

# **Business leader's perceptions of team coaching on team learning: the case of a multi-national organisation operating in South Africa**

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requirements for the degree of Master of Management in the field of  
Business Executive Coaching**

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## **ABSTRACT**

The world is continually presenting changes, urging business leaders to conform to the changes. For business leaders to accustom to these changes, learning is needed. For this reason, multinational organisations employing these business leaders have to pursue a team coach capable of coaching business leaders as a team. Team coaching on its own is not sufficient, data needs to be gathered to assess some of the following aspects, (1) whether business leaders have been able to learn because of the team coaching, (2) whether the business leaders have been able to change certain behaviours because of the learning, and (3) what could contribute to business leaders perceiving TC differently to BLS who have experienced the same TC program.

This data gathered is essential for future decision making, explicitly for multinational organisations, these decisions entail whether to coach business leaders in subsidiary locations, whether team coaching has influenced the learning of leaders, whether leaders changed behaviours such that they will adapt to any changes presented by the world. And for coaches wishing to pursue a career in team coaching.

With TC introduced to multi-national organisations MNO, these organisations have to be open to creating an environment that encourages leaders who have been coached to practise what they have learnt in the TC sessions in a real-live situation. These organisations have to create an environment which is free from judging leaders, one that views errors as an opportunity for learning. This environment creates a safe space for leaders to learn. Organisations may introduce a coach and not create a learning environment for those coached to implement what they have learnt in the coaching sessions. This inability to create a learning environment for leaders could mean that these leaders may not learn beyond the coaching sessions.

Apart from the environment encouraging leaders to learn, leaders themselves must be open to learning. An environment might be created encouraging the

learning. If leaders are not prepared to learn the coaching initiatives introduced in the business might not be practised by the leaders coached.

Leaders may perceive the TC coaching differently to BLS coached. Several factors influence this, such as the beliefs of the leaders being congruent with that of the coach and the leaders having a good relationship with the coach. A coach that is skilled needs to assess these aspects and be able to influence the perspective of leaders not aligned with the coach.

It becomes essential that the coach selected to coach leader has the skill to coach leaders to learn and change behaviours. MNO must be able to create a learning environment for leaders to learn and leaders must be open to learning, to implement what they have learnt in the coaching sessions. All these three factors ensure TC contributes to the learning of leaders and that leaders can change behaviours as result of the TC.

## **KEYWORDS**

Team coaching, team learning, business leaders, perceptions of team coaching, behaviours, servant leadership, cognitive behavioural coaching.

## DECLARATION

I, Pearl Ntsakisi Mathe-Mkhize, declare that this research report is my 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.

Name: Pearl Ntsakisi Mathe-Mkhize

Signature:

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Signed at Benoni

On the 15 day of April 2021

## DEDICATION

I dedicate this research report to my father, Mr Thabo Collins Mathe who has been my coach throughout my life. He constantly inspired me to empower myself by continuously furthering my studies, his words of inspiration encourage me to persist even in challenging situations. To my mother Mrs Ruth Inky Mathe who consistently demonstrated an interest in my studies and wished to establish how I am managing my studies, family and work. She ensured that she supports me throughout this process. To my husband Mr Londoloza Augustine Dumisani Mkhize who aided me in my career exploration and invited me to purposely develop myself. He has always supported me throughout my career. To my eldest son Thabo Khensani Mkhize who continuously encourages me to be my best and reminds me of my capabilities and my ability to flourish. By continuing to demonstrate leadership capabilities, he inspires me to advance my leadership skill. To my youngest son Thuthukani Athenkosi Ngcebo Mkhize who encourages me to persist despite the challenges. As he empowers himself, he encourages me to strive to be the best. To my sister Amukelani Nyeleti Mathe who is my life coach and constantly encourages me to reflect and consider alternative ways of solving issues as they present themselves. To my sister Rhulani Nkhensani Mathe who motivates me to thrive as she thrives in her career. To my aunt Annah Tedite Matsoge who encourages me to read and to improve my knowledge as a leader. Most particularly to my uncle Senty Matsoge, who inspired me to persist and to engage in a Master's Program. May his soul rest in peace.

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## **LIST OF ACRONYMS**

BLS - Business Leaders

CBC - Cognitive Behaviour Coaching

CBT – Cognitive Behaviour Theory

MNO – Multi National Organisation

SA – South Africa

SL - Servant Leadership

TC - Team Coaching

TL - Team Learning

# CHAPTER 1. INTRODUCTION

## 1.1 Purpose of the study

This research is a qualitative case study of a multinational organisation to assess the perceptions of business leaders on team coaching; it assesses their perceptions from a team learning perspective: It investigates:

- How team coaching contributed to the learning of the team
- How team coaching changed the behaviours of the team
- What contributed to business leaders perceiving team coaching differently to business leaders who experienced the same team coaching

Carr and Peters (2013), Ross and William (2019), Maseko, Van Wyk and Odendaal (2019) defined team coaching TC as a comprehensive and systemic approach to support a team to maximise their collective talent and resources and to effectively accomplish the work of the team. It is an intervention that increases learning; a strategic intervention that expands beyond a one-day internally focused event. Focusing on improving the productivity of the team and increasing the engagement levels of the team, through TC, teams can reach goals as a team. Because it focuses on the specified problems, it means that it can improve the learning of the team.

Britton (2015, p.118) 'defined TC as a sustained series of conversations. The focus is on goal setting, deepening awareness, supporting action and creating accountability. The focus of the coaching may be on the team as a system and/or strengthening individuals in the team. TC links back to business goals, focusing on results and relationships. Hamlin, Ellinger and Beattie (2009) advised that TC aims to help teams gain new skills or to improve their current skills, thus contributing to the development of the team.

Rebelo, Lourenço, and Dimas (2019) Koeslag-Kreunen, Van den Bossche, Hoven, Van der Klink, and Gijsselaers (2018) defined team learning TL as

aligning and developing the capacity of a team to create the results its members truly desire and as a learning process at the team level.

Leaders exposed to TC learn and expand their thinking. In South Africa—SA with our history of apartheid means that our leadership is not as diverse, even with initiatives such as BBBEE Board Based Black Economic Empowerment, the country has less diverse groups represented at leadership levels, and this means that only a few previously disadvantaged leaders are exposed to initiatives such as TC. CCE report 2014 provides a report that provides contexts in terms of gender and populations representatives at Top Management Levels from a South African perspective: 62.7% of top management are white, 19.8% are Africans, 8.3% are Indians, 5.1% are coloured and 4.1% are foreigners. Only 20.6% of top management are females and 79.4% males are the majority. While TC has initiatives that are beneficial to the team, only specific population groups and gender representatives benefit from these initiatives.

## **1.2 The context of the study**

### **1.2.1 Changing the structure of organisations and required leadership skills**

Twenty years ago, most multinational companies were organised by geography, times have changed and today most global businesses are organised within a matrix structure. Moral and Abbott (2008) advised that leaders in multinational organisations are expected to transition and adjust to these matrix structures. The transitioning in the contexts of multinational means that, multinational organisations only concentrated on the headquarter, in the present context they have to concentrate on their subsidiary, at the same time the subsidiary leaders might refuse this transition and not behave uniformly as expected. For leaders to adapt to these changes, team coaching may be introduced, with its potential to contribute to the learning of leaders it may influence leaders to adapt to the change (Mohdzain & Ward 2007). Lok and Crawford (2004) provided some context on factors that encourage resistance from the leaders in subsidiary organisations, they stated that these include, (1) the inability to change, (2) the

fear of learning new and unknown concepts, (3) exposure to a leadership style that is unknown to them, (4) culture and (5) job satisfaction, and these have the potential to disturb the performance of business leaders and their learning. Moral and Abbott (2008) stated that even with fear, these leaders must have the skills to deal with the transitioning; they require support from their organisation, such as team coaching and team training.

The skills required by leaders operating in South Africa include innovation, flexibility to manage and to adapt to the changes introduced by their organisation. Wessels et al., (2006), Goldsmith, Jafar, Maric, and Srinivasa (2009) advised that businesses must introduce changes, in a South African environment that is rapidly changing and they must consider how to deploy strategic resources to adapt to the changes and to compete in the knowledge economy.

### **1.2.2 Background to the case study – the MNO**

This case study is about a multinational organisation located in South Africa-SA. The company is a family-owned business operating in Europe with its headquarters in Germany. The company has offices all over the world has been operating for many years. Historically, the company enabled their subsidiary offices to operate freely with no involvement from the head office. Since the company was undergoing a decrease in its overall profit, this meant that the company had to install some changes; They carried out these changes in all the subsidiary offices. One change involved the launch of a matrix organization at the senior level.

The case study about this research was specific to the location in South Africa, when this change was demonstrated to the business leaders, some leaders were refusing the change and a few were open to the change, some assumed that there would be no need to cooperate with the leaders in South Africa as their new leaders are in Germany. They assumed that collaborating with their newly elected leaders was sufficient. This change meant that all leaders in the executive team had to adjust to the change.

This change was disturbing the overall business as the employees reporting to executive team members were imitating this behaviour. Employees in the distinct divisions were no longer communicating effectively, influencing the delivery to customers. The company determined that the executive team members in the location of South Africa had to be exposed to team coaching, and they required to be coached by an external coach. All six executive members were coached by the external coach.

### **1.2.3 The development and relevance of team coaching in the workplace**

The practice of coaching can trace its roots back to many different fields and ideological movements, encompassing philosophy, psychology and the business world. One of the biggest influences on coaching comes from the human potential movement in the 1960s, which offered to encourage individuals to realize their full potential. Hauser (2014) Advised that coaching proliferated in the workplace during the late 1970s as managers seized the role of coaching subordinates towards improving performance (Tkach & DiGirolamo 2020). Megginson and Clutterbuck (2010), Cox, Bachkirova and Clutterbuck (2014), Hackman and Wageman (2005), Clutterbuck (2010a) stated that TC has always been present in sport and that in the work context it is now being classified as crucial and for team level environment. The aims, processes, interdependency and structure of TC in sports differ from that of the TC in the workplace. TC is targeted at increasing performance, emphasizing collective capability, it is a learning intervention designed to strengthen the team's capacity and that learning happens through the application of the coaching principles of assisted reflection, analysis and motivation for change.

According to Maseko, van Wyk and Odendaal (2019, p.174) TC is fairly new and its research in the workplace remains sparse that out of the '515 coaching articles written in the period between 1937 to 2009 only 14 of these articles were written on team coaching'. The concern is that there seems to be a demand for TC, and yet literature remains very limited.

#### **1.2.4 Reasons for team coaching**

There are many reasons for requiring team coaching, (Kets de Vries, 2005) because the world has advanced and it calls for certain skills from leaders. The world today is no longer the same as the world a few years ago, the demands have evolved and organisations have had to realise that to satisfy these demands, they have to analyse their current skills and recognize how these skills and competencies enable them to competently perform in this current world. Without coaching teams, complying to these demands and being up to date with the expected skills comes a challenge. Similarly, Tompkins (2018) affirmed that because the world that we operating in has advanced, with some changes comprising the introduction of technology, thus requiring teams and leaders to transition and master the new skills of administering the new tools and to acclimate to the new changes. Coaching may be obliged to continuously ensure that leaders remain competitive. Another reason for requiring coaching is that leaders have the opportunity to review issues with an objective person, enhancing the opportunity to undertake these. Leaders may call for a coach (Coutu et al., 2009) not only to change the behaviours, rather be a part of the leader's learning process, providing knowledge, opinion, and judgement in critical areas. When teams are coached as a team (Schaubroeck, Carmeil & Bhatia, 2016) the outcome of the TC results becomes team learning, this involves improving team processes, learning new skills, developing interpersonal skills, dealing with conflict amongst leaders, ability to adapt quickly when the environment changes or when the world presents changes which demand certain skills from leaders. Leaders may require coaching for any of these reasons and the coach coaching teams must have the skill to assess the team dynamic and then provide coaching interventions that support the leaders to have skills.

### **1.2.5 The role of the team coach**

The team coach (Bond & Naughton, 2011) has various roles to play, such as building the motivation of leaders, developing self-awareness as well as appreciating the personal development of leaders.

On the other hand, Grant (2012, p.16) suggested that 'the role of the coach is to aid the leaders or coachee's movement through this self-regulatory cycle by helping the coachee to improve specific action plans and then to track and gauge progress towards those goals'

Additionally, to the role of the coach, the coach gets to exhibit certain behaviours. McCarthy and Milner (2013) noticed that these behaviours include the ability to listen to teams, to give leaders feedback that is constructive.

Hauser (2014, p.50) identified that there are 'four role behaviours expected from an external team coach (advisor, educator, catalyser and assimilator)' The coach's role coaching leaders may still cover the ability to facilitate sessions and to assess the right timing to suggest certain aspects, the coach still carries the role to insure that they have client information confidential, the coach gets to assess which behaviour to display at which intervals in the coaching session. To assess and behave appropriately, the coach gets to learn and raise their skill; they require to accept that coaching a team of leaders is more demanding than coaching individuals.

Raelin (2006) established that TC begins with any dialogue, with any stance of non-judgemental enquiry and it involves submitting one's idea and views to the critical scrutiny of others in a safe environment. The coach has to recognise their role and establish that when implementing team-coaching initiatives, the team can learn from these coaching initiatives.

## **1.3 Research problem**

The world is constantly changing and requiring business leaders (BLS) to learn new competences. For BLS to learn and adapt to these changes multinational organisations MNO employing these BLS may be required to employ an

external coach to facilitate the learning. MNO employing the external coach may not be able to assess the effects the team coaching. To assess if BLS learnt and changed behaviours as a result of TC, MNO will require the perspectives of the TC from the BLS coached. This data enables MNO to make future decisions whether to extend the team coaching to business leaders in other subsidiary offices. Additionally, coaches wishing to pursue a career in team coaching are able to use this data to decide whether to coach teams or individuals in their career. This study investigates whether business leaders were able to learn from the team coaching initiatives, whether they have changed behaviours because of team coaching, it collects the different perspectives from the BLS. The inability to collect the data restricts the MNO and coaches from making future decisions.

Raes, Dochy and Kyndt (2012), Godfrey, Andersson-Gare, Nelson, Nilsson and Ahlstrom (2014) Advised that particularly those organisations who enable themselves to deliberately learn and assess the learning can keep up with these changes. These organisations may be able to cope with overgrowing stream of innovation and information.

The research report will make use of the terms teams, team, team members and members interchangeably, additionally the terms leaders, business leaders will be used interchangeably and ultimately refers to business leaders.

#### **1.4 Research questions**

- i. How does TC contribute to the learning of the team?
- ii. How does TC change the behaviour of the team?
- iii. What contributes to BLS perceiving team coaching differently to BLS who have experienced the same team coaching?

#### **1.5 The significance of the study**

The study aims to assess the learning of the team, whether TC has contributed to the learning of BLS, it assesses if the behaviours of BLS have changed as a result of the team coaching and the perceptions of business leaders of the team

coaching. Since the study focuses on team coaching and team learning of the team, changes in behaviours of the team, perceptions of BLS will be assessed.

### **1.5.1 Team coaching enhances learning**

Team coaching as a term is rather new, it represents only 9% of the total coaching. 76% of the organisations are expected to increase team coaching in the next two years. Team interventions introduced in team coaching sessions have a direct impact on the performance of the team, team learning and the behaviours of teams. To increase learning and behaviours team coaches coaching teams have to focus on two or more dimensions of the team. Team coaching interventions that focus on increasing the interpersonal skills of the team's results in significant improvement within teams, these improvements include team process improvements and improved outcomes (Widdowson, Rochester, Barbour & Hullinger 2020).

TC does have a positive impact on a team's outputs, teams can improve team processes such as skills, effort, knowledge and learning. Furthermore, teams benefit from TC as they can increase learning, therefore enhancing their ability for decision-making, information sharing, communication and participation (Carr & Peters 2013a). Similarly, Matsuo (2018) stated that team coaching has the potential to increase the ability of teams to make decisions and to share knowledge. In the fast-changing world, teams require these skills. Du Toit and Reissner (2012), confirmed that TC helps teams learn powerful lessons and learn to expand their capacity for implementing tasks. They better learn to improve performance, learn on a personal level and change behaviours. They learn new knowledge, skills, understanding and meaning.

TC helps with the quality of thinking more than leading to a specific realisation, (Tkaczyk, 2016), (Farmer, 2015), (Peters, 2013), (Woodhead, 2011) It is more sophisticated than coaching individuals, it is a solution-focused dialogue, which encourages the enhancement of self-directed learning and personal growth of teams, teams learn to work jointly as a team, they learn to enhance their personal and professional relationships, therefore increase the readiness to learn from one another. Even though team learning is focused on the learning of

teams, individual team members can learn aspects that are different to other team members. Team coaching can enhance learning in teams in many aspects, it can enhance the learning of teams by creating self-awareness, this entails being aware of the team members talents and knowing when to use these effects as effectively as being aware of when to make changes to the strategy of the team and how to solve conflict (Higgins, Young, Weiner & Wlodarczyk 2010).

### **1.5.2 Learnig as a team**

Teams must learn to succeed in the continually changing world, research explicitly advised that team learning emerged as a topic in the management literature in the 1990s and expanded in volume and variety in the early 2000s and beyond. It assumes that collectives – not individuals – can be said to learn. In team learning, teams learn the skill of communication and coordination, from this skill they can build shared knowledge about their team members, the task they are required to perform as a team, they learn to leverage the knowledge and skill of their team members to increase their existing knowledge and skill. If teams know one another they can learn from their team members as they receive knowledge from their team members they store the knowledge, retrieve and share the knowledge (Edmondson, Dillon & Roloff 2007). Derby and Larsen (2006) acknowledged that teams learn as a team and this process of learning happens over time. In some cases, individual learning influences the learning of teams. Learning is a psychological transformation that happens to an individual because learning appears in a vacuum especially in a team context.

Raes, Decuyper, Lismont, Van den Bossche, Kyndt, Demeyere and Dochy (2013), confirmed that unless teams can learn, the organisation cannot learn unfortunately even though organisations can make concerted attempts to ensure that teams learn, some factors can limit a team from learning. They advised that team learning is not simply implemented in the dynamic complexity of the real-world situation. Factors that limit or discourage teams from learning are overdependence on a dominant leader, the tendency to conform, known as group think, over-commitment to goals, diffusion of responsibility and some members may fail to express their true feelings to their team members. With

these teams, coaches need to creatively introduce concepts that encourage teams to learn. Team psychological safety is essential for team learning it is viewed as critical for team learning.

TL is exceptionally important (Albritton et al., 2019) when information collection is central to the objective of the team. Team Learning allows the team to (Chandrasekaran & Al-Ameri, 2016) to achieve their objective and realize their common objectives by working collectively on a particular project.

### **1.5.3 The environment that encourages learning**

Organisations need to create a learning environment they referred to a single loop learning organisation which merely reviews the current policies and procedures and performs according to these, and learning occurs when errors are corrected without altering the underlying governing values. A double loop organisation is an organisation that questions and confronts its current processes and procedures and that with these organisations learning occurs when errors are corrected by changing the governing values and thus the actions (Argyris, 1977; Argyris, 2002).

Hackman and Wageman (2005) stated that TC can create a learning environment by providing feedback to teams in ways that help members learn new and more effective team behaviours, it is essential that the coach shares feedback precisely with the intent to help members, coaches should be able to assess how this feedback is received by team members as this has the potential to enhance learning and to change behaviours of teams.

### **1.5.4 The ability to change behaviours**

The role behaviour is associated with four quadrants such as team coordination, team learning, team cohesion and team transitioning. He believes that the timing of the coaching engagement has an impact on the team's ability to shift in behaviour (Hauser & Markets 2014). Similarly, Hackman and Wageman (2005) advised that for coaching to be effective the timing of coaching is critical and that coaching interventions are more effective when they address issues a

team is ready to address. Furthermore, coaches should focus on task-orientated interventions that address the team performance process as a means to influence team learning.

In almost all cases, leaders can increase their learning and change certain elements of their behaviour. However, changing core behaviours in itself can be challenging. There is often a gap between what has been learned in coaching and the actual behaviour displayed by the leader who has been coached (Goldsmith et al., 2009). Robertson et al., (2018) stated that leaders must be given opportunities to practice applying the behaviours desired by organisations in day-to-day crucial conversations they have with peers and workers, and provide the feedback, coaching and rewards that will help cement the new behaviours.

