: able to communicate and understand each other	7	Attributes of good teamwork	2019/12/06
Attributes of good teamwork: able to trust one another	6	Attributes of good teamwork	2019/12/05
Attributes of good teamwork: achieving shared goals	6	Attributes of good teamwork	2019/12/04
Attributes of good teamwork: everyone understands what they should do	3	Attributes of good teamwork	2019/11/29
Attributes of good teamwork: in constant communication	7	Attributes of good teamwork	2019/11/29
Attributes of good teamwork: linked by common ground	6	Attributes of good teamwork	2019/11/29
Attributes of good teamwork: members assist each other	4	Attributes of good teamwork	2019/12/06
Attributes of good teamwork: members collaborate with each other	7	Attributes of good teamwork	2019/12/05
Attributes of good teamwork: members come to understand each other as individuals and give relevant support	2	Attributes of good teamwork	2019/12/07
Attributes of good teamwork: mutual respect for one another	10	Attributes of good teamwork	2019/12/04

APPENDIX H: Atlas.ti – Code Groups (c)

Name	Groundedness	Groups	Creation Date
Attributes of good teamwork: share a language common to the shared goals	1	Attributes of good teamwork	2019/12/06
Attributes of good teamwork: shared ownership of individual targets as team targets	4	Attributes of good teamwork	2019/12/06
Attributes of good teamwork: sharing ideas and experiences	2	Attributes of good teamwork	2019/12/04
Attributes of good teamwork: sharing of information	1	Attributes of good teamwork	2019/12/06
Attributes of good teamwork: team members accountable to each other	2	Attributes of good teamwork	2019/12/05
Attributes of good teamwork: team members committed to each other	2	Attributes of good teamwork	2019/12/05
Attributes of good teamwork: team members committed to the end goals	4	Attributes of good teamwork	2019/11/29
Attributes of good teamwork: team members learn from each other	4	Attributes of good teamwork	2019/12/05
Attributes of good teamwork: team members share equal understanding	2	Attributes of good teamwork	2019/11/29
Attributes of good teamwork: team members support each other	5	Attributes of good teamwork	2019/12/05
Challenges faced managing teams: how to recognise individual as well as the team performance	4	Challenges faced working in teams	2019/12/06

APPENDIX I: Consistency matrix (a)

Research objective	Research question	Literature Review	Propositions	Data collection method	Source of data	Type of data	Analysis method
To establish the team's understanding of antecedents of teamwork	In your view, how would you describe the antecedents of teamwork?	<p>Brennan & Hellbom (2016)</p> <p>Clutterbuck (2011)</p> <p>Clutterbuck (2010)</p> <p>Fields (2007)</p> <p>Klobas & Haddow (2000)</p> <p>Williams et al. (2006)</p>	The antecedents of teamwork include: collaboration, common goal(s), open communication, information sharing, confidentiality and trust as well as understanding of professional roles amongst team members.	Semi-structured Interviews	Responses from semi-structured interview	Qualitative Data	Purposive

APPENDIX I: Consistency matrix (b)

Research objective	Research question	Literature Review	Propositions	Data collection method	Source of data	Type of data	Analysis method
To explore the relationship between team coaching and teamwork	How would you describe the relationship between team coaching and teamwork?	Brennan & Hellbom (2016)	Team coaching improves teamwork amongst team members	Semi-structured Interviews	Responses from semi-structured interview	Qualitative Data	Purposive

APPENDIX I: Consistency matrix (c)

Research objective	Research question	Literature Review	Propositions	Data collection method	Source of data	Type of data	Analysis method
To investigate the perceptions of team coaching on team effectiveness	How does team coaching influence the effectiveness of the team	Carr & Peteres (2013)	Team coaching improves team effectiveness through.	Semi-structured Interviews	Responses from semi-structured interview	Qualitative interview data	Purposive