Manager as Coach: An Exploratory Study into the Experience of Managers Dealing with Team Challenge

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The material being presented for examination is my own work and has not been submitted for an award of this or another HEI except in minor particulars which are explicitly noted in the body of the thesis. Where research pertaining to the thesis was undertaken collaboratively, the nature and extent of my individual contribution has been made explicit.

Abstract

Effective teams demand sharing, good communication, openness and engagement to create cohesion and collaboration. The modern team environment requires a highly competent manager capable of dealing with diversity, widening demographics, compression of roles, merging of organisational hierarchies and resource scarcity. This dynamic interplay has contributed to the transition from the traditional bureaucratic style of management to a higher proficiency of inclusive leadership, encompassing coaching. Within this context, there is an assumption that the manager as coach will successfully tackle the complexity of team challenge using conventional coaching interventions with the manager as coach becoming vogue.

Thirty semi-structured interviews were recorded, transcribed and thematically analysed using a critical incident for exploration. The data generated an appreciation of the origins of team challenge and how challenge can be recognised, identified and acted upon to avoid escalation and maintain functionality within the team. The findings offer a framework for managers, irrespective of coaching competency to deal with team challenge and specifically that arising from behaviour described as unproductive or dysfunctional within the complexity of multiple team variants.

This research will further supplement existing team effectiveness models and highlight the need for the manager as coach to be alert to team behaviour, foster appreciation of team difference at all levels, be coach-minded and act speedily in addressing team challenge. Further insight is offered from the perspective of the practitioner with models for self-assessment and training in response to dealing with challenge.

Contents

Acknowledgements

Summary of Doctoral Elements

The table below is a summary of elements for this doctoral programme illustrating the steps required to arrive at the research being presented in this document.

Assignment / Activity	Date	Purpose	Reflection of each stage
Personal and Professional Review (IS7 508)	November & December 2011	Personal reflection & presentation	An overview which offers some rationale as to my approach and topic of choice – the grounding of my ontology and epistemology
Negotiated Experiential Learning Module (IS7 001)	January / February 2012	Portfolio of evidence and experience	A plotted history which relates observations of individuals from different cultures, teams and experiences and arrives at the topic of choice and related interest in team functioning
Global Business Issues (BUM8 002)	April /May 2012	Team work / collaborative presentation & individual assignment	This unit enhanced appreciation of the wider business context teams operates within and added insight to some of the challenges that arise from external factors.
Action Learning Phase BU8002 (1)	September 2012 to March 2013	001 = literature review	Heightened appreciation of what may be challenging to deal within a business environment. Foundational reading to identify the area of interest but also discern a paper that may be relevant to the chosen area of research.
Research Project Proposal BU8001 (2)	September 2013	002 = research proposal	Upon reflection, this was approached as a project plan vs. a research proposal; the elements of each being different to the reality that has unfolded.
Major research Project (BU8003)	September 2018	Report and Oral presentation	Culmination of the journey, aware of what is unknown and the things that require improvement. Utilised many of the skills from the previous units to hone research techniques, critical appraisal and recognition of an opportunity to research having completed these specific units.

Chapter 1 - Introduction

This Chapter outlines the exploration, its relevance and contribution to coaching through management and team leadership practice with specific focus upon manager as coach (MAC). The primary elements covered within this Chapter are included within the total overview figure below.

Figure 1. 1 Overview of Research Elements
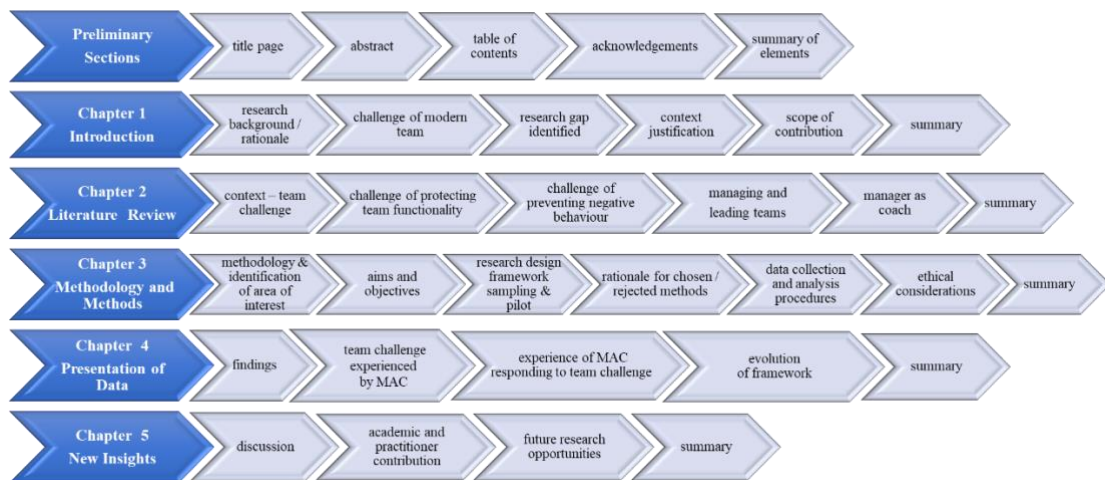
This Chapter will set the scene for justification to conduct this exploration and provide a foundation for the remaining Chapters of this thesis.