## **1.6 Delimitations of the study**

The study will focus on team coaching experienced by the executive team of a multinational organisation: The following will be included in the study:

Cognitive behavioural theory, cognitive behavioural coaching, servant leadership, team coaching, team learning, the skill of the coach, changes to behaviours and perceptions of leaders.

This study entails many concepts; it is unrealistic to include all concepts that relate to this study. The following will be excluded from the study,

Executive coaching, group coaching, positive psychology, cognitive coaching, behavioural coaching, psychology, education, organisation development, transformational leadership, perception of team coaching of the executive team from their followers, adult learning theories, theories of transformational coaching, theories of transformational adult learning, organisational learning, organisational change and leadership styles that enhance learning in teams

## **1.7 Definition of terms**

### **1.7.1 Team coaching**

Farmer (2015) Defined team coaching (TC) as a process that involves a collaboration of its members through the integration of different skills and perspectives, and managing performance within an agreed framework of planned goals, standards and competency requirements.

### **1.7.2 Team learning behaviour**

According to Koeslag-Kreunen, Van den Bossche, Hoven, Van der Klink and Gijsselaers (2018, p.476). 'team learning behaviour is found to be one of the most effective team processes through which teams can adapt to and improve knowledge successfully. This behaviour is defined as an ongoing process of reflection and action characterized by asking questions, seeking feedback, experimenting, reflecting on results and discussing errors or unexpected outcomes of actions'

### **1.7.3 Learning**

De Houwer, Barnes-Holmes and Moors (2013, p.631) 'has defined learning as changes in behaviour that result from experience or mechanistically as changes in the organism that result from experience. They defined learning as an ontogenetic adaptation that is, as changes in behaviour of an organism that result from regularities in the environment of the organism'.

### **1.7.4 Servant Leadership**

Eva, Robin, Sendjaya, van Dierendonck and Lidene (2019, p.114) stated that 'the servant-leader is servant first; it begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead'.

### **1.7.5 Cognitive Behavioural Coaching**

O'Broin and Palmer (2009, p.184) defined 'cognitive behavioural coaching as a goal-directed, dual-system (psychological and practical) integrated approach. It aims to increase coachee self-awareness, improve coachee problem solving skills and supports coachees in modifying their performance inhibiting, stress inducing and goal blocking beliefs. CBC has adapted cognitive and cognitive behavioural therapy to coaching'.

### **1.7.6 Leadership**

(Winston, 2006, p. 7) defined 'a leader as one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organisation's mission and objectives causing the follower (s) to willingly and enthusiastically expend emotional, and physical energy in a concerted coordinated effort to achieve the organisational mission and objectives. The leader achieves this influence by humbly conveying a prophetic vision of the future in clear terms that resonates with the follower(s) beliefs and values in such a way that the follower(s) can understand and interpret the future into present-time action steps'.

## **1.8 Assumptions**

The research is about learning as a result of the team coaching and thus changing behaviours, it assesses the perceptions of BLS of team coaching. It is assumed that leaders may be open to sharing their learnings as a result of the team coaching; other leaders may not be able to acknowledge their learning from the team coaching. The other assumption is that leaders may not feel comfortable sharing their learning with the researcher. It may still happen that the BLS focus on criticizing other leaders instead of focusing on their learning. It is assumed that the report will be able to demonstrate that teams can learn as a collective, furthermore that they can learn at the same phase, experiencing the learning collectively as a team. Some members might differ in their perspectives of learning as a team.

## **1.9 Structure of the report**

Chapter 2: The key terms and concepts about the study are described in this literature review. The key terms for this study include aspects such as team learning happens teams. For learning to be effective several factors are essential such as teams making the effort to learn and not relying on the team coach alone, coaches making use of CBC can help teams to learn and to develop action plans and achieve goals while raising self-awareness amongst teams. Servant leadership is a key concept stating that teams willing to change their leadership approach to serve others can learn as a result of the TC. There are other key concepts such as when the beliefs of the team and that of the coach are congruent then TC is perceived to be satisfactory, leadership behaviours and the skill of the coach influence how the business leaders perceive TC. Business leaders coached can change behaviours. At the end of the literature, review propositions are stated as possible answers to the research questions posed in Chapter 1.

Chapter 3: this chapter is focused on the method to be used for collecting the data for the research report; it provides details on how the data will be collected and the population as well as the sample to be interviewed. This chapter provides the possible structure of how this data will be gathered

Chapter 4: This chapter combines the findings from the interviews conducted and the discussion points, further citations are included and themes have been identified. Key concepts include the use of CBC when coaching teams the skill of the coach and how servant leadership can provide continuous learning even post the team coaching.

Chapter 5: This chapter provides the conclusions, which relate to this research, it considers the previous research conducted, and findings to provide conclusions to the research report.

## **CHAPTER 2. LITERATURE REVIEW**

### **2.1 Introduction**

As the world continues to present changes, leaders of organisations must continuously learn so that they can enhance skills and continually exercise these for the benefit of the organisation. Learning on its own is difficult for most leaders as it entails leaders changing their mindset from the previous learnings to the new ways of thinking. Leaders may demonstrate attitudes of either being open to learning or resisting the learning. For this reason, organisations consider making use of external coaches, so that teams can transition to learning new concepts and meet the demands presented by the external world (Torbrand & Ellam-Dyson, 2015).

The literature review will assess and summarise the concepts relating to team learning. This literature review will begin by defining some key concepts; then will be followed by a discussion on how TC contributes to the learning of the team, then how TC changes the behaviour of the team, and finally followed by a discussion on what contributes to business leaders perceiving TC differently to BLS even though exposed to the same coaching interventions.

### **2.2 Definition of topic**

Team Coaching-TC has been defined in various ways some like Thornton (2010) defined it as a place where learning goals are shared, it relies on individual team members learnings and changing their behaviour. Hicks (2010) argued that it includes one-to-one coaching, team facilitation and team-building interventions. Hughes and Albertyn (2017) differed as they stated that it differs from one-to-one as the 'team as a whole is the client and the collective performance is the goal'.

For this study, the definition that will be employed is that of Farmer (2015) who defined it as a process that involves a collaboration of its members through the

integration of different skills and perspectives and managing learning within an agreed framework of planned goals, standards and competency requirements.

TC differs from Team Learning TL as TL involves social interaction, leveraging of relational synergies, and development of shared understanding and meaning (Knapp, 2010). Kayes, Kayes, and Kolb (2005) Described it as a reconfiguring of a group's purposes to achieve a continually greater and more complex purpose.

Ellis, Hollenbeck, Ilgen, Porter, West and Moon (2005, p.3) defined TL "as a relatively permanent change in the team's level of knowledge and skill produced by team members' collective ability to encode, store and retrieve information over time". They further stated that "learning reflects changes in both knowledge and behaviour" p. 2.

According to Osula and Maennel (2019, p.17) "Team learning TL can be defined as a process, in which a team takes action, obtains and reflects upon feedback, and makes changes to adapt or improve. The intertwined process of sharing, storing, and retrieval processes need to take place for the team learning to occur. The learning involves collective thinking skills so that groups can develop abilities exceeding those of the sum of individual group member's talents".

Schaubroeck, Carmeli, Bhatia, and Paz (2016) on the other hand, defined it as activities carried out by team members through which a team obtains and processes data that allow it to adapt and improve, in some cases where teams are coached as a team it results in team learning.

Zellmer-Bruhn and Gibson (2006), explained that leadership, training, coaching, feedback and technology plays an important role in team learning, as teams are interdependent with and socially embedded in their organisational settings. Edmondson (1999) explained that the activities carried out by team members, are essential for learning these includes teams obtaining and processing data, then allowing this processed data to improve the team's thinking. Where TL has taken place (Clutterbuck, 2010a), a behaviour change will become evident and that TL is a continuous process that is grounded in concrete experience.

Knapp (2010) advised that TL is a dynamic process in which the learning process, the conditions that support them, and team behaviours, change as the team changes. Hernandez (2002) confirmed that it stimulates positive interferences and individual accountability among teams working in groups.

## **2.3 Team coaching contributes to the learning of the team**

### **2.3.1 Introduction: First Research Objective**

The research question aims to answer the question of how TC contributes to the learning of the team. The research will be conducted and will focus on how TC coaching contributes to the learning of the teams, several theories will be assessed such as cognitive behavioural theory CBT, team coaching theory, servant leadership, as well as the skill of the coach will be assessed.

### **2.3.2 Theories**

#### **Cognitive Behaviour Theory - CBT**

James (2014) found that what has been recognised is that in CBT when working with people, people may tend to have self-beliefs which have an impact on how they view themselves and may affect their decision making. In CBT patients or teams are encouraged to have internal dialogue this enables them to be aware of self-beliefs and thoughts, they are encouraged to shift to adaptive thoughts and behaviours, thus strengthening their self-belief and self-thoughts.

Gonzalez-Prendes, Resko and Cassady (2019) stated that CBT is rooted in the fundamental principle that individuals' cognitions play an essential role in the development and maintenance of emotional and behavioural responses to life situations, such as how people make judgments, meaning to live is associated with their feelings.

### **2.3.3 Team coaching theory**

Within the team coaching theory (Hackman & Wageman, 2005) there are many aspects to consider, organisations that are keen on team coaching will spend more time coaching teams and those that are not keen will not spend more time on coaching teams. Where more time is spent on coaching interventions, teams do improve and this indicates that TC is important for these specific organisations. When coaching teams as a coach there are, many aspects to analyse and these include the ability to observe the team and give constructive feedback on how to improve. How teams interact with one another and how this affects the team. The development of individual team members is essential as when individual members develop, they can influence the team positively.

### **2.3.4 Servant leadership theory**

The SL chooses first to serve and then as an outpouring of that, desire comes an aspiration to lead others. The servant-leader sees subordinates, or followers as the main reason for being in the position and wants to do everything in his/her power to ensure they grow, are developed and that they eventually become servant leaders themselves (Heyler & Martin 2018).

### **2.3.5 The learning teams**

When change is introduced in the business, BLS must go through a learning process, making cognitive, interpersonal and organisational adjustments that allow new routines to become ongoing practice. Often teams are required to engage in a collective learning process and factors that encourage teams to learn together are authority structure, psychological safety and team stability. Learning in teams can be challenging as some team members might resist the learning while some might be open to the learning process. The learning process includes learning through trial and error and that learning in teams occurs when individual team members create, acquire and share unique knowledge and information. When teams are sensitive to the demands and concerns of other individuals and other team members, when they interact and

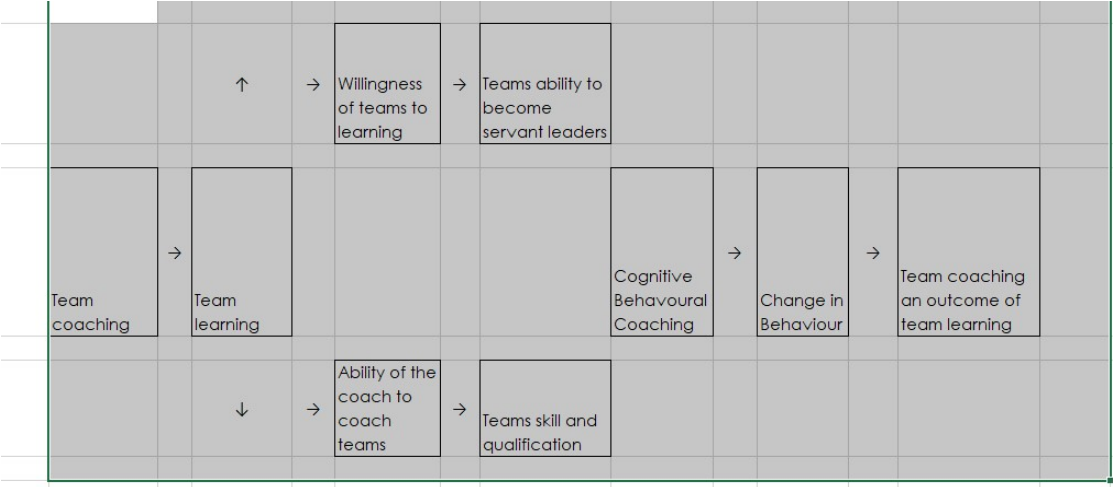
collaborate with other members then learning happens, teams that collaborate well enhance the learning of teams (Edmondson, Bohmer & Pisano 2001).

van Offenbeek (2001), Allen, Reiter-Palmon, Crowe and Scott (2018), Kretlow and Bartholomew (2010) explained that learning improves in cases where activities such as coaching are directed towards improving the team and when coached teams engage in debriefs when they receive continuous support and allowed to improve and achieve goals. This is true particularly for teams that are willing to learn and open to learning from the beginning of the coaching initiatives. London and Sessa (2007), Killion and Roy (2009), Hernandez (2002), Teece and Pisano (2003) claimed that learning of teams is viewed as a cycle of activities, which includes reflective communications, experimentation, and knowledge codification. When teams are involved in a cycle of continual improvement, learning improves: the cycle of continual improvement includes analysing data, determining learning goals, designing team strategies, receiving coaching, support, and then assessing results. Even though teams learn as a team, in most cases the learning differs from each member as each team leader differs in how they receive the learning and how they apply the knowledge learnt.

Team members that collaborate well can learn more effectively as can engage in continuous collaborative learning. The team coach coaching teams have an essential role to play when coaching teams, at the same time teams are required to take a lead on certain topics such as decision-making and the sharing of ideas (Compen & Schelfhout, 2020). "Team coaches coaching teams may be required in aspects such as the clarification of objectives, provision of support and encouragement, stimulation of innovative thinking' p.23.

Furthermore, the role of the coach (Higgins, Young, Weiner, & Wlodarczyk, 2010) is to increase the learning of teams such that they can communicate effectively, align as a team, learn to handle conflict and interpersonal skills.

**Figure 1: The Learning of the team**



### **2.3.6 Cognitive behavioural coaching CBC**

Sardinha (2012, p.125) defined CBC as “A collaborative, goal-directed endeavour using multimodal learning methods to help individuals or teams develop their capabilities and remove psychological blocks that interfere with this process.” Similarly, Karas and Spada (2009) stated that CBC focuses on examining and re-examining unhelpful beliefs. It is a coaching approach that is ‘goal-oriented and very much focused on the here and the now’ p. 44

On the other hand, Williams, Edgerton and Palmer (2010, p.38) stated that “CBC is based on the premise that way you think about events profoundly influences the way you feel about them and this in turn impacts on stress and performance.” For learning to happen the coach making us of CBC may ask Socratic questions to the team increasing the self-awareness. Scaling questions may be used to increase self-awareness and to elevate the ideas and believes of the team specifically to assess if these ideas and beliefs are in line with reality. Similarly, Karas and Spada (2009) Van den Bossche, Gijsselaers, Segers, Woltjer, and Kirschner (2011) stated that CBC focuses on the way individuals make sense of their environment through knowledge structures and this influences their ability to learn, thus coaching can contribute to the learning of teams as individual team members. While Kayes et al., (2005) specified that if teams develop a composite image of themselves by developing the capacity to reflect on their experience through conversation that examines and integrate differences in members experience on the team. This shared image becomes the guiding light that enables the team to learn and shape itself to respond effectively to the changes in the business. A team that cannot see itself accurately is ultimately flying blind. To develop this shared self-image, a team needs to create a hospitable conversational space.

### **2.3.7 CBC helps teams develop action plans and achieve goals**

CBC helps teams to develop action plans for the future with the ultimate goal in helping them to become their self-coaches, different models can be used to coach teams such as SPACE Social Context, Physiology, Action, Cognition and Emotions which aims to help the teams to achieve their goals. The overall objective of CBC is to empower the teams in such a manner that they can become their coach (self-coach). When the coach realises that this model is not effective for the team that they remain in the problem and are unable to make use of the coaching strategies to achieve the goals. The coach is then able to shift to other models such as PRACTISE – Problem Identification, Realistic relevant goals developed, Alternative solutions generated, Consideration of consequences, Target most feasible solution, Implementation of chosen solutions and then Evaluation. There are many models that the coach can use to affect the learning. These models help teams learn and individual team members can learn new skills, which they can apply amongst team members (Palmer & Szymanska, 2007).

Gyllensten, Palmer, Nilsson, Regnér and Frodi (2010) stated that in a case where CBC was used it proved to be effective in that the teams were able to, increase goal attainment and enhance cognitive hardiness. Neenan (2008) explained that CBC coaching makes use of Socratic questions, these aims to gather information from the coachee or teams; they are more goal-orientated and aims to shift the team to the goal. It is essential to ask the right questions with intent as if this is not achieved then coaching will not be as effective. Socratic questions intents to create awareness and encourage reflection from the team; it encourages teams to reach their conclusion.

### **2.3.8 CBC Contributes to the learning of teams**

Gyllensten et al.,(2010) advised that CBC contributes to the learning of teams in that it has the potential to regulate emotions and enhance the ability of teams or individuals within teams to work with thoughts, which means that the coaching can help teams to identify and challenge cognitive distortions, let go of rumination and practice the new way of thinking. Palmer (2007), Clutterbuck

(2010b), O'Broin and Palmer (2009) stated that by identifying the teams' cognitions, beliefs, interpersonal responses and emotions, coaches can influence teams to become aware of these behaviours and begin to change these to the learning experiences. Furthermore, CBC has the potential to integrate problem-solving models, by addressing the emotional aspect of teams before dealing with the practical problem, thus increasing the learning. Similarly, Good, Yeganeh, and Yeganeh (2013), Spry (2015), reported that because CBC is driven largely by real-life experiments that provide structured opportunities to test new thoughts, it has the potential to contribute to the learning of individual team members learning. Teams learn how to control their emotions, thoughts, self-defeating beliefs, improve emotional intelligence, tackle present problems and future challenges, they become flexible in the manner which they analyse their personal and business challenges. Clutterbuck (2010b) Explained that, practical interventions may be introduced to the team. The coach can pair team members to work in pairs and to analyse their own particular issues as individuals and as a team. The coach can help the team identify, examine and change unhealthy thoughts, feelings and beliefs and start them thinking in ways that are more realistic, positive and workably effective. It is essential that the relationship between the coach and the team is a good relationship, as this contributes to the learning of the team.

### **2.3.9 Team Coaching contributes to the learning of teams**

There are many ways in which TC can contribute to the learning of teams, Hackman and Wageman (2005) indicated that the coach can engage in a process consultation, which entails a process to better understand the team's interaction process and the ways that team processes foster or impede effective team functioning. In other aspects, the coach can analyse the time spent on TC and if lesser time is spent then they should be able to close the gaps by increasing the time spent in TC. Other forms entail coaches providing feedback to a team in ways that help members learn to elevate their level of thinking. Vasan, DeFouw, and Compton (2011) differed in that their focus is not on the coach ensuring that the TC contributes to the learning, rather they stated that for TC to contribute to the learning, the team have to take ownership of learning

content such as the goals, objective and perhaps the planning process. They stated that when teams participate in the process of the self-directed process, they become motivated by internal factors such as enthusiasm, self-directedness, self-esteem and self-confidence than external pressures. Woodhead (2011) explained that TC can contribute to the learning of teams specifically when teams learn about their team members, share personal stories, become vulnerable with their team members. This can reduce dominance or power from the other members, enhancing psychological safety and the ability to learn as a team. Similarly, Dassen (2015a) suggested that teams may be used as a vehicle for individual development, members can engage in social learning which entails mirroring and giving feedback on individual issues. Caine (2020) stated that TC contributes to the learning of teams as it, (1) provides a forum for dialogue and thereby improving communications, (2) it gives focus and clarity for shared goals, (3) It increases trust and collaboration that allows participants to see beyond each other's professional image, (4) it enables a systematic understanding and approach to problem-solving, decision making and commitment to achieving collective outcomes, (5) it creates psychological safety for teams to learn. By holding these characteristics, TC can contribute to the learning of the team. For TC to contribute to the learning of teams team coaches need knowledge about both organisational and team dynamic factors, the TC initiatives have to focus on the goal of the team, it has to be supportive, aimed at helping teams help themselves and making use of already present team resources to achieve sustainable change. Individual team members have to make an effort towards improving their learning and deliberately contribute to the team, they have to play a role that contributes to the learning of their team members.

### **2.3.10 Servant Leadership SL Approach contributes to the learning of teams**

Organisations increasingly utilise teams to increase their competitive advantage, improve productivity increase response times and improve decision-making. For teams to learn a servant leadership approach can be used within teams. Within TC, coaches can encourage team members to serve one

another, where teams interchange by being servant leaders on the one hand and followers on the other hand. TC contributes to the learning of the team by encouraging members to serve one another, the benefit of this approach is that even long after the team coach has left the organisation, team members continue to serve other leaders within the same team. They advised that the servant leadership approach contributes to the learning as it (1) focused on developing its followers (2) uses one-on-one open communication as well as persuasion to understand the needs of the followers (3) creates an opportunity for the followers to grow (Mahembe & Engelbrecht 2014).

Through SL leaders enhance their learnings (Neubert, Hunter & Tolentino, 2016) leaders with the ability to recognise the needs of their followers serve beyond an organisation and provided the following reasons, (1) being interested in the needs of the followers (2) considers the interest of the stakeholder, customers etc, encourages the growth of the people they are serving. Caine (2020) Mirrors this in that they agreed that, for teams to learn from team coaching, servant leadership principles must be practised and these include a leader who is (1) able to listen deeply to understand the needs and concerns of others (2) works thoughtfully to help build a creative consensus (3) honours paradox searches out the balancing truths from within opposing views). These behaviours in teams lift others and actively engage in the growth and development of those being served, as well as their own.

Trastek, Hamilton and Niles (2014) claimed that leaders who serve ensure that they are consistently aligned with their followers. By having the follower in mind, they can provide appropriate advice thus allowing the follower to make informed decisions. By displaying this behaviour followers can gain trust from the SL, this promotes a healthier working relationship, and because teams rely on one another for information the ability to trust and to have a good working relationship becomes essential to effective learning within teams.

### **2.3.11 An attitude of a servant leader contributes to the learning of teams**

McGee-Cooper and Looper (2001) reported when leaders in a team become servant leaders to their team members, that team members learn as leaders with servant characteristics can create a win-win solution for all members, these leaders have the capabilities to use personal trust, respect and unconditional love to build bridges and to do what's best for the whole. These characteristics can contribute to the learning of the team.

Sousa and van Dierendonck (2017) provided a different perspective to servant leadership in that they explained that while leaders who serve are known to be humble, they are also required to show initiative, assume risks and take ownership, provide ideas and structure. There needs to be a balance between the overall humble attitude of service and behaviours that instil action and efficacy. When followers experience these attitudes from servant leaders, they can learn and follow. In cases where leaders serve, they ensure that followers are accountable for their actions, further learning is enhanced. Similarly, Page and Wong (2000) advised that how TC contribute to the learning of the team is that it creates awareness and that leaders within teams have to learn to lead from a servant leadership perspective and to do that individuals need to undergo a journey of self-discovery and personal transformation. That the secrets of servant leadership are gradually revealed to them through listening to their inner voices as well as the voices of those who have discovered the truth. The other factors that enhance the learning with regards to SL are when leaders engage in a process of self-evaluation, and when they receive feedback from those they serve. Many of the times leaders will give themselves a higher rating and therefore get feedback from others can be more accurate, encouraging the leaders to close the existing gaps as they continue to learn the art of servant leadership.

How TC contributes to the learning of teams is when leaders engage in a process of self-awareness, obtain feedback from those they are leading when they deliberately act as leaders by empowering others and listening to others and that TC can create an SL attitude amongst leaders, which creates the

learning amongst teams. Coached leaders can assess their learning and continually improve as individual team members.

### **2.3.12 The Skill of the Coach**

The skill of the coach is essential when making use of the CBC approach to coaching, Karas and Spada (2009) explained that a skilled coach will be able to assess which interventions are necessary, the aim of the interventions, and most importantly the timing of the coaching intervention. Assignments might be introduced to help teams determine long and short-term goals. Other exercises could focus at facilitating cognitive awareness and engagement in the agreed activities. In all cases, the coach requires a skill to assess the team dynamics, what they can introduce to assist teams to learn new skills. Clutterbuck, (2010b), Ward, Van de Loo, and ten Have (2014), Ofstad and Brunner (2013) confirmed that the highest level of learning happens most when practical exercises are introduced in coaching, in other aspects the coach can introduce exercises that encourage teams to look at history, allowing them to reflect on themselves emotionally. Lungu, Boone, Chen, Chen, and Walser, (2020) differed in that they stated that in CBC the skill of the coach entails designing a coaching program that is measurable in this way the learning in teams can be evaluated. A coach using CBC has to have the skill to shift the team from focusing on emotions (Neenan & Dryden, 2013) i.e., enabling the emotion to drive their behaviour instead a skilled coach will create a sense of awareness within the team, this enhances the teams' level of thinking. A skilled coach will be able to enhance the learning of teams.

The skill of the coach is diverse that it entails many factors such as the ability to reflect, being caring and having good listening skills. Other factors that have been identified as important include, the coaches credibility, the coaches collaborative style of working, the need for the coach to be authentic and have integrity. The ability to challenge teams, the ability of the coach to have confidence about their abilities. The coaches' ability to treat confidential information as confidential, to be friendly without becoming a friend. To build professional relationships, to provide candid feedback and to focus on the need

of teams (Passmore 2010). Edmondsons (1999), Edmondson (2003), Rylander (2016) advised that the skill of the coach entails the ability to influence teams to learn new skills. To encourage contentious communication, which means a pattern of unproductive interaction between two or more persons in which each tries to prove he or she is right and insist the other is wrong, the ability of the coach to make use of social influence to influence the learning of teams. Social influence entails the ability to change a person's opinions, attitude and values.

Dassen (2015b), Clutterbuck (2010b) confirmed that a skilled coach needs to have personal and interpersonal skills to build a holding space for safe and playful learning and experimenting, to enhance learning the team may be expected to know the organisation and the team dynamic. They have to enable the team to manage itself in such a way that it can think about the primary task, drawing usefully on the skills and talents of teams.

Riddle, Hoole and Gullette (2015) Stated that for teams to learn the coach has to know the goals and targeted learning that the team and organisation expect because of the coaching.

### **2.3.13 Proposition 1: Team coaching contributes to the learning of the team**

## **2.4 TC changes the behaviour of the team: second research question**

The research question aims to answer the question of how can TC change the behaviour of the team? Research conducted will focus on the changes in the team because of the TC.

### **2.4.1 Leaders change behaviours as a result of TC**

Individual team members differ in how they respond to the coaching interventions, Gratton and Erickson (2007), Stoker (2008), Van Winkle, Allen, De Vore and Winston (2014) found that the behaviour of the coach influences

how teams learn and then behave. Teams can learn new ways of thinking that can change their behaviour, they can learn to share knowledge freely, learn from another, shifts workloads flexibly, break unexpected bottlenecks and help one another complete jobs and meet deadlines, especially if these teams are less complex. As a result of TC, teams learn to empower others, let others do their jobs enabling them to learn, grow and progress. Dassen (2015) stated that, in a team coaching setting leaders that are stuck in unwanted team dynamic can be helped to move forward by, (1) helping them understand what is making them remain in the unwanted surface or the unwanted team dynamic, (2) helping them turn their unconstructive group dynamic into a dynamic that encourages the team work together, (3) making use of coaching interventions that can create awareness these interventions can include role-plays. Because these interventions enable the team to observe their behaviour, through this observation, teams can change behaviours and change from being in the unwanted team dynamic to a constructive team dynamic.

#### **2.4.2 CBC approach changes the behaviour of teams**

Sardinha (2012) Stated that making use of the CBC approach in coaching has the potential to change the behaviour of the coachee or teams, i.e. change the unhelpful thoughts to helpful thoughts. The change is not dependent on the CBC approach rather is it depend on the coach being able to assess when to make use of CBC and which models to use in this regard. Even though the coach focuses on using the CBC approach, the coach can identify if there is no need to coach using the CBC approach. Neenan and Palmer (2006) Peterson (2006), Spry (2015) confirmed that when a coach engages in CBC, they can coach teams on how to respond to events, teams can learn to become emotionally aware and emotionally intelligent, thus learning how to manage their own emotions and feelings. Through this approach, teams learn behavioural techniques such as modelling, sharing feedback, shaping and successive approximation, self-management, rewards and behavioural practice. Similarly, Hultgren, Palmer and ORiordan (2013), Clutterbuck (2010a) stated that through CBC teams can learn to manage stress, strive for goals and enhance their well-being. As teams learn these new approaches, they begin to

change their behaviour and respond to events positively. Similarly, Foster (2013) confirmed that teams may learn to respond positively to events and display emotions of admiration, gratitude, dependency etc. The willingness to adapt to changes contributes to teams changing behaviours (Marquardt, 2011). Research shows that teams that change behaviour, can be innovative and can adapt to new situations and develop new knowledge better through engaging in team learning behaviours, which in turn explains their success (Lee 2012).

Decuyper (2010) Stated that learning behaviours entail sharing, constructive conflict, and construction. Team members, who demonstrate all three learning behaviours can build new knowledge, solve complex problems and develop innovative solutions collectively. Riddle et al. (2015) Reported that learning in teams can result in improved behaviours for coached teams, in other cases these behaviours can differ for each team member depending on their unique skill set, preferences and organisational context.

Edmondson (1999) Stated that teams learn best when the coach has created a psychological safety environment for learning and this can shape the behaviour of people within teams. He made an example that one person can admit to mistakes and view this as a learning process and they can speak up when mistakes are made, while another person in the same team might feel the need to protect their image by hiding mistakes and as a result having a different view to mistakes made.

### **2.4.3 Team Coaching Theory**

Within the TC theory concepts; certain aspects influence the team to change behaviour and one of these is the ability to raise awareness amongst teams. The concept of raising awareness is not simple as the coach is required to have the skill to carry out this process, the coach works with different people and the ability to recognise this and raise awareness in teams is essential for changing behaviours (James 2020). Behavioural changes as a result of TC (Brown, 2010) ranges from, (1) ability to improve communication, (2) the ability to develop trust within the team, (3) to resolve conflict constructively, (4) ability to increase the emotional intelligence of leaders, (5) reduction of working in silos

as leaders of the organisation (6) ability to improve systemic awareness of the organisation. These are beneficial to the organisation, there are disadvantages to coaching in teams, some team members might not be comfortable in learning with other team members and this will affect the ability to change behaviours for these individual team members.

#### **2.4.4 Servant Leadership impacts the behaviours of teams**

SL is essential amongst teams (Sousa & Van Dierendonck, 2016) as the team member serving is required to display behaviours that have the potential to influence other team members to follow. These aspects include empowering others, being accountable, having humility, forgiveness and being authentic. These characteristics displayed by leaders serving others will influence followers to change behaviours; the change in behaviours includes (1) Decision-making (2) information exchange (3) collective behaviour. In a case where leaders interchange the role of SL, where each leader has the opportunity to play both roles. It is advisable that the leader measure the style of each leader and then provide feedback to each leader. This way SL has a greater impact on changing behaviours as not only are the leaders serving other, rather they can receive feedback from their followers. Leaders who coach and then learn the skills to serve others in their leadership can change the behaviours of leaders (Jit, Sharma & Kawatra 2017) leaders who demonstrate SL skills can influence followers to increase their organisational commitment, and followers who are led by a servant leader can collaborate well with others and build sustainable relationship amongst followers. Chetty (2017) explained that the coaches who are coaching leaders to become servant leaders must be able to influence teams to see the value of SL. For these leaders, a coaching program can be developed to influence leaders to serve certain aspects that can be taught in this program and these entails, (1) enabling the leader to learn in the program, then allowed to practise what has been learnt, one of the practical exercises which leaders can practice can entail empowering others, (2) within the program awareness can be raised amongst leaders enabling them to understand the impact of a control leadership style and the servant leadership style, the benefits of the servant leadership style can be emphasized, (3) self-reflection

exercise can be introduced (4) leaders can have the opportunity to engage in self-assessments raising awareness amongst leaders concerning the leadership style.

#### **2.4.5 The required skills to change behaviours**

Leaders can change because of TC (Gilley & McMillan, 2009) this change in leaders is required as it ensures that leaders remain competitive especially in a world that continually changes. When leaders are coached, they can make the following changes (1) change their thoughts and skills, these translate into their actions, ability to improve processes and improve how they interact with other leaders. (2) Ability to improve communication skills and these translate to a leader's ability to introduce change to other leaders and to influence change in other leaders. When coached leaders are already able to learn and present these behaviours already in the coaching sessions. As a result of TC Hunter, Neuberta, Perry, Witt, Penney and Weinberger (2013) stated that leaders who make a conscious decision to serve as leaders can gain skills such as the ability to increase collaboration and creativity amongst members, and this helps organisations gain and maintain competitive advantage. These leaders can gain the skill of reflecting and then in turn influence other leaders to serve as well, they can invite followers to become engaged with the organisation. They recognise that certain skills are required and can obtain these from the learning they experienced in the team coaching sessions.

#### **2.4.6 Proposition 2: TC changes the behaviour of the team**

#### **2.4.7 BLS perceive team coaching differently to BLS who experienced the same team coaching : third research objective**

The research question aims to answer the question of what contributes to the team perceiving TC differently when compared to leaders who have been coached within the same coaching program. The research will be conducted and will focus on the different perceptions of TC.

### **2.4.8 Cognitive Behavioural Theory**

James (1993) found that CBT attempted to explain what the relationship between a subjective experience and overt behaviour entails. CBT (2002) stated that in the case of CBC approaches leaders are taught to operate in their environment to maximize positive reinforcement for adaptive behaviours. In the context of CBT (Kilbride, Rory, Price, Wood, Barratt, Welford & Morrison, 2013) it is essential to be aware that coaches can not apply a one size fits all approach as each person is different in the manner in which they respond to events that happen to them.

### **2.4.9 Cognitive Behavioural Coaching**

Kilbride, Rory, Price, Wood, Barratt, Welford and Morrison (2013) stated that in cases where CBC is used a person-centred approach can be used having one on one sessions with the person and making the sessions about the client, this enhances a level of trust and as the result, the ability to share openly is also enhanced. The other aspect that contributes to trust is the ability to collaborate with the client, having a collaborative partnership relationship increase the ability to trust from the client perspective and in this regard, they can fully engage in the process. Understanding the practical exercises within the session enhances the ability to learn effectively; when the practical exercises are understood this aspect can influence the clients to engage with the process and thus their ability to perceive it as a positive intervention. Some aspects can discourage clients from learning from the CBC process these could have to address the thoughts they have and to make changes to these, this can be viewed as difficult and thus affect the perceptions of the CBC from the different clients. In other aspects the client's readiness affects their ability to engage in the process and perceive it positively, if they are ready for the process, they are most likely to perceive it positive and the opposite is true.

### **2.4.10 Servant Leadership Theory**

Gandolfi (2018) advised that, SL has been present for many years and dates back even in the times of Jesus. As the world advanced and introduced more leaders, a leader such as Gandhi, Martin Luther King were regarded as servant leaders as they demonstrated characteristics of servant leadership which are known as 'listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community' page 265. Servant leaders focus on developing the potential of followers, which in turn affects the organisational performance as followers are developed, they can contribute to the mission of the organisation. These leaders believe that fully developed followers translate into organisational performance. A leader who serves is highly interactive in ensuring that that the needs of the follower are catered for. Similarly, Rachmawati, Lantu (2014) stated that 'servant leaders seek to transform their followers to grow wiser, more autonomous and more likely themselves to become servants. Leaders who serve go beyond self and motivated by serving others as a result they are not motivated by positional power rather the interest of their followers. 'SL focus on stability ad evolution of the organization by the follower's personal growth as the basic foundation. It will take a long time but it will be strong over-time to make the organisational sustainability and stability' page 389.

### **2.4.11 Perceptions of business leaders of the TC**

TC may be perceived by leaders to have, (1) improved productivity, morale and team dynamics, (2) to have contributed to the development of teams, (3) to have contributed to the learning of teams and their ability to achieve goals, especially if these specific teams were faced with on-the-job crises before the TC, (4) to have contributed to continuous improvement of teams as it produced continuous and reliable information, (5) to have encouraged the engagement of all participants in all phases, (6) to have helped teams solve specific problems, (7) to have improved the meeting skills of teams (8) to have enhanced honesty and open conversation thus improving the relationship and prevent a positional hierarchy, (9) to have upgraded the level of the relationship with the customer,

(10) to have elevated the level of collaboration within teams. (11) to have changed the team by upgrading the levels of learning within teams (Godfrey et al., 2014), (Wageman, 1997), (Showers & Joyce, 1996), (Killion & Roy, 2009).

BLS of this organisation were exposed to TC to contribute to the learning of the team. They were exposed to different coaching interventions as a team, such as travelling to Cape Town to climb Table Mountain together, 360-degree feedback coaching sessions, challenging the team's habits, their communication style, and the level of interaction within the team, their ability to connect etc. All sessions were held face to face and the BLS were exposed to the same coaching interventions. While they were coached together as a team, they perceived the TC differently, each leader within the coaching session perceived the coaching differently.

#### **2.4.12 BLS perceive TC differently from their team members coached in the same program**

Factors that contribute to teams perceiving TC differently from their team members (Vargas-Tonsing, Myers, & Feltz, 2004) are the teams believes, these can be influenced by four principal sources of information: performance accomplishments, vicarious experience (e.g., modelling), forms of verbal persuasion (e.g., feedback from the coach) and psychological state. If the beliefs of teams are consistent with that of the coach, then a satisfactory interaction may occur between the coach and the team, thus affecting the perception of the TC. The opposite is also true if the beliefs of the team are not consistent with that of the coach, then the coaching will be perceived as not satisfactory. Each member in the team holds different believes from that of their team members, thus their perceptions will differ.

The leadership behaviour of the coach has an influence (Olympiou, Jowett, & Duda, 2008) on how teams perceive coaching whether to be satisfactory or not or to have enhanced the learning of the team or not. Furthermore, coach leadership behaviours are viewed as instrumental in developing motivated, competent and satisfied teams. de Haan, Duckworth, Birch and Jones (2013), Fransen, Mertens, Cotterill, Vande Broek and Boen (2020), differed in that they

advised that factors that influence the perceptions of teams relate to the coach's skills, qualifications, competencies, communications skills etc. These may influence the coachees motivational level. Apart from these the coaching program and the duration of the program influences how coaching is perceived. The intent of the coaching program also contributes to different perceptions of teams i.e., is the intent to focus on 360degree feedback, or to enhance the learning of teams. Furthermore, the fact that coaches use different coaching models such as the Goal Reality Options and Way forward - GROW model, solutions-focused model and different coaching approaches such as person-centred approach, and cognitive behaviour coaching approach contributes to the team's perceptions of TC and it being perceived differently to their team members.

The perceptions of TC of teams are influenced by the teams own intrinsic motivation such as the willingness to change, to satisfy customers, the willingness to learn to collaborate on a better level with teams, and because these factors influence the ability of teams to learn then it influences teams to learn and to become open to perceiving the coaching to be a success (Killion & Roy, 2009). These will differ from person to person even though they are in the same team, as individuals have different, intrinsic motivational factors Similarly, Godfrey et al., (2014) stated that perceptions differ due to the willingness of teams to engage in continuous improvement they further stated that whether TC is conducted face to face and teams can fully engage in the process, conversely teams may have a negative perception of TC if they do not agree with feedback received either from the coach or from their colleagues, in other factors they may be able to observe that the coach is not as experienced. They will differ in their perception as other leaders might be affected by the experience of the coach; this aspect might not affect others. Because teams comprise of different people with different personalities, beliefs, perceptions, their perceptions of TC will differ from that of their team members. March, Dolan and Tzafrir (2010) advised that trust is an important element in any organisation and members who have a high ability to trust will perceive TC differently from those who do not. Gandolfi and Stone (2018) stated that the different belief systems that each member has, 'people react based on perceptions of reality rather than

reality per se” p.2 and these different perceptions may “lead to different team dynamics”. p.3.

A good relationship with the coach (Vargas-Tonsing et al., 2004) will influence the team to view the coaching as motivational. Where coaching encouraged positive talk, and the teams believe are congruent with that of the coach it further influences the perception of the coaching and it can be viewed as effective. Similarly, Olympiou et al., (2008) explained that teams may perceive coaching to be satisfactory and contributing to the performance of teams as well as the self-esteem of the team. They may perceive it to be effective if the coach coaching them is perceived to be their ‘ideal coach’ and that a good relationship with the coach may influence the perceptions of coaching by teams, where the relationship is good then the coaching will be perceived as good and where the relationship is not good then the perceptions will also be impacted.

Other factors may be as a result of team members having a leadership style of servant leadership SL, (Hannay, 2009) where leaders enter the coaching space with the mindset to serve others, to empower others (which is viewed as a key concept in SL), appreciate others, to trust others and to ensure that they are trustworthy, these leaders will automatically perceive the TC as an opportunity to learn and increase their ability to influence others. Trust in the coach as well as team members influences how the TC is perceived. Reina, Reina and Hudnut (2017) advised that It is essential for team members to trust the coach and to trust other team members as this enhances the learning of teams. Team members who are willing to trust become willing to learn from TC, they become more willing to carry out tasks and strategies set out by the coach, eschew any doubts about the team, and work toward a common goal. This results in these team members perceiving the TC as satisfactory.

#### **2.4.13 BLS perceive TC differently because of their cognitive behavioural approaches**

CBT approaches are rooted in the fundamental principle that (Gonzalez-Prendes et al., 2019) an individual cognition plays a significant and primary role in the development and maintenance of emotional and behavioural responses

to life situations. Thus, how people perceive coaching is based on their cognitive ability. Examining our thinking provides (Neenan, 2017) an entry point into our inner world enabling us to discover whether our attitude is helping, hindering or harming us in our struggle to deal with difficult times. Leaders who can examine their inner world can learn from coaching interventions. Because CBC focuses on the here and now, the coach coaching teams have to be able to identify the attitude of leaders, raise awareness so that leaders may begin to learn and change these.

“The multidimensional model of leadership behaviour suggested that actual coach behaviour is influenced not only by the characteristic of the coach (e.g. personality, experience, attitude) but also by the coaching behaviour (required and preferred) that is directly influenced by antecedent situation characteristics (e.g. team, success and failure) and member characteristics (e.g. motivation level and skill)”. (Hogaard, Jones & Peters 2014, p.241-242)

#### **2.4.14 Feedback received from TC is perceived differently**

As leaders are coached, (Kets de Vries, 2005) the coach provides feedback to the team members, each leader perceives feedback differently when compared to team members, teams can make use of their cognitive ability and recognise that times have changed and thus a new way of leading is required from them, these leaders will be open to receiving the feedback from the coach, they will be able to process the feedback, implement and renew themselves as leaders. Conversely, leaders who are not able to recognise the importance of responding to the changes presented by the world, will not be able to assess that changing their leadership style is essential. Some leaders learn from feedback (Thach, 2002) and that feedback can be shared by making use of 360-degree feedback. Leaders who openly accept the feedback will increase their level of self-awareness, make use of this feedback to achieve their goals. Leaders who resist this feedback will reduce their learning, ability to increase self-awareness and the ability to work hard towards the achievement of their goals. Similarly, Leaders who can accept feedback, (Burke et al., 2006) perceive this as the information they previously didn't have and that this

information provides context to the current situation, it raises self-awareness and from this information, they can make decisions and solve problems. The feedback makes leaders aware of what is expected from them and why this is important in relation to the team's goal. Wright, Trudel, and Culver (2007) differed as they indicated that the feedback is dependent on how the coach shares it with the team, coaches need to continuously enhance their skill of coaching so that they can give feedback that encourages teams to become better. If teams perceive the team coach to have shared the feedback constructively then they will be more likely to accept the feedback.

Teams learn as a result of TC many factors influence the learning of teams. These vary from the beliefs of individual team members, how the team perceive the leadership coach behaviour and this is coupled with the experience and the qualification of the coach. The level of intrinsic motivation of individual team members affects how teams learn, individual team members who are intrinsically motivated will perceive the TC to have enhanced their learning. Teams will perceive the TC to have contributed to their learning if they have a good relationship with the coach and their team members have a mindset of serving others. Where teams can trust the coach, it enhances the learning and the feedback from the coach also enhances learning.

We, therefore, propose that teams coached as a team perceive coaching differently from each other.

**2.4.15 Proposition 3: BLS perceive team coaching differently to BLS who experienced the same team coaching**

## **2.5 Conclusion of the Literature Review**

Team learning is an outcome of team coaching, for teams to learn coaches coaching leaders have to be aware of what interventions to introduce within teams. The coach may make use of different models to ensure that teams do learn. Because of the continual changes presented by the world, leaders have to enhance their learning. Team coaches may make use of CBC in which case

the coach has to recognise the emotional level of teams and assist team members to overcome feelings of disbelieving so that they can learn as individual team members. Teams can focus on goals and then work towards the achievement of these goals; CBC aims to aid teams that they become their coaches.

Team learning is not only dependent on the coach coaching teams, rather teams have to make a concerted effort towards learning. Team members may be required to modify their leadership styles to that of servant leadership, with this style leaders learn as they take a keen interest in developing other leaders within the coaching sessions.

Teams can change behaviours as a result of team coaching, these vary from the ability to communicate effectively, interpersonal skills, ability to collaborate well with other team members, the ability to empower team members, ability to modify their leadership style to that of a servant leader. Team members modify their thinking and this results in changes in behaviours. Even though teams are coached as a team the learning happens in teams, and in other cases, individual team members can learn various skills as a result of the TC.

Team members coached perceive the TC differently from other leaders as team members differ in the beliefs, motivational level, each member differs in the manner in which they receive information. In other cases, teams perceive TC differently in the manner in which they perceive the relationship they have with the team coach, and this will differ from other team members, if a coach is viewed as ideal then the individual team members will perceive the coaching as satisfactory.

**2.5.1 Proposition 1: TC contributes to the learning of the team**

**2.5.2 Proposition 2 TC changes the behaviours of the team**

**2.5.3 Proposition 3: BLS perceive TC differently to BLS who have experienced the same team coaching**

**Table 1 Consistency Table: research questions and propositions**

<b>RQ#</b>	<b>Research Question</b>	<b>Proposition</b>	<b>State Proposition</b>
1	How does TC contribute to the learning of the team?	1	Team coaching contributes to the learning of the team
2	Can TC change the behaviour of the team?	2	TC changes the behaviours of the team
3	What contributes to BLS perceiving team coaching differently to BLS who have experienced the same TC?	3	BLS perceive team coaching differently to BLS who experienced the same team coaching

## **CHAPTER 3. RESEARCH METHODOLOGY**

This chapter provides a detailed description of the research methodology. This section will begin by outlining the research approach. Then a description of the research design, data collection methods, population and sampling, as well as the research instruments used will follow. Finally, a summary of the limitations, credibility, transferability, ethical considerations of the study are discussed.

### **3.1 Research approach**

This research report used a case study method and it intended to assess the perceptions of business leaders on team coaching, it assessed their perceptions from a team learning perspective. To explore the given research questions, a qualitative approach was most appropriate. William (2010), Merriam (2002) believed that qualitative research is less structured than quantitative research, it is researcher-dependant and the research is subjective, the researcher can expand his or her understanding through nonverbal as well verbal communication process information (data) immediately, clarify and summarise material, check with the respondents for accuracy of interpretation, and explore unusual and unanticipated responses. Furthermore, qualitative research approaches does not rely on self-response questionnaires counting structured response formats. Instead, the researcher may extract meaning from unstructured responses, such as text from a recorded interview or a collage representing the meaning of an experience. Similarly, Johnson and Waterfield (2004) advised that qualitative approaches can allow the assessment of researchers' subjective experience and their impact on the setting, it can explore the complexity of human behaviour and generate a deeper understanding of behaviour and interactions. Additionally, Merriam (2016) reported that qualitative research reaches beyond the 'what', 'where,' and 'when' of quantitative analysis to investigate the 'why' and 'how' behind human behaviour and the reason that governs such behaviour.

The researcher made use of a qualitative approach, as the propositions focused on assessing the perceptions of the BLS concerning the TC. With this approach, the researcher was required to obtain the data from the BLS who were coached. A qualitative approach ensured that the researcher was able to ask questions and clarify unclear aspects, with the participants. When assessing the propositions to this study the researcher was required to make use of the qualitative approach which is most likely to answer the research questions. Furthermore, the topic of this research was business leaders' perceptions of team coaching on team learning: the case of a multi-national organisation operating in SA. The perceptions of BLS were best expressed with a qualitative approach. This approach enabled the researcher to explore the complexity of human behaviour, the researcher was able to listen to the perceptions of the BLS and to observe the behaviours of the participants.

### **3.2 Research design**

As stated above, the design of the study was intended to be a qualitative approach. This study made use of a case study method and a descriptive case study method was applied. Noor (2008) reported that a case study method focuses on the particular issue or item and not necessarily the full organisation. The disadvantage of the case studies is that it does not address the issue of generalizability. On the other hand, the advantage of a case study is that it enables the researcher to gain a holistic view of the specific event. Jack (2008), Zainal (2007) confirmed that this type of case study is used to describe a phenomenon or intervention and the real-life context in which it occurred. It explains the actual situation, the results, and the goal of the researcher is to describe data as they occur. The researcher made use of a case study as it provided the opportunity to describe the real-life event Hyett, Kenny, Dickson-Swift (2014, p.2) stated that a qualitative approach 'explores a real-life, contemporary bounded system (a case).

This study aimed to describe the BLS perceptions of the TC on the TL. The researcher focused on a particular item, and this was the TC sessions to which the BLS experienced. This was a real-life situation as the BLS of this specific organisation were coached, they were the only BLS in the organisation that were able to share the perspective of the TC, as they were the only ones who were coached in the business. The BLS were interviewed, the advantage of the interviews is that it enabled the researcher to collect the details of team coaching sessions. The researcher was able to create a psychologically safe space by interviewing the BLS on a one-on-one basis and in the comfort of their office. The interview enabled the participants to provide details of the team coaching sessions. The participants were able to share their learning from the TC sessions, their ability to change behaviours as a result of the TC as well as their perceptions of the TC. Each business leader shared their perceptions and these perceptions were not influenced by the perceptions of the BLS coached as each business leader was interviewed in their office without having access to the information shared by the other business leaders coached. This was an advantage as the perceptions of the TC was collected directly from the business leaders without the influence of the other business leaders.

### **3.3 Data collection method**

As indicated in 3.2 the main method of data collection was the Interview method, a semi-structured method was applied. Alshenqeeti, (2014: p.39) specified that 'interviews compared to questionnaires are more powerful in eliciting narrative data that allows the researcher to investigate people's views in greater depth'. Interviewing is 'a valuable method for exploring the construction and negotiation of meanings in a natural setting'.

The advantage of an interview is that it enabled the participant to share their perspective openly, and the researcher was able to pose and ask for clarity, enabling the interviewer to express in-depth information.

Furthermore, Alshenqeeti (2014) stated that there are four types of interview methods. This research report made use of a semi-structured interview method,

'which is described as a more flexible version of the structured interview as it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses' p.40. Similarly, Visser (2018) reported that the interview should uncover a better understanding of the participants' perception of that specific situation.

Symon (2004), Johnson and Waterfield (2004), Chenail (2011) advised the most common method of collecting data in qualitative research is interviews, they are usually done to involve some form of conversation with a purpose. The style is conversational, flexible and fluid, and the purpose is achieved through active engagement by the interviewer and interviewee around relevant issues.

To gain an understanding from the participants of the learning, behavioural changes and perceptions, the semi-structured interview method enabled the researcher to ask and to probe, where clarity was required, the interviewer had the opportunity to ask for clarity. This enabled the researcher to collect and understand the data. The interview questions focused on collecting data that was aligned with the propositions of the study.

By interviewing BLS on a one-on-one basis, in their office, it is assumed is that this environment enabled them to share their perception openly. The researcher was able to provide a background of the study and the reasons for scheduling the interviews was explained. The researcher requested permission from the participants before booking calendar invites from each participant, the availability of each participant was reviewed and communicated with the participant.

The research process consisted of the following phases: 1) collection of interview data, 2) analysis of data, 3) establishment of themes, and 4) finalising the themes. And this enabled the researcher to collect data about the propositions of the study.

## **3.4 Population and sample**

The study aimed to assess the perceptions of business leaders of team coaching, it assessed their perceptions from a team learning perspective. The focus was on the BLS who attended team coaching sessions as a team. These BLS were coached from one organisation for most of the coaching sessions, most of the sessions were conducted in one location in SA. There were coaching sessions that were held outside of this location, where members were required to travel outside of this location for specific coaching sessions.

### **3.4.1 Population**

Claire Bless (2006) advised that the population is the entire set of objects or people which are the focus of the research and about which the researcher wants to determine some characteristics. A sample is a subset that was investigated by a researcher and the entire population.

The population for this study was the BLS of the multinational organisation that coached the leaders as a team. Thus, the population would entail all BLS who have been coached and working for multinational organisations. It would be impossible to collect data from this entire population as it is time-consuming and costly for the researcher. The reason that the population refers to business leaders who have been coached is that the study focused on business leaders who were coached for this reason the population becomes leaders who were coached and specifically in multinational organisations.

### **3.4.2 Sample and sampling method**

Acharya, Prakash, Saxena, Pikee and Aruna (2013) stated that it would be great for researchers to research the entire population, the challenge is it would be impossible to conduct research on the entire population for this reason a sampling method is introduced. This ensures that the cost of the research is limited and that the time allocated to the research becomes possible. There are various sampling methods to consider, for this research report a convenience / purposive sampling method will be applied. Convenience / purposive sampling

(Acharya, 2013), (Sharma, 2017) is the most commonly used sampling method, this is chosen based on the convenience of the investigator and that the respondents are selected because they are at the right place at the right time.

In this research report, the sample size was the BLS who were coached. These BLS were working for this organisation from the time the team coaching commenced to the time it ended. They have the full perspective of the TC sessions from inception till completion. These BLS were present for all the coaching sessions, thus having the full exposure of the TC sessions. These BLS were at the right place at the right time, as they have been coached as a team. Six BLS were coached all at once. This was at the convenience of the researcher, specifically because the research had excess to these BLS, this method become cost-effective for the researcher. The external coach that coached these BLS was interviewed; their perspective was considered in the main themes and was not the main focus of the research.

**Table 2: Profile of participants (by position or context, not name).**

Description of respondent type, e.g., Manager, Union representative, student	The number to be sampled
Executive members	6
External coach	1
Total	7

### 3.5 The research instruments

The interview schedule was the research instrument chosen for this study, each interview was conducted for 60 to 90 minutes. Each interview had three sections and was structured as follows.

Section A focused particularly on the learnings of the team

Section B focused on change in behaviour as a result of the team coaching.

Section C focused on how the team perceived the team coaching

Interviewing, (Alshenqeeti, 2014) is “a natural and socially acceptable” way of collecting data as it can be used in various situations covering a variety of topics. In line with this, as recommended by various researchers interviewing should be adopted as a tool for social research as it facilitates obtaining a direct explanation for human actions through a comprehensive speech interaction.

The interviews will follow a semi-structured approach. Cohen and Crabtree (2006) concluded that the semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparative and qualitative data.

The interview instrument was used for the following reasons:

- I. The research methodology was qualitative and thus allowed the researcher to gain insights into the participant’s thinking.
- II. Interviews enabled the direct explanation for human actions.
- III. When data was unclear, the researcher was able to ask the participant to clarify their point of view.
- IV. The participants could explain the team coaching experience from their perspective.

The interview method enabled the researcher to clarify issues, increase understanding and further elaboration. The researcher ensured that this instrument collected data that was relevant to the research questions to ensure that the answers to research questions were collected.

### **3.6 Procedure for data collection**

As highlighted in section 3.3. the method for data collection was a semi-structured interview and all six of the BLS were interviewed. The coach that coached the team were interviewed; his data was included in themes. The BLS were interviewed for a period of 60 to 90 minutes, the external coach was interviewed for 30 minutes. The interviews were on a one-on-one basis.

One interview was conducted and participants were advised that should there be a need to further clarify data, a second interview would be conducted, this enabled the participants to prepare themselves for a possible second interview.

### **3.7 Data analysis and interpretation**

Data analysis is the process of separating data into smaller and manageable parts to find meaningful answers to the research questions and objectives and disseminate the findings (Polit & Beck, 2008).

Delahunt (2017) advised that a thematic analysis was used for data analysis thematic analysis is the process of identifying patterns or themes within qualitative data. There are six steps for data collection:

- I. Step 1: Become familiar with data
- II. Step 2: Generate initial codes
- III. Step 3: Search for themes
- IV. Step 4: Review themes
- V. Step 5: Define themes
- VI. Step 6: Write-up

The researcher followed the following steps for data analysis and data interpretation.

#### Step 1

The researcher reflected on the transcribed notes making themselves familiar with the data. The researcher reflected on the full data collected from the interview. The researcher listened to the audio tapes making themselves familiar with the data

Delahunt (2017) advised that the researcher should become familiar with the entire body of data or data corpus (i.e., all the interviews and any data you may be using) before the researcher goes any further. At this stage, it will be useful for the researcher to take notes.

#### Step 2

The researcher read and reread the transcribed notes to make themselves familiar with the data. The researcher reflected on the interviews conducted to assess if there were non-verbal communication that was not considered in the transcribed notes.

The researcher made use of thematic analysis and the benefits of this method (Braun, 2012) It offers the opportunity for the researcher to learn the mechanics of coding and analysing data.

The researcher generated initial codes and all six transcripts were coded, the coding was completed in an excel document, the codes were refined and this led to the phase of identifying potential themes. The data of the external coach was not recorded, instead, notes were taken at the interview.

### Step 3

The researcher clustered the codes into the category, from this process the researcher began the process of identifying themes. A theme is used as an attribute, element as an implicit topic that organises a group of repeating ideas, it enables the researcher to answer the study question.” (Vaismoradi 2016, p 101). Similarly Delahunt (2017) stated that a theme is a pattern that captures something significant or interesting about the data and/or research questions, there are no hard and fast rules about what makes a theme. A theme is characterised by its significance.

### Step 4

The researcher verified the data ensuring the identified potential themes are aligned with the data. The themes were refined if the researcher identified the themes lacked supporting data, in other cases the themes were discarded.

### Step 5

The themes were then defined and major themes and sub-themes were then defined.

### Step 6

Then researcher wrapped up the themes

### **3.8 Limitations of the study**

The limitations to the study were as follows:

- The study only considered BLS who were coached.
- The study only considered one company, one external coach and one team that was coached.
- The study only considered the perspective of BLS and excluded the perspectives of employees reporting to these executive team members.
- The qualitative approach is subjective and the researcher had to verify if their own biases would not interfere with the data collection and data analysis method.
- Making use of thematic analysis key themes may be overlooked
- The researcher might not be able to assess if the participants are fully sharing their perspective or sharing limited data

### **3.9 Trustworthiness**

This section will provide data that relates to transferability, credibility and dependability.

#### **3.9.1 Transferability**

Kuper, Lingard and Levinson (2008) advised that it is important that the researcher asks themselves specific questions when it comes to transferability and one of the questions the researcher can ask is “can I transfer the results of this study to my setting?” p. 688. This question is essential as it influences the researcher to reflect on this aspect.

To enhance the transferability of the study, the researcher provided the assumptions that were essential to the study. The researcher ensured that the sample included all the business leaders that were coached. The researcher ensured that the data is collected directly from the participants and that the participants were not exposed to the data collection of the other business leaders who were coached.

### **3.9.2 Credibility**

'Credibility entails a faithful description of the phenomenon of interest and generation of believable research claims and can be promoted by using a systematic process throughout all stages of research' (Liaoa & Hitchcock 2020, p.68).

Throughout the study the researcher involved the participants who have been coached, these participants can confirm the credibility of the results. To maintain credibility the researcher provided detailed descriptions of the data collection methods and the analysis process. The participants were the only source that can confirm that the data was correct, and the participants shared data from their perspective, as BLS who have experienced the TC.

### **3.9.3 Dependability**

Dependability (Korstjens & Mosser 2018) refers to the stability of findings over time, it involves participants evaluation of findings, interpretation and recommendations of the study such that all are supported by the data as received from the participants.

The means to establish the dependability of data and credibility of findings is by respondent validation, but it also gathers additional data (Johnson & Waterfield, 2004).

The study made use of the same participants to assess their perspective, only the perspective of the BLS was gathered for this study, each person shared their perspective in a manner that is unique to them as each person is unique and will not be the same as the other person.

## **3.10 The demographic profile of respondents**

The study had a sample of six participants, additionally, the perspective of the coach was briefly considered. The table below provides the demographic profiles of the respondents.

**Table 3: Demographics of the participants**

<b>Participant</b>	<b>Level in the organisation</b>	<b>Nationality</b>
Participant 1	Business Leader	SA
Participant 2	Business Leader	SA
Participant 3	Business Leader	SA
Participant 4	Business Leader	SA
Participant 5	Business Leader	SA
Participant 6	Business Leader	SA
Coach	External Coach	SA

### **3.11 Ethical considerations**

According to Shirmohammadi, Kohan, Shamsi-Gooshki and Shahriari (2018, p. 158) 'ethical considerations in research refer to a set of rules and guidelines that should be considered to avoid possible damage to participants and researchers'

All participants were informed of the nature of the study, the methods to be used were shared with the participants. They were provided with a letter which is attached in annexure A. The letter stated some of the following aspects:

- The study records that identify the participants will be kept confidential.
- Only people who may view the records will only be limited to people required to make sure the research is done properly; these people are required to keep the research confidential.
- All study records will be destroyed after the completion and the marking of the research report.
- Their identity would be protected, as such their names would not be mentioned

The organisation to which the case study is conducted will be protected by:

- The researcher further ensured that the name of the company was not mentioned in the research report, only the background of the company would be provided.
- Permission to conduct the study was granted from the organisation before proceeding with the study. This is attached in annexure D and stated the following:
  - Records would be kept confidential and not published
  - The name of the company will not be mentioned
  - The names of the executive team members would not be mentioned

**Table 4: Consistency Table, research, propositions, data collections, data methods and data analysis**

**Table 4: Consistency Table**

RQ#	State research questions or objectives	Proposition #1	State proposition	Data collection detail	Data collection detail	Data method analysis
1	How does TC contribute to the learning of the team?	1	Team coaching contributes to the learning of the team	Interview question guide No	Interview Guide Questions 2, 14,9,4,10,15,11, 12,6,17,18,5	Thematic Analysis
2	Can TC change the behaviour of the team?	2	TC changes the behaviours of the team	Interview question guide No	Interview Guide Questions 3,19,20,21,22,23 24,25	Thematic Analysis
3	What contributes to BLS perceiving team coaching differently to BLS who have experience the same TC?	3	BLS perceive team coaching differently to BLS who experienced the same team coaching	Interview question guide No	Interview Guide Questions 1,7,8 13,16	Thematic Analysis

## **CHAPTER 4. PRESENTATION OF RESULTS / FINDINGS**

### **4.1 Introduction**

This chapter will outline and discuss the main findings of this study. A table outlining the responses from the participants will be presented and explained. A summary of themes that emerged from the data will be presented, each theme will be outlined and discussed and constructed in light of the literature review. This means that this chapter will present the findings and then provide the discussions which will include the citations. These will entail aspects such as CBC which relates to leader's responses to life situations, SL which provides details on how leaders willing to serve can learn as a result of the team coaching. The learning of the team will be discussed and will focus on the team making a concerted effort to learn. The models and approaches that are effective for coaching will be discussed. Other aspects such as the behaviour of the team and the ability of teams to change behaviour as a result of TC will be discussed and the perceptions of the TC from the BLS.

The themes were identified through a process of thematic analysis, direct quotations from the transcripts will be included. The chapter will conclude the trends identified between the themes and will provide an overview of the main findings.

### **4.2 Findings of Proposition 1: Team coaching contributes to the learning of the team**

This study proposes that TC contributes to the learning of the team. The conceptual framework of this study outlined how this could be possible and guided the thematic analysis process as well as the findings and discussions to be presented. Table 4: presents the learnings from the team.

**Table 5: The learning of the team**

Main Themes	R1	R2	R3	R4	R5	R6	C
The willingness of teams to learn	x		x	X		x	
Learnt to enhance self-awareness	x		x	X	x	x	
Being fully open to the process	x	x	x	X	x	x	x
Readiness to go through the full process	x	x	x	X	x	x	
The skill of the coach	x		x		x	x	x

Explanation of the colours specific to proposition 1, symbolises the participants who have experienced the TC to have contributed to the learning of the team. The notes from the Coach have been considered.

Below is a brief explanation of the respondents:

- R1= Respondent 1
- R2= Respondent 2
- R3= Respondent 3
- R4= Respondent 4
- R5= Respondent 5
- R6= Respondent 6
- C= Coach

#### **4.2.1 Willingness to learn**

##### **Findings**

Some leaders were not willing to learn from the team coaching experience as they revealed that their learning appeared before the TC experience. Some leaders were able to think about their interaction with other leaders and commenced to examine their perspectives by offering them a chance to distribute ideas. These leaders were able to construct a safe environment for the BLS. Some leaders learnt to serve other BLS and became practical in their leadership approach.

R2 My growth happened before we had the team coaching sessions, in the coaching sessions I didn't learn a lot as I grew before the TC.

R4 What I learnt in the TC sessions was that I needed to give other people a chance to share their ideas. Every time I attend TC meetings and other meetings in general from now on, I will give others a chance to talk and express themselves.

R6 I learnt about my colleagues and learnt to be effective in my leadership as well as how to serve others.

#### **4.2.2 TC contributes to the learning of team members willing to learn - discussion**

Noland & Richards (2015), Choudhary, Akhtar, & Zaheer (2013) declared that TC deepens the learning of team members, it contributes to the cognitive learning of team members as it offers new ways of thinking, new ways of receiving, retaining and applying new knowledge. When the coach asks the coaching questions, these team members reflect, evaluate their level of thinking and begin to form changes to their current perspective. Additionally, team members who are attracted to serving people can build up their learning as they are continuously driven to learn new concepts, being more receptive to learning and engaging with the coaching experience, causing the learning to be effective and impactful. By positioning themselves as servant leaders, they immediately present an attitude of choosing to make a difference in the lives of others, this mindset encourages a higher level of engagement in the coaching sessions. Their positive attitude towards learning adds to the performance of the organisation. Team members with this mindset are often dynamic, demonstrate superb organisational performance, and focus on developing followers and adding to the wellbeing of followers. Their willingness to learn enhances their thinking and viewpoint, their cognitive ability informs them to react easily to learning.

The ability of team members to react positively towards learning demonstrate their ability to demonstrate cognitive thinking, which is essential in the role of development of behavioural responses to a life situation (Gonzalez-Prendes, Resko & Cassady 2019).

In the literature review Vasan et al., (2011) described that teams learn when they take ownership of learning content such as the goals, objectives and the

planning process. When teams participate in the self-directed process, they become driven by internal factors such as enthusiasm, self-directedness, self-esteem and self-confidence than external pressures. By participating in these activities, teams advance to learn.

TC helped R4 learn that they required to give other team members a chance to share their ideas. TC helped them to become aware of their current logic and learnt to modify it, this process encouraged them to consider the perspective of other team members.

R6 was able to strengthen their leadership skill and learnt to serve other team members.

#### **4.2.3 Team members learnt to enhance self-awareness**

##### **Findings**

There was a team member who used to be defensive, because of TC they learnt to be less defensive, they started to view their strengths as beneficial to the team. This elevated their level of self-awareness. The one team member acknowledged that they were able to resolve conflict and became inclusive by engaging with the team and listening to their perspective. Another team member was able to recognise that competing with the team was not necessary.

R1 I learnt to be less defensive because of TC. The coach took us through a journey where he influenced us to view our strengths as having the potential to benefit the organisation.

R3 I learnt to acknowledge and resolve conflict as the coach encouraged us to talk about our team issues and resolve these. I learnt to engage with the team members and listen to their different perspectives.

R5 I learnt that it is not necessary for me to compete with my colleagues, that we all have different strengths.

#### **4.2.4 Team coaching increases self-awareness of teams -Discussion**

Sendjaya and Sarros (2002) suggested that TC increases the self-awareness of teams, team members become aware of their approach towards leadership and how they respond to people. Team members who choose to present the style of a servant leader are internally focused rather than externally focused, this enhances their self-awareness. These team members have the mental model of 'I serve' instead of 'I lead' their focus is on the act of service rather than that of the act of leadership. Thus, they become aware of their capabilities and set to strengthen their leadership approach. They become aware of their level of trust and learn to improve trust with those they lead or influence, this develops their ability to expand the performance of those they lead or influence and support them to work together as a team. Bande, Fernández-Ferrín, Varela-Neira and Otero-Neira (2016) disagreed as they explained that TC increases the self-awareness of team members who have the leadership style of being supportive rather than the leadership style of being servers. They advised that through TC these teams can learn to cultivate their skills first before they can support others.

Williams, Edgerton, Palmer (2010) recognised that to build up the self-awareness of teams or leaders the coach coaching these teams or leaders may make use of CBC approaches and analyse the problem of the team, this permits the coach to gather supporting evidence of this problem or this issue and stimulates the team to bring about alternative perspectives. Palmer and Szymanska (2007), Lungu et al., (2020), Spry (2015) declared that in cases where CBC was used for coaching, the self-awareness and the intrinsic motivational level of teams intensified. Because CBC is goal-oriented teams can set challenging goals, goals that are specific and clear, teams may become motivated and devoted to reaching these goals, they become aware of their capabilities and carry out decisions to develop themselves towards the achievement of these goals. Through the CBC approaches teams become aware of themselves, learn to reframe their thinking and to improve their skills.

Kress (2008) maintained that teams or leaders can expand their level of self-awareness by receiving constructive feedback from the coach, because teams

or leaders are essential to the performance of the organisation, self-awareness becomes essential for teams or leaders to lead effectively. The process of enhancing self-awareness can be a lengthy process requiring the team member to invest in their personal development. With the help of the coach and the willingness to receive constructive feedback and invest in personal development, team members can increase their level of self-awareness.

the literature review, Gyllensten et al., (2010) revealed that CBC enhances goal attainment, resilience, workplace well-being, it also helped teams develop insights, self-confidence, enhance management skills and handle organisational change. Spry (2015) pointed out that leaders become driven to learn about their own emotions and how to regulate these, thus learning to react to situations as they take place.

#### **4.2.5 Being fully open to the process**

##### **Findings**

All the six team members that were coached reported that they were fully open to the coaching process, even though the one team member felt that one of the team members was not open to the coaching process. The one team member advised that they learnt from the TC as they were fully open to the coaching process. The one team member advised that by being fully open to the process they were able to connect with people. The coaching questions helped the one team member to learn from the coaching sessions as they were open to the coaching process.

R3 I was fully open to the coaching process as a result I learnt, there is a team member who I believe was not fully open in all of the coaching sessions.

R4 Being open to learning influenced me to focus on the smaller things i.e., being softer and connecting more with people.

R6 Because I was open to coaching and listened well as the coach asked questions, I learnt far more than I could ever imagine.

C What I have learnt is that success never happens as a straight line, but trust the process and always trust the process. At times your success, you might see at a later stage. Every team is different, you can have an exact plan but you need to be open and realise that teams differ, think on your feet and realise that the challenge is being part of the process. The dynamics of TC is so powerful, be part of the team but do not allow the people to suck you in. Be open-minded, trust the process, be part of the team, ask yourself tough questions, what is my role as a coach, who can I challenge etc.

#### **4.2.6 Coaching helps teams learn if open to the process and the environment contributes to the learning – Discussion**

Teams who are entirely open to learning learn to better coordinate their personal goals to the goals of the organisation, especially in cases where the coach used CBC as this approach is goal-focused. These team members got to communicate adequately, give constructive feedback and empower others, additionally, if the coaching created a psychologically safe space for learning, teams become open to the coaching process (Ratiu, David & Baban 2017). Miller and Benton (2020) illustrated that when Socratic questioning was practiced in coaching, it helped teams determine what past issues may have formed the irrational belief of never being good at a particular skill and how current thoughts and behaviours were corrected to promote more rational decision making in the present context. This boosted the team's ability to be open to the process.

Through coaching teams learn to take notice to their language when collaborating with people, how language can strengthen their possibilities of affecting decisions. They learn to evaluate their views in line with their vision. Only team members who are fully engaging with the process of learning will benefit from this (Grant 2006). Harju, Schaufeli and Hakanen (2018) differed in that they attributed the ability to be open to the process to the environment rather than to the team. Where the environment encouraged learning, the engagement levels of teams developed, whereas where an environment that impeded learning team members became disengaged. In this situation, the contributions of learning from TC becomes limited, as teams can be fully open, and prevented by the environment. They further explained that in an

environment that encouraged team members to serve, it reinforced the engagement of people, an environment that favours better life satisfaction, team members become less burnt out. In this environment coaching contributed to team members as it encourages members to advance and to be flexible in all situations, it coaches members to build up their level of engagement, and to be fully devoted to the organisation and to influence other members to trust them. Only team members who are fully open to the process and the environment that fully encourages learning ensures that coaching contributes to learning. Zhang and Parker (2019) differed as they announced that team members are not necessarily inspired by the environment to learn and that teams can reinforce learning irrespective of the environment. For these team members, TC contributes by encouraging teams to craft their job in a way that challenges their thinking capacity as a result create their level of learning and level of engagement the team who is engaged might not wait for an empowering environment to build the level of engagement for them. These members will create their job in a way that confronts their thinking capacity as a result create their own level of engagement. They are able to learn from the coaching interventions introduced by the coach, and advance to learn irrespective of the environment.

In the literature review, Killion and Roy (2009) explained that teams learn when they are engaged in a cycle of continual cycle of activities such as designing team strategies. Similarly, O'Neil and Marsick (2014), Ratiu, David and Baban (2017) advised that often the challenge is not the inability to be open to the process rather the inability to learn how to learn, by learning to learn teams can build capability in themselves when facing challenges at work, teams who are fully open to learning.

#### **4.2.7 Being ready to go through the full process**

##### **Findings**

All the six team members reported that they were ready to go through the full coaching process. One member was willing to share thoughts with the team without fear, the one was able to confront the team and this was not possible for

them before the TC were conducted. The one team member thought that the coach was credible, this encouraged them to be ready for the coaching process.

R2 I was ready to go through the full process, throughout the coaching sessions I became open to sharing thoughts without fear especially because the coaching started when I was ready to go through the process.

R3 Because the coaching started when I was ready, I was able to learn to confront when necessary and this I wouldn't have done in any meeting, whether it is the coaching meeting or outside of the coaching meeting.

R6 I think the coach is credible, and team members were ready for the process.

#### **4.2.8 Factors that influence teams to be fully open to the coaching process - Discussions**

When teams are ready to be coached, then coaching contributes substantially to the learning of the team. (mentioned by Figueroa) Factors that influence teams to be ready for the coaching process are often connected to external developments such as changes in the organisation, these changes could include changes in leadership, organisational structure etc, which could require teams to adapt, at times teams could experience increase workloads as a result of the external changes presented, these require teams to modify and respond to these changes. When teams prepare to encounter these changes, they recognise the need for coaching and thus become open to learning. Other factors (de Vries, 2005) include being ready to learn and being willing to receive constructive feedback, recognising that what was an effective way of leading a few years ago is no longer an effective way of leading in today's world. Older competencies are no longer enforced, therefore forcing teams to reconstruct their way of thinking. "The emphasis on managing interpersonal relationship has grown" pg. 62. Teams stress levels might be high, inviting them to learn new competencies. Teams that are aware that if they do not empower themselves and invest in their skills they will be left behind in this ever-changing world.

TC contributes to the learning (Clutterbuck & Hodge, 2017) when it is directed at helping the teams reach their potential if team members align around a

common purpose and conflict resolution. Team members become ready and fully open to the coaching process if TC focuses on their goals. When coaching interventions support the team improve its collective intelligence, improve communications, deal with change, and work better with external stakeholders. Thompson, (2004) mirrors this by indicating that when the content of the coaching sessions is congruent with the coachees' readiness to change then learning becomes impressive. Motivational interviewing is a useful technique that can help leaders move closer to the position where they are ready to change. Norris, Sitton and Baker (2017) differed as they concentrated on the environment and recommended that TC contributes to the learning when teams can cope with the leadership style being demonstrated by the organisation when teams are not overwhelmed by the environment when they can deal with emotions associated to the learning.

In the literature review, (McGee-Cooper & Looper, 2001) teams specifically, those who display the style of the servant leader are often ready for the process as they are willing to learn, willing to create a win-win solution for all members, willing to learn capabilities of gaining trust within teams and are fixated on what is best for the team.

#### **4.2.9 The skill of the coach**

Because the coach is skilled, they were able to break through the egos, team members who had egos were influenced by the coach to reduce their level of ego. The coach was able to give feedback to the team members by making use of the 360 feedback, one team member was open to this feedback as it was well managed by the coach.

R1 The coach helped with breaking through the egos, the coach influenced the team to reduce their level of egos.

R3 The 360-degree feedback sessions were great and I liked how the sessions were managed, the process taught me to align with the company values.

R5 The coach helped me become open to trying new concepts.

C One of the key things was for this team – people struggle to trust, people needed to trust me as a coach. Because of the matrix structure, this team was working in silos and they did not know one another. There is a saying that says ease into the hot water and this I had to use as coach, trust the process and go at it slowly. Starting with the relationship, starting to communicate more, building trust in teams etc.

#### **4.2.10 Attributes of the coach that contributes to the learning of the team - Discussions**

The skill of the coach is essential for TC, (Clutterbuck & Hodge, 2017) and it contributes to learning when the coach engages in the following behaviours, acts as a sounding board for teams, listens to the team, holds teams accountable, provides clarity to teams and encourages critical reflection. When the team coach (Britton, 2015) can recognise that each team is different, thus realising that the way of getting results for each team will differ and that teams that are great at getting results, may benefit more from learning. The team coach has to have the capability of raising awareness for the team.

In cases where the team coach makes use of Socratic questioning which is at the cornerstone of CBC, the team coach has to have the ability to ask questions in such a manner that it creates awareness within teams. The coach can enhance their skill by recording themselves while coaching so that they can assess and review their skill. In this way, the coach can assess if their questioning techniques addresses the issue of self-awareness and encourage behaviour change (Neenan 2009). Lungu et al., (2020) differed in that they specified that while questioning techniques are essential for coaching and contributing to learning. Coaches may design programs targeted at teams requiring coaching to deal with their current situation and that questioning alone is not sufficient.

In the literature review Karas and Spada, (2009) stated that the skill of the coach and the timing of the coach is essential, the skill of the coach has the potential to motivate teams and to increase the level of commitment in teams, in other cases the skill of the coach could help teams determine long term and

short-term goals. The coach has to have the ability to determine which interventions are necessary for teams.

In this organisation, the coach had the skill to make use of 360-degree assessments and raised the awareness of the team. The coach was able to recognise the timing to introduce coaching interventions and which interventions would be most effective.

### 4.3 Findings of Proposition 2: TC changes the behaviours of the team

This study proposes that TC changes the behaviour of the team. The conceptual framework of this study outlined how this could be possible and guided the thematic analysis process as well as the findings presented. Table 5: presents themes relating to the changes in behaviour from TC.

The colours used simply means these team members changed behaviours because of TC; it further presents the data of the team.

**Table 6 Changes in behaviours**

Details	R1	R2	R3	R4	R5	R6	C
The team changed behaviours as a result of TC	x	x		x	x	x	
The ability to implement what has been learnt			x	x		x	
Team leaders empower others	x	x		x		x	
The impact of the newly learnt behaviour on the business	x	x			x	x	x

#### 4.3.1 The team changed behaviours as a result of TC

##### Findings

One team member gained their level of trust towards the team members, they started being open to working with the team, the team members changed the way they interact with the team as a result of the TC.

R1 My ability to trust others changed, I started to be open to working with other team members on projects that affected the business.

R2 Because of the coaching, I learnt to trust the team.

R5 In the coaching sessions we were able to learn to communicate effectively and this changed the way we interact as a team.

#### **4.3.2 Enhanced behaviours as a result of team coaching and effective coaching techniques - Discussion**

The team learns to demonstrate new specific behaviours as a result of TC. (Fontannaz & Cox, 2020), (Davis, Middaugh & Davis, 2008), enhanced behaviours as a result of TC includes the capacity to navigate the complexity of the internal and external environment, the capability to give and receive feedback, the capacity to enhance knowledge and experience. It includes the competence to learn collectively and to learn as individual team members, and this may include leading by example as leaders by enacting a coaching approach when leading. Furthermore, teams can support one another to achieve objectives, tasks, and help one another with problem-solving. In other situations, it includes teams having the skill to uncover potential that might otherwise go unnoticed and unused, teams to express their thoughts and clarify thoughts.

A coach making use of CBC is aware that this approach is time-limited, goal-directed, it is focused on the 'here and now'. This approach contributes to changing behaviour by using effective strategies for aiding problem-solving and overcoming challenges, it can be developed through examining and re-evaluating unhelpful beliefs and behaviours. It is most effective at raising self-awareness and improving behaviours, especially if the coach uses different coaching techniques such as 'miracle question' (asking participants to imagine certain miracles i.e. in this case the miracle question could imagine when you wake up tomorrow the issue of not trusting one another has disappeared, other interventions could include 'the rocking chair exercise' (asking participants to imagine sitting in their chair at age ninety what would be their biggest regret

when it comes to their leadership in their career). In these examples' teams can think of self-awareness and how they respond to certain situations (Karas & Spada 2009). David and Cobeanu (2016) Differed in that they indicated that for teams to learn and then change behaviour many aspects have to be considered such as, (1) the coach has to have a proper facilitation approach to help the team implement desired changes, (2) when using CBC this approach has to focus on guiding the team to develop their emotional regulation abilities and to change their non-productive behaviours, (3) make use of training programs which are focused on CBC approach and proven to be effective, that every training must contain theoretical training, training in a specific evidence-based approach (e.g. CBC), supervision, practise, personal / self-development and continuous development.

In this multi-national organisation, the coach made use of effective coaching techniques by asking specific questions to the team such as to elaborate aspects that prevent them from trusting team members, teams had to reflect on the aspect of trust and while answering and reflecting on questions, the team was tasked with building a puzzle as a team with the intent of elevating their ability to trust. This was one of the interventions to enhance the behaviour of this team.

In the literature review, Clutterbuck (2010a), Foster (2013) explained that through CBC teams can learn to strive for goals and enhance their well-being. As teams learn these new approaches, they begin to change their behaviour and respond to events positively. A team's learning goal orientation determines the degree, extent and importance of members' learning behaviour.

### **4.3.3 The ability to implement what has been learnt**

#### **Findings**

Team members were able to change certain behaviours and implemented what they learnt, even beyond the coaching sessions. They learnt to trust, to be vulnerable and to share their personal stories. They learnt to acknowledge their

weakness; they recognised that further work was required before they can fully implement new behaviours.

R3 I think the one team member changed their behaviour during and after the coaching sessions, this member has been able to implement what they learnt from the coaching sessions.

R4 Through TC, I was able to observe that I do have issues with trust and as a result, I started to change my views on trust by trying to trust other people.

R6 As a team we have been able to continue to share personal stories and share our personal experiences.

#### **4.3.4 Sustaining the newly learnt behaviours - Discussions**

Teams can sustain and implement what has been learnt if the coaching had a specific goal and was meaningful, the goal of the coaching has to be observable and measurable relative to the desired outcome. Secondly, the perceived level of difficulty of the specific goal and the level of the judgement of the team, where the team judges the goal to have a higher level of difficulty, and when this is achieved the team is more prone to sustain the newly learnt behaviours. Thirdly, when the relationship between performance and goal setting is strong when the team is seriously devoted to the goal when the coach has the competences to influence the commitment of the team. Fourth for goals to be effective, effective and ongoing feedback regarding one's progress concerning the goal achievement is necessary. This process influences the team to implement the newly learnt behaviours learnt in a coaching session (Moen & Federici 2012).

Teams can implement newly learnt behaviours, (Edmondson, 2003), (Grant, (2010), advised that this can be achieved if the environment encourages the newly learnt behaviours to be implemented. As a result of TC, leaders can change their leadership style as an example from 'command and control' to a style that is humanistic, personal and motivating, they can begin to solve problems collaboratively, increase the level of engagement of the people they lead.

Some factors encourage the sustainability of learnt behaviours, these are (1) a consequence-free environment where errors truly are opportunities for learning, where teams receive constructive feedback and an environment that focuses on improvement and non-judgement (2) an environment that encourages teamwork which entails mutual trust, closed-loop communication and shared mental models (Salas, DiazGranados, Weaver & King 2008). Other factors (Camiré, Trudel & Forneris, 2012), (Shuman, Besterfield-Sacre & McGourty, 2005) are (1) practising what has been learnt from TC (2) an environment which is clear about the expectations from the team members.

The literature review Edmondson, (1999) stated that TC assists in that it assists with continually optimising the work process, improving results, and finding new ideas and methods of achieving goals. Furthermore, coached teams can practise behavioural change techniques such as modelling, sharing feedback, shaping and successive approximation, self-management, rewards and behavioural practice.

#### **4.3.5 The team empowers others**

##### **Findings**

The team was able to empower others as a result of the TC, they started to delegate and influence their teams to accept the newly added tasks. They started to express their learnings beyond the coaching sessions. It is believed that not all team members were empowering their teams beyond the coaching sessions.

R1 Because of TC, I learnt to delegate to my team, even though at first there was a level of resistance from my team. I was able to delegate some work to the team members. I learnt this from the team coaching sessions and thereafter was able to implement this newly learnt skill.

R2 In the coaching sessions I learnt the art of empowering others, I was further able to make use of this learnt skill outside of the coaching sessions. After attending the TC I learnt to empower leaders in other divisions, I did not only empower my division.

R4 I learnt the complexity of empowering people and I was able to empower my team post the coaching sessions, even though I am unable to assess this level of empowerment from other divisions.

#### **4.3.6 Behaviours associated with empowering others – discussion**

Berg and Karlsen (2012) stated that empowerment can be examined as persuading others to believe that they can reach goals and to accept more responsibilities. Coached teams can increase the tool of empowering others, therefore making a change to the organisation. Trust and the relationship between teams and the coach becomes essential and can make empowerment or development more effective. Team members themselves are empowered in coaching and through this process, they gain new insights, new ways of thinking, new skills and personal growth. Arnold, Arad, Rhoades and Drasgow (2000), Burke (1986) found that empowering has several categories such as leading by example, coaching, encouraging followers, participative decision-making, showing concern, interacting with the team, providing direction for followers, stimulating followers, rewarding followers, developing followers and appealing to the demands of the followers, as such not a number of team member can achieve this as it is so complex. Aij and Rapsaniotis (2017) embodies this as they stated that empowering entails a leadership style that is used by team members who wish to empower others. Team members who have a clear vision of the organisation, consider the perspective of the team who are empowering others as well as the perspective of team members who are being empowered. The competence to empower others involves features such as providing learning opportunities, advancement opportunities, encouragement, confirmation and shared leadership which entails facilitating and distribute power. It further entails building an environment that encourages people to succeed and the capacity to support people in building a successful organisation. Unfortunately, not all teams can empower even though they attended team coaching sessions. Teams can learn to empower others, however, to change the behaviour to that of empowering followers might not be possible for some teams.

In this organisation, team members confirm that because of TC they have learnt to empower others, the organisation itself has not defined what empowering teams' means for them, what are the categories and if it had to be measured, what would they measure. This lack of definition may influence leaders to believe that they are empowering, while this might not be the case.

In the literature, Decuyper (2010) stated that learning behaviours entail: sharing, constructive conflict, and construction. Team members who demonstrate all three learning behaviours can build new knowledge, solve complex problems and develop innovative solutions collectively.

#### **4.3.7 The ability to be clear on goals and work together on a goal**

##### **Findings**

The team learnt to create one common goal for all employees which enabled all employees to focus on delivering to the customer on time, because the team changed, they were able to agree on a goal that benefited all members of the organisation and were able to communicate this goal to all employees.

R1 After the TC sessions, we were able to align as a team and as result, we were able to draft and conclude one goal, all members of the company could achieve this goal. This had a great impact on the business, as the business achieved 95% of On-Time Delivery in Full to the Customer. Every person had this goal in the business and we have done well in achieving the goal.

R6 Because of TC, we encouraged the next level of leadership to work on sessions such as the powerhouse. These sessions entailed, taking the company to the next level from a revenue perspective.

#### **4.3.8 Being clear of own behaviour and expectations - Discussion**

Karlan and Valdivia (2011) indicated that teams who are coached and who have a greater level of cognitive ability have a higher chance of learning and thus implement what has been learnt more adequately. When teams begin to change their behaviour, the people who interact with them begin to notice the

change and begin to follow this change as well. When teams are clear about their behaviour and what behaviour they expect from others, people begin to change and the more teams are clear about their vision, the more the organisation will enhance its overall performance. Dunne, Aaron, McDowell, Urban and Geho (2016) explained that team members skills and ingenuity to learn and to change have an impact on the organisation, team's behaviour plays an important role in the capability of followers to learn and innovate. When teams learn, they can impart their learnt knowledge to their followers, thus allowing them to perform more task, which in turn provides them with a view that their work is more meaningful, thus increasing their motivation level as well as the commitment level. Where employees have a space to take greater ownership of their role, they produce greater creative results. In cases where teams learnt how to deal with conflict effectively, it had a positive impact on the business and in situations where leaders learnt to communicate effectively with a clear direction it led to followers increasing their level of performance, as they are clear on the expectations.

In this organisation, team members began to be clear about their vision, how to align the company goal in a manner that it can be accomplished by all employees; this allowed employees to accept greater role responsibility and thus an opportunity to perform a goal that had the potential to challenge their performance. It is because of the coaching sessions that enabled the leaders to change and then display what they have learnt from the coaching sessions throughout the organisation. As a result of TC, the leaders changed and their employees began to change as well impacting the organisation positively. Because the leaders gained and learnt to change behaviours the organisation enhanced their performance, gaining a competitive advantage.

In the literature review research discloses that teams that change behaviour, can be innovative and can adapt to new situations and develop new knowledge better through engaging in team learning behaviours, which in turn explains their accomplishment (Lee 2012).

#### 4.4 Findings of Proposition 3: BLS perceive TC differently to BLS who have experienced the same TC.

This study proposed that BLS perceived TC differently from BLS who have experienced the same TC. The conceptual framework of this study outlined how this could be possible and guided the thematic analysis process as well as the findings to be presented. Table 6: presents the different perceptions of TC by the business leaders.

**Table 7 The perceptions of leaders**

Main Themes	R1	R2	R3	R4	R5	R6
Team coaching meetings were constructive for some members and not constructive for other members	X	X	X	X	O	O
Some members were able to observe the gaps in TC meetings while other members were not able to observe the gaps in TC meetings	X	O	O	X	O	X
Some members expressed that certain members of the team had synergies, while others expressed that there were no synergies amongst members.	X	O	X	O	O	O
Some members were working in silos, while others were working together as a team.	O	O	X	X	O	X
Some members expressed that TC enhanced their relationships; others expressed that TC did not enhance their relationship	X	X	O	X	O	O

#### Explanation of the colours

Where leaders advised that there were no changes this is indicated by the letter O and where leaders perceived that there was a change as a result of the TC the letter x is used.

#### 4.4.1 TC meetings were constructive for some members and not constructive for other members

#### Findings

Some members advised that the TC meetings were constructive, while other members advised that TC meetings were not constructive. In some aspects the

coach was able to influence the thinking of members, in other aspects, the coach failed to raise awareness of the team members and as result for these members, the TC meetings were perceived as not constructive.

R2 The TC meetings were constructive, members who had power struggles were asked reflective questions and reflected on these power struggles.

R3 TC meetings were constructive as members engaged in activities that made them realise how they interacted with the team members, they realised that their interaction with other team members was not empowering the team members.

R6 TC meetings were not constructive, members were not able to assess their thinking and that this affected the team, members continued to focus on their areas even though the coach tried to influence them to have a big picture view i.e., think of the entire organisation and not the division only.

#### **4.4.2 Reasons to viewing TC meetings as constructive - Discussion**

BLS leaders may perceive TC differently to BLS who have been coached even though they have been exposed to the same TC meeting. Factors that influence the BLS to perceive TC meetings differently to BLS who have experienced the same TC (Reinke, 2004) are that certain leaders are willing to learn, to serve others, and to transcend from traditional leadership styles to modern leadership styles, these leaders recognise that leadership is essential. They have the cognitive ability to recognise that TC meetings are an opportunity to reinforce their learning, and thus they actively listen, express empathy, become open to seeing other leader's situations and commit to contributing to the advancement of other leaders. Perkins and Research (2009) differed in that they advised that leaders who perceive TC meetings as constructive can follow the coaching process and engage with the coaching process, not necessarily that they are willing to serve others. Similarly, Godfrey et al., (2014) advised TC meetings may be viewed as constructive as coachees can follow a learning process that is aligned to that of the coach, and be able to collaborate well with other leaders. A skilled coach making use of CBC will be able to recognise how leaders are responding to coaching, thus creating self-awareness and

influencing teams to learn, this becomes most effective if leaders perceive their perception to be congruent with that of the coach.

#### **4.4.3 Some leaders perceived the team coaching meetings to have gaps**

##### **Findings**

Some leaders identified gaps with the coaching meetings, they experienced the meetings as unstructured, others experienced the coach as having the inability to influence the perspective of leaders. While other leaders were not able to assess gaps in the coaching meetings.

R2 I think that there were gaps in the TC meetings as these were not entirely structured the team coach is not a structured person.

R3 I was not able to assess a gap in the TC meetings, the coach created a safe space where we all could learn and express our perspectives.

R6 There were gaps in the TC meetings as the coach was not able to influence the perspectives of other leaders, there were moments where it felt that the coach was giving up on this team.

#### **4.4.4 Factors that influence the perspective of leaders concerning meetings having gaps - Discussion**

Factors that lead to members perceiving the TC meetings as having gaps (Dennis & Bocarnea, 2005) are that leaders might not be open to learning, exploring new concepts, serving as leaders and finding similarities between their perspectives and that of the coach. Similarly, Van Dierendonck (2011) suggested that leaders may not be willing to adjust their leadership approach, to be open to the perspective of the coach and to commit to the growth and advancement of other leaders. Godfrey et al., (2014) advised that in other aspects TC meetings may be perceived as having gaps as when measuring the impact of the meetings, BLS might not assess developments in productivity,

team morale and dynamics, those leaders who are not open to the viewpoint of the coach.

Wageman, Nunes, Burruss and Hackman (2008), Kauffeld and Lehmann-Willenbrock (2012) affirmed that leaders may observe coaching meetings as not having gaps as they can find commonalities in their perspectives and that of the coach. Conversely, they also confirmed that leaders who feel excluded from the planning and implementation phase may perceive coaching meetings as having gaps. Leaders who are not accustomed to the decision-making process might observe gaps. Each leader has their thought process and belief system; thus, the perspective of each leader differs.

The relationship with the coachee (leaders) (Bozer, Joo, & Santora, 2015) influences the opinions of the coaching experience. A good relationship with the coach means that teams may perceive the TC meetings to not have gaps. A good relationship means that teams will perceive the coach as having the potential to meet the needs of the team, it will influence their ability to learn. A study was conducted and it was found that 84% of the coachee identified the quality of the relationship with their coach as significant to the success of the coaching.

A coach making use of CBC is prepared (Gonzalez-Prendes et al., 2019) (Palmer & Szymanska, 2007) to teach leaders cognitive-reframing strategies, coach leaders to realize their reply to coaching and help coachees develop an action plan for the future with the goal of helping individual team members to become their self-coaches, influences the judgments of coaching experience.

In the literature review, the perception of the TC meetings is influenced by the relationship with the coach, (Vargas-Tonsing et al., 2004) a good relationship means that the coachee will experience the coaching to be satisfactory, it will be perceived as motivational. Where teams perceive themselves to be congruent with the coach, they will perceive TC meetings as satisfactory having no gaps.

R2 viewed the meetings as having gaps, R3 was able to assess gaps while R6 was able to assess gaps.

In the literature review, BLS might perceive the TC (Godfrey et al., 2014) to have improved the meeting skills of the team and to have enhanced honesty and open conversation thus improving the relationship and preventing a positional hierarchy. Leaders perceiving meetings in this perspective might have the ability to transcend concerning their leadership styles. These are leaders who can introspect and recognise their role in the organisation. Because these leaders are open to transcending their leadership styles, (Møllerlækken, Lorås, & Pedersen, 2017) they become engaged with the coaching process, they can learn new strategies, to develop skills to respond to the organisational requirement.

In this coaching session, R3 advised that TC meetings were constructive as they could observe the team members reflected and could assess their learning, while R6 could not perceive the meetings as constructive. This leader might be disengaged with the coaching process not able to transcend their leadership style. Because of their level of thinking, their coaching perspective is impacted. Some members could observe the meetings as constructive, while others were not.

#### **4.4.5 Some members experienced certain leaders of the team to have synergies, while other leaders experienced that other leaders had no synergies**

### **Findings**

Some leaders were able to observe that there were leaders who had synergies and were able to work together throughout the coaching sessions. Other leaders were perceived as not having synergies.

R1 Leaders had synergies, this resulted in the organisation creating a goal where all members were able to work on this goal as a team.

R2 There definitely were no synergies between certain leaders, in all the TC interventions and this was evident. Some were focused on having power rather than building synergies.

R4 I had no synergies with some members of the team before the TC and this continued throughout the TC sessions.

#### **4.4.6 Internally focused and inability to create synergies – Discussions**

Russell and Stone (2002) indicated that leaders may perceive TC differently from other leaders as some leaders may not be willing to observe the actual content of the team coaching sessions as they are internally focused and might not observe the surroundings. These leaders may be focused on having power over other members, rather than demonstrating concern for their team members. Leaders who are focused on having power are influenced by this thinking such that it dominates their logic, limiting their ingenuity to move towards a higher standard of leadership. Farling, Stone and Winston (1999) advised that other leaders are coached, but are not clear about their leadership vision, if focused on having power this can distract leaders from clarifying their vision. These leaders are incapable of inspiring others and thus may perceive other members as not having synergies. Teams may be viewed as not having synergies (Kumaraswamy, Ling, Rahman & Phng, 2005) as the teams might have major barriers to working effectively together. Leaders who perceive other leaders as having synergies have taken the time to focus on the strength of the team, the existing barriers and critical success factors of various forms of such collaborative working arrangements. These activities may be viewed as contributing to stronger relationships and these can generate higher levels of more sustainable and rewarding partnering. Other members may not be able to assess these efforts from team leaders and therefore perceive leaders as not having synergies. Other leaders might assess synergies (Dennis & Bocarnea, 2005) as they are fully aligned with the vision of the company that they choose to perceive the leaders as having synergised such that the coaching is viewed as a success. Bozer et al., (2015) reported that in some instances, the quality of the coach-coachee relationship predicts the helpfulness of coaching, the similarity between leaders and the coach. Human beings have a natural tendency to identify with the individual perceived as similar to themselves in terms of physical characteristics, personality, attitudes and behaviours. The

opposite is also true, where leaders perceive themselves as not similar to the coach will influence their perceptions about the team meetings.

In the literature review, where teams perceive the coach to be the ideal coach, (Olympiou et al., 2008) this influences the perceptions of TC, a good relationship with the coach and with the team members plays a critical role in influencing the perceptions of the team.

#### **4.4.7 Some leaders were perceived as working in silos, while others were perceived as working together as a team**

##### **Findings**

A combination of the different perspectives is expressed in this team, where some leaders were perceived as working in silos while other leaders were perceived as working as a team.

R1 Some members continued to work in silos, when we climbed Table Mountain as a team, there we members who were ahead of other members and were not willing to wait for others, they simply didn't understand why other members were slow in climbing the mountain.

R2 When we were climbing the mountain two leaders were not interested in working together, they continued to climb the mountain in silos and were not prepared to help one another

R4 Members were able to work as a team, even though it was hard in other aspects, however they were able to work as a team.

#### **4.4.8 Trust impacts the ability to work in a team – Discussion**

Reina et al., (2017) confirmed that teams may perceive their team members as working in silos as they can perceive that some members lack trust in working together as a team. Trust is essential to break down silos, foster collaboration, deepen teamwork, drive engagement and manage the never-ending process of innovation. Teams perceived to be working in silos are not demonstrating these characteristics. Whereas teams that work together as a team are perceived to be demonstrating these characteristics. Teams that are aligned with a common purpose, take the risk, think out of the box, and communicate openly and

honestly, demonstrate the characteristics of being able to trust one another. These characteristics in teams influence the perceptions of members and may perceive the team to be aligned. In cases where teams are perceived to be working in silos, teams are perceived to be demonstrating a lack of trust, they play it safe and talk about – rather than to – one another. Where there is a rapid change and teams are vulnerable, then teams perceive trust to be evident. When leaders are unable to trust, (Kotter, 2010) they are unable to influence their team members and that influence is critical in gaining the cooperation of others to accomplish goals, leaders who are perceived as not having influence are unable to change the behaviour of others by challenging beliefs.

Other factors that influence the perception of team members are related to the belief of the team, (Gilbert & Trudel, 2004) (Vella, Oades, & Crowe, 2013) the behaviour of the coach influences how TC is perceived, teams increased their self-esteem, thus increased their strength to work together in teams as well their competency level and their competence to set goals together as a team.

Palmer and Szymanska (2007) specified that coaching techniques have the potential to raise this awareness and boost the level of trust, are coaching models such as PRACTISE – Problem identification, realistic relevant goals developed, alternative solutions developed, consideration of consequence, target most feasible solution, implementation of the most feasible solution and then evaluation. Through coaching models, the coach can focus on either or both the psychological and practical issues involved in an attempt to help coachee achieve their goals, elevate the level of awareness and the level of trust.

In this team the coach may make use of this model creating awareness within team members, teams need to become aware of the lack of trust that exists and how this impacts teams, the coach can then set goals with the team and then begin to work towards the accomplishment of these goals. One of the interventions that the coach used to enhance the level of trust is this team was climbing the mountain together, members recognised that their inability to trust affected the team, as they climbed the mountain together they began to discuss these limitations and then discussed goals they would want to achieve.

Climbing the mountain symbolised working together on one goal and trusting one another in the journey.

In the literature review, Vargas-Tonsing et al., (2004) stated that they believe the team influenced the perceptions of TC. Teams believe can be congruent with that of the coach, what can influence the believes to be misaligned with the coach is when the coach provides feedback to the team which they don't necessarily agree with. Where teams hold believes that that the TC influenced their ability to perform and accomplish performance standards, this may influence teams to believe that TC reduces silos and that it is effective.

#### **4.4.9 Some members expressed that TC enhanced their relationships; others expressed that TC did not enhance their relationship**

### **Findings**

Some members expressed that in the TC sessions they were able to connect on a personal level, they advised that TC enhanced their relationships. Other members were not able to perceive an enhanced personal relationship with other members, they expressed people were sharing personal stories, only to make a good impression on the coach.

R1 In the TC sessions we learnt to connect on a personal level, we shared personal stories and realised we have commonalities.

R2 Well, what we learnt in the coaching sessions, is how to be less restrictive on what we said, we learnt to be open and to talk about ourselves.

R3 The exercise at the Carlton centre was done only to impress the coach and not necessarily that we wanted to share our personal stories.

R4 There are some members of the team which I got to know a little bit better as a result of TC.

#### **4.4.10 The ability to connect on a personal level - Discussion**

Factors that contribute to teams perceiving TC as enhancing their relationships, while others cannot perceive this characteristic, (Campbell Quick & Macik-Frey, 2004) is that leaders can be perceived as egocentric, action-orientated, competitive risk-takers with above-average anger and hostility. They may be perceived as expressing power as their main motivating factor, which prevents them from communicating from the heart. These leaders are perceived as not having the capabilities to build personal relationships. Thus, irrespective of coaching interventions, these perceptions will influence how TC is perceived by the leaders. Leaders who lead from this perspective cannot influence other leaders to learn from them. They are unable to learn from coaching and other leaders do not necessarily learn from them. In other cases, BLS be perceived as not authentic to themselves, which prevents other leaders from believing that these leaders will be true to their team members. Deep interpersonal communication is the key to building healthy, supportive, positive relationships and is essential to working together. Leaders who are perceived as authentic will be perceived as having the capability of enhancing personal relationships.

Where leaders increased efforts in interacting with other members on a personal level, (Du Plessis, Wakelin, & Nel, 2015) demonstrating the ability to include others in their interactions will be perceived as capable of enhancing personal relationships. What encourages members to engage in this learning is their capacity and willingness to serve others. These leaders are perceived as having the capability to influence others through building trusting relationships. They show an altruistic mindset; they are typified by interpersonal competence (emotional intelligence). These leaders are perceived as having the capabilities to understand the emotions of others and with the ability to influence the feelings of others in such a way that it impacts the organisation positively. Because of these capabilities, they are perceived to know about enhancing personal relationships, even in the coaching sessions. These leaders (Gregory, 2016) put aside their self-interest for the benefit of others.

In this team, through coaching, they learnt to change their ability to connect on a personal level.

In the literature review Wageman (1997) advised that where team members were coached had an outcome in mind such as enhancing the personal relationships with team members, these teams improved their interactions with other members.

## **4.5 Summary of the findings**

BLS leaders differed in how they perceived the TC, even though they experienced the same TC. In the findings there were BLS who perceived the TC meetings to have had gaps, others perceived these to be constructive, while others believed that the TC meetings were not constructive. There continued to be members who perceived team members to be working in silos, with no synergies, in the same context others perceived team members to be working together with no silos and had synergies. Some BLS perceived the TC to have enhanced their relationship, while others were not able to assess this from the TC.

## **4.6 Summary of the findings**

### **4.6.1 Summary First Research Objective: Team coaching contributes to the learning of the team**

TC contributes to the learning of the team. It relies on the team coach, the team members and the organisation introducing team coaching initiatives. How it relies on the coach is that it forces the coach to have the required skill to coach teams effectively. These skills include the ability to introduce coaching approaches that enhances learning and to be able to assess when best to introduce these approaches. There are several coaching approaches, for this study the CBC approach was discussed. It focuses on enhancing self-awareness of leaders. Teams may elevate their level of awareness through the CBC approaches. Through CBC the coach raises awareness by exploring the problem of the team, forcing the team to collect supporting data of the problem. This level of self-awareness helps the team to solve the problem.

The team coach may make use of effective CBC approaches to contribute to the learning of the team. For teams to learn, they must be willing to learn. Team members who are willing to learn are able to introduce new ways of thinking, retain and apply information. Team members who are open to the coaching process and ready to learn when the TC is introduced to the business are able to learn from the TC initiatives.

Organisations that are open to TC initiatives and spend time on coaching leaders can encourage leaders to learn from the TC initiatives. Organisations that create an environment that encourages learning to take place are able to benefit from the TC initiatives, these organisations encourage teams to practise what has been learnt from the TC sessions.

TC contributes to the learning of the team by introducing a skilled coach to the business, a coach able to make use of CBC approaches effectively. By having team members who are willing to learn from TC coaching initiatives, teams who are open and ready for the coaching process. Businesses open to TC initiatives are able to create a learning environment, thus encourage the TC to contribute to the learning of team members.

#### **4.6.2 The Summary Second Research Objective: TC changes the behaviours of the team**

Team coaching changes the behaviour of the team by helping these leaders to navigate the complexity of internal and external environment. Teams become open to receiving and giving feedback, they begin to support one another and solve problems together as a team.

In the multinational organisation the team coach changed the behaviours of the team in the coaching sessions, team members started to trust one another and were able to be vulnerable with the members. They learnt to empower other people outside of the team coaching sessions. The disadvantage was that even though the TC initiatives helped them to empower other people, they were not able to measure their level of empowerment and a proper definition of empowering others was not explained by the business. This led to team

members believing that they were able to empower other even through that might not be the case.

TC changes the behaviours of teams by focusing on the goal of the team and coach leaders on this goal. The coach makes use of CBC which is goal focused and focuses on the here and now to change the behaviours of teams. Teams can work on a goal that is challenging and their ability to recognise the difficulty of the goal and the possibility of achieving the goal encourages them to change behaviours.

#### **4.6.3 Summary Third Research Objective: BLS perceive TC differently to leaders who have experienced the same team coaching**

What contributes to BLS perceiving TC differently to BLS who have experienced the same TC is that each BLS differs in the believes and how they perceive things. BLS who perceive their believes to be congruent to the coach are most likely to perceive the TC as satisfactory. BLS whose believes are not congruent with the coach are most likely not to perceive the TC as satisfactory. The same is true with relationships, BLS who have a good relationship with the coach are influenced by the relationship, thus perceive the TC as satisfactory. The leaders who do not have a good relationship with the coach will perceive the TC as not satisfactory.

The BLS coached in the multinational organisation differed in their perception of the TC. Some leaders perceived the TC to be constructive, while other leaders perceived the TC to be unconstructive. These BLS attend the same TC program from the beginning of the TC till the end of the TC program. Others perceived the TC to have gaps while BLS in the same coaching session were not able to perceive these gaps.

The other aspect that contributes to BLS perceiving TC differently to BLS who have experienced the same TC is the leadership style of leaders, BLS who have the style of servant leadership are most likely to perceive the TC on a positive light. The reason for this is that SL are focused on developing followers

and they are open to learning. Other leaders might not be SL rather they are leaders who understand that their leadership style has to transcend from the traditional leadership styles to the modern leadership styles. Their ability to recognise this encourages them to be open to learning, these leaders are most likely to perceive the TC as more satisfactory than leaders who do not have this mind-set.

## 4.7 Comparison of the literature review and own findings

**Table 8: Comparison of literature review and findings**

RQ#	Research Question	Prop#	Proposition (literature review response to RQ)	Findings from my study
1	How does TC contribute to the learning of the team?	1	<p>TC Contributes to the learning of the team as by raising awareness of leaders. The cognitive behavioural theory focuses on raising awareness of internal thoughts and self-beliefs. The CBC approaches make use of techniques of raising awareness, where leaders might have believed that they are unable to perform a specific task then the coach raises this awareness and coaches the BLS to focus on changing these beliefs to become more positive.</p> <p>Organisations that are keen on TC are most likely to spend time on TC. Spend time on team coaching means that leaders are able to improve and learn as a result of the TC.</p> <p>There are aspects that encourage teams to learn from TC initiatives and these include the capabilities of the coach and the leader's ability to create a psychological safety environment. The ability of leaders to be sensitive to the demands of the team members. Other aspects include the coaching objective, if the coaching objective is directed towards leaders, leaders are</p>	<p>TC contributes to the learning of the team, if leaders are willing to learn. As a coach engages with the team members by asking the coaching questions, leaders are able to reflect on the coaching questions. Coaching is not able to contribute to team members who are not willing to learn, these team members do not benefit from the coaching initiatives.</p> <p>Team members who recognise that the world has changed and that their current competencies are no longer required in this changed world, are able to recognise the importance of learning and as a result these leaders benefit from the TC initiatives.</p> <p>A coach making use of CBC is able to contribute to the learning of the team by elevating their motivation levels. In other cases, the coach is able to coach teams in such a way that they become their self-coach. CBC approaches contribute to the learning of team members as it helps leaders elevate their level of self-confidence, insights, improve management skills and the ability to handle change.</p>

RQ#	Research Question	Prop#	Proposition (literature review response to RQ)	Findings from my study
			<p>able to learn.</p> <p>The learning of TC is not entirely dependent on the TC, rather on the style of leaders. Leaders who are willing to serve are able to learn from the coaching, furthermore they create an environment that enables their followers to learn. These leaders are able to create a win-win solution for followers and the organisation.</p>	<p>TC is able to contribute to the learning of teams who are open and ready to learn. Aspects that influence teams to be ready for coaching includes changes to leadership, changes to the organisation, changes to the structure. Team members who recognise that their inability to change might impact their performance negatively, become open to learning.</p>
2	How does TC change the behaviours the team?	2	<p>TC changes the behaviours of the team by creating awareness of team members, It enables team members to become open to sharing workloads, help one another to meet deadlines, begin to trust leaders, communicate effectively and resolve conflict.</p> <p>TC changes the behaviours of leaders when they aligned to the behaviour of the coach, these team members become open to changing their behaviour</p> <p>The coaches may create coaching programs which help leaders to change behaviours, teams may practically practise what has been learnt in the coaching sessions, this practise can happen outside of the coaching sessions.</p> <p>CBC approached can change the behaviour of teams, teams begin to share feedback, manage change and strive for goals and to succeed, furthermore they start to respond positively to events.</p>	<p>TC changes the behaviour of teams, how behaviours are changes are linked to the ability of the coach to facilitate coaching session, this skill from the coach can influence team members to change behaviours.</p> <p>The coach able to effectively make use of CBC approaches can change the behaviour of members, as the coach is able help members to regulate their emotions, teams change from non-productive behaviours to productive behaviours. The non-productive behaviours could be influenced by thoughts of team members which translates into behaviours.</p> <p>To change behaviours a coach can, make use of training programs which includes the CBC approaches, programs that have been tested and proved to be effective. These can include both the theoretical aspect and the practical aspects focused on helping teams change behaviours. These programs may change the behaviours of the team.</p>
3	What contributes to BLS perceiving team coaching	3	<p>BLS perceive TC differently to BLS who have been through the same TC, as some BLS might have believes that</p>	<p>BLS perceive TC differently to BLS who have been through the same TC. Some leaders might perceive the TC</p>

RQ#	Research Question	Prop#	Proposition (literature review response to RQ)	Findings from my study
	differently to BLS who have experienced the same team coaching?		<p>are congruent with that of the coach. The BLS whose believes are congruent with the coach are able to perceive the TC as satisfactory and the BLS whose believes are not congruent with the coach are most likely to perceive the TC as not satisfactory. Other aspect includes the skill of the coach, if the coach is perceived to be competent with the coach the team is most likely to perceive the team coaching as satisfactory. Other leaders who are not able to assess the coach as being competent will be influenced by this aspect and perceive the coaching to be non-satisfactory.</p> <p>Apart from the coach, leaders who are intrinsically motivated and motivated to serve the customers are most likely to take positive aspects from the coaching sessions and then perceive the coaching to be most effective. Leaders who do not have the same drive and intrinsically motivated might focus on the negative aspect of the coaching and as a result may not be able to perceive the coaching as effective.</p> <p>Every person has a different believe system and different motivational factors. These aspects contribute to BLS perceiving TC differently to BLS who have been through the same TC.</p>	<p>to have been constructive, while others might perceive it to have been not constructive. Other BLS might perceive the TC to have gaps, while other leaders might perceive it to not have gaps. There are many aspects that contribute to BLS perceiving TC differently to BLS who have been through the same TC.</p> <p>Some leaders may be open to learning while others not open to learning. Those willing to learn may listen actively in the coaching sessions enhancing their ability to grow as BLS and to perceive the TC to have helped them compared to BLS who are not willing be actively listen in the coaching sessions.</p> <p>Other aspects include the relationship with the coach, leaders who have a good relationship with the coach are most likely to perceive the coaching as satisfactory and those not having a good relationship with the coach are most likely to perceive the TC as not being satisfactory.</p> <p>These are some of the aspects that contribute to the BLS perceiving TC differently to BLS who have experienced the same TC program</p>

## **CHAPTER 5. CONCLUSIONS & RECOMMENDATIONS**

### **5.1 Introduction**

This chapter will consist of the following structure, the first section will provide details that provide answers to the first proposition, then the second and then the third proposition. Conclusions will be provided about each of the propositions provided in Chapter 1 of the research report.

### **5.2 Conclusions regarding Research Question 1: How does TC contribute to the learning of the team?**

#### **5.2.1 The possible answer to research question 1: how does TC contribute to the learning of the team:**

This research was a qualitative case study of a multinational organisation to assess the perceptions of business leaders on team coaching. The BLS of this organisation were able to learn as a result of TC. These leaders were able to learn about their leadership style and because of TC they learnt to allow the BLS to share their personal stories. What was found was that not all team members were willing to learn as there was a believe that previous work experience exposed them to team coaching initiatives. What contributed to the team learning was the ability to being open to the coaching process, being ready for the coaching process and leaders' ability to recognise the skill of the coach.

The coach coaching teams makes use of Socratic questions to enhance the learning of team members. TC contributes to the learning of team members who are open to serving people, these members are more receptive to learning and they engage with the coaching experience making the learning effective and impactful. Because SL have an attitude of wanting to make a difference, their engagement levels towards learning become high. Their willingness to

learn enhances their thinking capacity, it demonstrates their ability to display cognitive thinking.

How TC contributes to the learning of the team is that it enhances the level of awareness of team members. Teams become aware of their approach towards leaders and the manner in which they respond to people. Teams gain perspective in how they perceive trust and their level of trust; enabling them to build trust. Teams gain perspective of their capabilities and their ability to reach difficult goals. They learn how to receive constructive feedback and give constructive feedback. This gained level of self-awareness contributes to learning of teams. Teams become aware that gaining self-awareness requires time and an investment in personal development which can be a lengthy process.

A coach coaching teams contributes to the learning of the team by making use of CBC approaches, these raise the awareness of team members. Teams become aware of their unhelpful believes which impact their learning, the coach can help teams become aware of these unhelpful believes. The coach can encourage leaders to have internal dialogues helping them to become aware of these unhelpful believes. As teams become aware of these, they are better able to shift these believes that strengthens teams making these helpful instead of unhelpful.

Coaching sessions that enable teams to practise what has been learnt in coaching sessions in a real-life situation, enhances the learning. The skill of the coach is essential and the ability of the coach to introduce coaching interventions in the right time enhances the learning. The coach has to have the skill to assess when would it be best to introduce coaching interventions.

When teams attend coaching sessions and a psychological safety environment is created, this encourages the coaching to contribute to the learning of teams. Team members themselves contribute to the learning by being sensitive to the demands of team members creating a learning environment. Apart from the coach and leaders, organisations too have to create an environment that encourages learning. Organisations can do this by being open to TC initiatives,

by exposing their teams to these initiatives. Furthermore, they can increase the amount of time spent on TC initiatives, these organisations create a learning environment as result encouraging TC initiatives to contribute to the learning of teams.

How TC contributes to the learning of teams is that it relies on the coach specifically the skill of the coach, the team's openness to learning and the organisations willingness to create a learning environment. The coach must be able to raise awareness and help teams learn from this gained awareness. Teams must be willing to learn and be open to learning. Organisations must be willing to spend time on coaching initiatives that encourage the learning of teams. These aspects enable the TC to contribute to the learning of teams, equipping teams to handle the external changes presented by the world.

The difference between the research and previously researched data that have become apparent is that in the previously researched data when change is introduced by the business, teams must go through a learning process that allows them to accept that the new change and to accept that the new learnings become a new routine and that this becomes an on-going process. What encourages teams to learn together as a team is team stability, the ability to create, acquire and share knowledge together as a team. Learning includes analysing data, learning goals, designing team strategies and reviewing coaching.

In the previous research what is established is that team members who position themselves as SL are humble and focus on developing followers. These members are not only humble, rather they too take risks and take ownership of their leadership.

Coaches coaching teams are able to make use of a consultative process and understand the teams interactive process, then provide feedback to the leaders. Coaches must become aware of the dynamics of the organisation and the dynamics of teams. Teams must take ownership of the learning, they become motivated by internal factors such as self-esteem and self-confidence.

The shortcomings identified in the literature review have been addressed by indicating that the learning process of teams entails coaches making use of CBC which deepens the learning. Because the CBC approaches helps teams become aware of unhelpful beliefs, they are able to recognise these. Where change has been introduced in the business and leaders having to accept the change and practise this new way of think as part of routine. The CBC approaches enhance the team's ability to recognise what could prevent them from accepting the changes and work on changing these thoughts to thoughts that accepts the changes.

The ability of teams to learn together as a team and the team stability which encourages learning has been addressed firstly by the multinational organisation exposing their team members to coaching initiatives as a team from the start of the coaching sessions till the end of the coaching sessions. The team members were coached as a team and by the same coach. This created stability for this team which contributed to the learning of the team.

The team members who position themselves as SL have to take risks and take ownership of the learning. This is addressed by recognising that teams must be willing to learn for TC to contribute to the learning of the team. The learning is not only dependent on TC rather It is dependent on the team, the coach and the organisation. Learning is complex in that it includes analysing data, learning goals, designing team strategies and reviewing coaching. This is addressed by making use of CBC approached which is goal orientated and focuses on the here and now. This approach aims to coach teams to reach a level where they can become their own coaches. With learning including designing team strategies, reviewing coaching etc, leaders who can coach themselves will be able to engage in the process of continuous learning.

Coaches being able to make use of consultative process to understand the organisation dynamic and team dynamic has been address by elaborating on the skill of the coach. The coach must be able to listen actively and be able to assess when to introduce coaching initiatives to teams. This level of awareness from the coach encourages them to understand when to make use of consultative process and when to make use of coaching process. This ability

from the coach influences leaders to recognise the skill of the coach, thus become open to learning contributing to the learning of the team.

### **5.3 Conclusions regarding Research Question 2: How can TC change the behaviour of the team?**

#### **5.3.1 The possible answer to research question 2: Can TC change the behaviour of the team?**

The research question aimed to answer the question of how TC changed the behaviour of the team. The team from the multinational organisation coached were able to change behaviours as a result of the TC. The team was able to change their attitude towards working with their team members, they started to have a positive attitude towards working with the team members. They were able to communicate effectively with the team members. The team implemented what they learnt in the TC sessions in the business, thus beyond the TC sessions. They started to empower people in the business, delegated additional task to those they were leading. Because the team was able to connect, they were able to work together to create a goal that was to be implemented by all employees in the business and this goal aimed to improve the customer delivery time.

TC changes the behaviours of the team and some of the changes includes the ability to navigate the complexity of internal and external environment, support one another towards the completion of tasks, help one another to solve problems. Teams may change their leadership style from command and control to a style that is humanistic, begin to solve problems collectively and increase the level of engagement of those they lead.

How TC changes the behaviours of teams is by making use of a coach skilled enough to be able to change these behaviours. To change behaviours of teams the coach coaches' teams by making use of CBC approaches in which the coach can make use of 'miracle questions' or 'rock a chair exercise', these

exercises raise awareness of teams, making them aware of how they respond to situations as they happen to them.

Behaviours of teams change in the coaching sessions and teams are able to implement these changes beyond the coaching session if the environment enables the changes to be implemented. The environment can be created by the organisation, by creating a consequences free environment. An environment where errors are viewed as an opportunity for learning, that focuses on improvement and non-judgement. That encourages teams to work in a team, have mutual trust, practise close loop communication and environment that is clear of their expectation from the team. This environment empowers teams and empowerment involves aspects such as providing learning opportunities, encouragement, affirmation and shared leadership. It further encourages building an environment that encourages people to succeed.

The difference between the research and previously published research that has become evident is that team members may be required to display a servant leadership style to be able to influence team members. These team members are able to influence the organisation's commitment.

Team members who serve display respect towards members and demonstrate unconditional love towards members. This enables these team members to influence those they lead.

Coaches coaching teams can create a friendly environment without being a friend to the team members, they are able to treat information as confidential in other aspects and display interpersonal skills.

The shortcomings identified in the literature review has been addressed by stating that leader's style of a SL encourages learning of leaders. That teams are able to change their leadership as a result of the TC.

In a case where SL is practised, where the SL expresses unconditional love towards members, has been addressed by advising that behaviours of team members change in an environment that is consequence free, that is non-

judgemental towards leaders and that leader's errors are seen as an opportunity for learning.

Coaches become friends without being friendly and treating confidential information as confidential has been treated by specifying that coaches behaviours has the ability to influence team members, members who have a good relationship with the coach can perceive the coaching to be good. This indicates the level of trust gained from the coach and their ability to be professional in the coaching sessions.

## **5.4 Conclusions regarding research question 3: What contributes to BLs perceiving team coaching differently to BLS who have experienced the same team coaching?**

### **5.4.1 The possible answer to research question 3: What contributes to BLS perceiving team coaching differently to BLS who have experienced the same TC?**

This research question aimed to answer the question of what contributes to BLS perceiving TC differently to BLS who have experienced the same TC. The business leaders of a multinational organisation were all coached by the same coach and experienced the same TC program. These BLS perceived the TC differently to BLS coached on the same TC program. Some leaders perceived the TC to be constructive and others to be unconstructive. Some leaders were able to perceive the TC as having gaps and other leaders were not able to perceive these gaps. Some leaders were perceived to have been working in silos in the TC sessions and others were perceived to be working together with leaders. Some were perceived to have had synergies with BLS and others were not able to perceive these synergies. Some leaders were perceived as leaders who were able to connect with BLS and enhance the personal relationships, while other BLS were perceived as not having the ability to connect and to enhance the personal relationship.

What contributes to BLS perceiving TC differently to BLS who have experienced the same TC are several factors such as leaders' willingness to learn. Leaders who are willing to learn, to serve others, to transcend from traditional leadership styles to modern leadership styles are most like to perceive the team coaching positively than the leaders that don't have this mind-set.

Leaders who are able to follow the coaching process and those engaged with the coaching process are able view TC positively when compared to those who are not able to follow the coaching process and not able to engage with the coaching process.

There are leaders who may not be open to changing their leadership style to align with the current demands of the world. These leaders will perceive the TC to not have contributed to their growth.

Leaders who are able to assess the goal of the coaching and when they measure these goals are not able to assess the improvement in productivity, team morale and team dynamics. These leaders will perceive the TC as not being effective.

A good relationship with the coach plays a critical role in influence the perceptions of leaders, leaders who have a good relationship with the coach may perceive TC to be satisfactory when compared to those who do not have a good relationship with the coach. Leaders who have a believe system that is congruent with that of the coach will perceive the TC as satisfactory compared to those who do not.

Leaders who are egocentric and focused on having power over BLS may not focus on learning and may not consider the concerns of other leaders. These leaders are most likely to perceive the TC as not being satisfactory.

The difference between the research and previously published research that have become apparent is that the skill of the coach and the qualification of the coach influences how leaders perceive TC. In cases where a coaching program is designed, the duration of the coaching program can influence how leaders perceive the TC.

There are factors that influences leaders to perceive TC differently to BLS and these includes the coaches ability to make use of coaching models such as the person-cantered approach.

The coach may share constructive feedback with BLS, rather they BLS may not agree with the feedback. This influences the BLS to perceive the TC as not satisfactory or effective.

The qualification of the coach and the duration of the program has been addressed by assessing the perceptions of the BLS. These differ as they are based on leader being congruent with the coach in terms of believes and relationship, and BLS perceiving the coach as being competent. These perceptions are perceived to be influenced by the level of trust the BLS will have towards the coach.

The ability of the coach to make use of different coaching models is addressed by assessing the perceptions of BLS, specifically those that are influenced by the competencies of the coach.

Where the coach shares constructive feedback and leaders not agreeing with the feedback has been addressed by stating that coaches must be able to make use of the different coaching approaches with CBC being discussed, furthermore the ability of the coach to assess the timing before introducing these coaching models. This indicates that the ability of the coach to listen to both verbal and non-verbal cues.

**Table 9 Consistency Table: Research question, conclusions and contributions to knowledge**

RQ	State research question	State literature-based propositions	State conclusions or answers based on own research	Highlight key differences between your propositions and your findings – this is your contribution to knowledge
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1	How does TC contribute to the learning of the team?	Team coaching contributes to the learning of the team	<p>TC contributes to the learning of the team by enhancing the level of awareness of team, teams become aware of their approach towards team members and the manner in which they respond to people.</p> <p>Teams gain the perspective of how they perceive trust, and their level of trust. They gain the perspective of their capabilities and their ability to reach goals. They recognise that gaining self-awareness requires time and investment in personal development. This ability to gain self-awareness contributes to the learning of the team.</p> <p>A coach coaching leader's makes use of CBC approaches and raises self-awareness. Teams become aware of their unhelpful believes and learn to shift these to strengthen leaders.</p>	<p>The key difference between propositions and finding is that. The proposition aimed to reflect the TC contributes to the learning of the team. What was found is that for TC to contribute to the learning of leaders a team coach coaching leaders must be skilled. They must be able to raise the awareness of teams and help the team to learn from this awareness.</p> <p>Teams must be willing to learn and open to the coaching process.</p> <p>Organisations must spend time in coaching leaders, creating a learning environment encourages leaders to learn from TC initiatives.</p>
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2	How does TC change the behaviour of the team?	TC changes the behaviours of the team	<p>TC changed the behaviours of the team, this happens if a coach coaching these teams is skilled enough to be able to change behaviours. The coach can make use for exercises in the coaching sessions to raise the awareness to leaders and to change behaviours.</p> <p>The changes in behaviours are not only dependent on the skill of the coach, rather the environment of leaders. If organisations create an environment that is consequence free, that views errors as an opportunity to learn, that focuses on improvement and non-judgement. An environment that empowers leaders, including aspects such a providing learning opportunities, encouragement, affirmation and shared leadership. It further encourages building an environment that encourages people to succeed. This contributes to teams changing behaviours as a result of TC.</p>	<p>The proposition aimed to assess how TC changed behaviours of leaders. The difference in the findings is that TC includes many aspects to be able to change the behaviours of leaders. The coach has to have the skill to influence leaders to change behaviours, they must be able to assess the most appropriate intervention to introduce to leaders.</p> <p>The environment created by the organisation coaching leaders must be a learning environment, it must be able to encourage leaders to practise what they have learnt in the coaching sessions. By practising the learnt concepts, they are able to change the behaviours.</p>
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3	<p>What contributes to BLS perceiving team coaching differently to BLS who have experienced the same TC?</p>	<p>BLS perceive TC differently to BLS perceiving team coaching differently to BLS who have experienced the same TC</p>	<p>What contributes to BLS perceiving TC differently to BLS who have been through the same TC is the attitude of leaders, leaders who are willing to serve and to change their leadership styles from the traditional styles to the modern styles. These leaders will be perceiving the TC as satisfactory because of their willingness to learn and to change. Leaders who do not have this attitude are most likely to perceive the TC as not being satisfactory.</p> <p>Leaders who are able to engage with the coaching process and follow the coaching process are most likely to perceive the TC as satisfactory.</p> <p>Leaders who have a good relationship with the coach are most likely to perceive the coaching as satisfactory compared to leaders who do not have a good relationship and those that have believes that are congruent to that of the coach are most like to perceive the TC as good compared to leaders who have believes that are not congruent with the coach.</p>	<p>The propositions aimed to assess what contributes to BLS perceiving TC differently to BLS who have experienced the same TC and the difference in the findings is that the perceptions of BLS leaders differs to those of BLS leaders for many reasons. These are driven from intrinsic believes of leaders and not necessary by extrinsic factors. For example these includes leaders believing that they have believes are congruent with the coach, that they have good relationship with the coach. There are those are focused on the leader for example the leaders willing to learn and to transcend their traditional leadership styles to modern leadership styles. These contributes to BLS perceiving TC differently to BLS who have experienced the same TC.</p>
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### **5.4.2 Recommendations**

The recommendations are specifically for multinational organisations wishing to make future decisions whether to coach business leaders in other locations in subsidiary offices.

Because the skill of the coach is essential and a skilled coach is able to contribute to the learning of leaders and is able to change behaviours of leaders. Before making a decision to appoint a coach it becomes essential to assess the skill of the coach. This can be assessed by tracking the previous record of the coach, if looking to coach leaders in a team, MNO may conduct references from organisations that the coaches have coached in a team. These references can assess the goal of those organisations and if the coach was able to achieve these goals. MNO may interview coaches to assess if they will be able to conduct the work required by them. Collecting the credential of the coach is essential for example the qualifications of the coach and competencies of the coach.

Coaches wishing to pursue a career in team coaching must invest in having the right credentials to be able to coach teams effectively. They must be willing to continuously learn and at times they may record themselves as they coach so that they can listen to themselves and make the necessary improvement to be able to enhance their skill. Coach must realise and recognise that coaching teams is more complex than coaching individuals, they need to listen actively and be able to assess when to introduce coaching interventions, this skill becomes essential. Coaches must be aware that the perceptions of leaders might impact their experience of the team coaching, as leaders recognise that they are not aligned with the leaders they must be able to modify their own behaviours to align with leaders as this may lead to leaders not perceiving TC as satisfactory.

Because the TC is dependent on leaders being willing and open to learning, MNO needs to assess their leader's willingness to learn, they need to assess if leaders are willing to transcend their leadership styles and if leaders are aware of the external changes presented by the world, most importantly if leaders are

willing to align with these changes. If leaders are not willing to learn and to change and MNO are able to assess this resistant from leaders. MNO may be required to have conversations with leaders making them aware of their reluctance and the impact of their unwillingness to change in this current world.

MNO have to assess their own environment if it enables leaders to learn. TC initiatives can be introduced by the organisations, and if the environment does not encourage learning, then all the effort and cost spent on coaching cannot be fully implemented in the business and thus MNO might not be able to benefit from these coaching initiatives. MNO may obtain feedback from their leaders to assess their willingness to create a learning organisation, in this way the MNO receiving feedback may be able to recognise their weakness and work on developing these aspects.

TC is not only dependent on the coach, rather the leaders and MNO have to assess their own behaviours and thoughts, and from this they can make the necessary changes to ensure that the TC initiatives are impactful.

### **5.4.3 Suggestions for further research**

Suggestions for further research entails how MNO may assess their own attitude towards learning. If they are able to be objective and open to the fact that they might not be open to creating a learning environment and this may impact coaching initiatives introduced to the business. This research could include what the learning environment is for MNO, as MNO has to be clear about what they are looking for before introducing external parties such as coach to assist them with their current gaps. It may include what aspects they need to consider to assess their own learning furthermore what they are looking for from the coach. MNO may introduce a coach to the business, they need to be clear of their goal and what they intend with the coaching initiatives. They need to be willing to create a learning environment for leaders, further research could entail how to create a learning environment for leaders and ensure that this learning environment is sustainable for the business.

Another further research could entail the willingness of leaders to learn, this could focus on the recruitment processes of MNO to assess how their recruitment processes assess the capability and the willingness of leaders to learn. This is essential as leaders who do not have high learning agility may not be able to learn even if coaching initiatives are introduced. Business might create learning environment and introduce coaches to the business, but leaders not willing to learn might not learn from the coaching initiatives.

Further research could focus on obtaining the perceptions of leader's direct reports to assess if leaders were able to learn as result of TC. Leaders coached may perceive the coaching to have enhanced the learning and this might to be perceived by the leader's direct reports.

Further research could focus on transformational leadership with refence to coaching leaders. This could capture the leaders as they transform organisations as a result of the coaching that they have experienced. Organisations can benefit from this research especially when considering the current world that we are in, a world that request leaders to continuously learn and improve their competencies to lead effectively in this world.

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## **APPENDIX A (use letters not numbers)**

### **Appendix A: INFORMED CONSENT FORM**

The Graduate School of Business Administration  
2 St David's Place, Parktown,  
Johannesburg, 2193,  
South Africa  
PO Box 98, WITS, 2050  
Website: [www.wbs.ac.za](http://www.wbs.ac.za)

#### **MMMBEC RESEARCH CONSENT FORM INFORMATION SHEET AND CONSENT FORM**

##### **Who I am**

Hello, I am Pearl Ntsakisi Mathe-Mkhize. I am conducting research to complete my Master in Business and Executive Coaching at Wits Business School.

##### **What I am doing?**

I am researching business leader's perception of team coaching on team learning: the case of a multi-national organisation operating in South Africa

##### **Your participation**

I would like to find out if you would be open to being interviewed on the team coaching you experienced as a member of the leadership team.

Please understand that your participation is voluntary and you are not being forced to take part in this study.

##### **Confidentiality**

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including my

academic supervisor. (All of these people are required to keep your identity confidential.)

All study records will be destroyed after the completion and marking of my report. I will refer to you by another name, should there be a requirement to make mention of you, this will be in the research report and any further publication.

**Risks/discomforts**

At present, I do not see any risks in your participation.

**Benefits**

This study will be extremely helpful, as it will assist in understanding team coaching, also collecting data that can be used for future decision-making.

If you would like to receive feedback on the study, I can send you the results of the study when it is completed sometime after April 2021.

**Approval**

This research has been approved by the Wits Business School. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the Research Office Manager at the Wits Business School, contact number 011 717 3510.

**CONSENT**

I hereby agree to participate in research on team coaching. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop participating at any point should I not want to continue and that this decision will not in any way affect me negatively.

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

I understand that my participation will remain confidential.

.....

Signature of participant Date:.....

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

.....

Signature of participant Date:.....

## **APPENDIX B Instrument**

### Interview Guide

- I. How was your experience of the TC?
- II. Through the learnings from the TC, would you express the willingness of team members to be vulnerable?
- III. On a scale of 1 to 10, how would you rate your level of empowering the business leaders you were coached with?
- IV. Were teams willing and open to learning from other team members
- V. What is your thinking in terms of a coach with great credentials for coaching teams
- VI. Do you think that you have grown as a person as a result of the TC
- VII. What stood out for you in the coaching sessions
- VIII. Have you experienced TC before and if yes, how is this one different from the historical TC that you experienced
- IX. What have you learnt from the TC meetings, how have these contributed to your growth level
- X. Has TC made a difference to this team, how would you rate the level of the interaction within team members
- XI. How would you assess your leadership approach when attending the coaching sessions
- XII. How would you describe your level of learning in the coaching sessions

- XIII. On a scale of 1 - 5, how would you rate the team's readiness for the TC
- XIV. When assessing business leaders in the TC sessions, how would you assess the level of trust?
- XV. What has been the biggest learning for you?
- XVI. How did you experience the coach?
- XVII. What do you take away from the coaching sessions?
- XVIII. How would you assess the skill of the coach who was coaching you as a team?
- XIX. What is your view of being coached and then implement in the organisation?
- XX. How would you describe the team's ability to connect on a personal level, since the TC?
- XXI. What changes do you notice about your behaviour since the team coaching?
- XXII. What was the key takeaway for you from the coaching sessions?
- XXIII. Do you think that you have changed as a result of the TC?
- XXIV. What is the most behavioural attribute that you have changed as a result of the TC?
- XXV. What is your understanding of TC?
- XXVI. How would you describe this team?
- XXVII. What helped to create the breakthrough for this team

## Appendix C: ethics approval notification



### **SCHOOL OF GRADUATE SCHOOL OF BUSINESS ADMINISTRATION ETHICS COMMITTEE CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)**

**CLEARANCE CERTIFICATE PROTOCOL NUMBER: WBS/BA1480708/351**

**PROJECT TITLE** Business leaders' perceptions of team coaching on team effectiveness: the case of a multinational organization operating in South Africa

**INVESTIGATOR** Mrs Pearl Mathe-Mkhize

**SCHOOL/DEPARTMENT OF INVESTIGATOR** MM (Business & Executive Coaching) **DATE CONSIDERED** 6 March 2020

**DECISION OF THE COMMITTEE** Approved unconditionally

**RISK LEVEL** MINIMAL RISK

**EXPIRY DATE** 28 FEBRUARY 2021

A handwritten signature in black ink, appearing to read "Matshabaphala".

**ISSUE DATE OF CERTIFICATE** 2 April 2020 **CHAIRPERSON**  
(Dr MDJ Matshabaphala)

cc: Supervisor: Miss Wrogemann

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----- **DECLARATION OF INVESTIGATOR**

To be completed in duplicate and **ONE COPY** returned to the Chairperson of the School/Department ethics committee.

I fully understand the conditions under which I am authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee.



\_\_\_\_\_ 2 / 4 / 2020 \_\_\_\_\_ Signature Date

**PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES**

**Appendix D: Permission letters received from organisations if applicable**

Ntsakisi Mkhize  
Northmoad  
Benoni  
1501  
084 747 2280  
[Ntsakisi.Mkhize@voith.com](mailto:Ntsakisi.Mkhize@voith.com)  
6 June 2019

Voith Turbo Pty Ltd  
16 Saligna Street  
Hughes Business Park  
Witfield  
1459  
Gauteng  
South Africa

Dear Charl and John

**MMMBEC RESEARCH TOPIC APPROVAL**

This letter serves to request approval for my research topic entitled *Business leaders' perceptions of team coaching on team effectiveness*.

The topic is in line with my field of study, *The Master of Management in the Field of Business and Executive Coaching (MMMBEC)*. The reason for this topic is that the Executive Team of South Africa was coached by an external coach, the coaching had a positive effect on this team.

My intentions are to enable to team to reflect on the coaching experienced, how it impacted the team from a working relationship perspective, more importantly their performance as a team and as result the performance of their team members.

### **Confidentiality**

Any study records will be kept confidential and will not be published, the company name will not be mentioned in the research report, the executive team being interviewed will not be revealed. The records may be reviewed by people responsible for making sure that research is done properly, including my academic supervisor. (All of these people are required to keep your identity confidential.)

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

### **Approval**

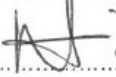
This research has been approved by the Wits Business School. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by

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participating in this study, please contact the Research Office Manager at the Wits Business School, contact number (011) 717 3510.

Yours sincerely,

Voith Turbo (Pty) Ltd



.....  
Ntsakisi Mkhize  
Human Resources Manager

We hereby confirm that we have read and understood the content of the letter and that we approve the research topic proposed,

Yours sincerely,

Voith Turbo (Pty) Ltd



.....  
Charl Folscher  
Managing Director & CFO



.....  
John Visser  
Financial Manager