1.1 Research Background - Managing Challenge

The role of the manager is to build a positive team environment and foster trust through aligning team dynamics including culture, team behaviour and functionality (Engelbrecht, Heine & Mahembe 2014). Thus, the ability and skills of the manager are recognised as critical elements of a successful modern business (Battilanna, Gilmartin, Senul, Pache, Alexander (2010); Clutterbuck 2013) which is constantly changing (Laud, Arvevalo, Johnson 2016) regardless of sector. Organisations strive to be successful and productive in a competitive market (Engelbrecht *et al.* 2014) with work engagement being acknowledged as key to that success (Lin 2015) adding to the increased demands being made of managers and the teams they lead. Because of an ever-demanding environment, organisations are focussing on front-line managers to deliver organisational goals and training managers in coaching skills to support this requirement. Teams are recognised as being more dynamic in nature

thus intensifying the managerial challenge, an entity Bushe & Chu (2011) described as fluid. With the increased reliance of organisations upon teams and their collaboration (Edmondson 2012) inside and outside of the team and within the organisation, Fairhurst & Connaughton (2014) noted that teams are increasing in complexity, irrationality and that continuous change is the new norm. Norreklit (2011) observed that managers have to be careful not to disempower staff, something Grint (2012) previously hinted towards, remarking that managers need to consider methods that bind individuals closer to the communities they lead without impeding individualism. Ellinger (2013) endorses this individual approach to team management when citing Paustain–Underdahl, Shanock, Rogelberg (2013) who acknowledge the importance of individual team employees as a critical source of competitive advantage to promote business success. This awareness of the importance of individual employees as team members reinforces the growing requirement for front-line managers to be well versed in the application of coaching with an expectation to *enable* individuals within their teams thereby assigning coaching as a management aid. There is a notion that successful teams result in successful organisations (Sudhakar (2011) cited in Erkutlu 2012) heightening the manager responsibility and personal challenge to deliver the required outcome. Maruping, Viswananth & Thatcher (2015) reiterate the importance of managing interdependence which is critical to achieving the success of individuals within the team and of team tasks.

There are multiple demands upon team managers such as dealing with constant change (Fairhurst & Connaughton 2014), **managing diversity** (Agrawal 2012), managing **team dynamics** including that of integrating different sources and types of expertise (Maruping *et al.* 2015), **aligning team cultures and behaviours** (Cheng, Chua, Morris & Lee 2012), setting the correct context (Dexter 2010) and **influencing** a desired course of action (Amos & Klimoski 2014) to achieve corporate goals. The role of the team-leader is therefore to engender two-way constructive feedback, supporting day-to-day positive communication thereby reducing the opportunity for deviant or undesirable behaviour (Peng & Lin 2014). It is no surprise that organisational leaders have been seeking an appropriate solution when dealing with added demands such as technological (Budworth 2011) challenge

and an expectation to deliver more with less resource (Nuffield Trust Report 120112). According to authors such as Beattie, Kim, Hagen, Egan, Ellinger & Hamlin (2014) and Ellinger (2013) front-line managers are responsible for the personal and team development of their employees whilst keeping them engaged (Lin 2015), achieving agreement upon team decisions and fostering continued proactivity (Chugtai & Buckley 2011). Exploring selected items from this list illustrates the dynamic context and diversity within teams and highlights the challenge of managers to create a more flexible and malleable means of addressing the needs of individual team members, irrespective of sector.

1.2 Challenge of the Modern Team - Diversity

Hentschel, Shemla, Wegge & Kearney (2013) noted that with demographic change and increased globalisation, diversity is not only inevitable but desirable to broaden the resource pool. Boener, Linkohr & Kiefer (2011), Agrawal (2012) and Sommers (2012) acknowledge that the variety of skills and personalities within a team need to be complimentary to foster differing ideas and ways of approaching tasks. Sun, Pei-Lee & Karis (2017) reports that work teams are increasingly diversified and cosmopolitan requiring leaders to manage teams with increased cultural diversity, ethnicity, nationality and mind-set differences which can play out in negative or positive ways within a team thereby posing alignment issues for the manager. Cheng *et al.* (2012) posits that a diverse team may be hampered in achieving its goals as supported by Agrawal (2012) in that diversity impairs team functioning by creating negative potential with a greater propensity for conflict. This area of team conflict and the link to team functionality is of specific interest within this research in how the MAC addresses these flash points. Hentschel *et al.* (2013) specified the impact of diversity upon team functioning, revealing that team members with a more open attitude or mind-set towards diversity try to learn different ways of approaching tasks. Conversely, team members not willing to learn from one another or not willing to be open, create conflict and division which affects team functioning. Santos & Passos (2013) documented this relationship conflict as having detrimental effects on the team, whereas Wood, Michaelides & Thomson (2011) postulated that conflict was healthy for ideas generation within a team.

Considering these insights, managers would do well to recognise the impact of individuals (Paustain–Underdahl *et al.* 2013) and addressing the potential challenge of team diversity for the benefit of the team. Amos & Klimoski (2014) believe that a successful team requires individuals to perform and have the confidence and character to influence other team members; namely each team member has a role in managing team diversity. This supports the long-established recommendation by Belbin (1969) requiring team members with different skill-sets to coalesce and form a cohesive whole. The issue of managing team dynamics as a further element of a functioning team will be the focus of the following section.

1.3 Challenge of the Modern Team – Dynamics

Team dynamics can be affected by multiple factors from inside and outside of the team. Neilsen & Randall (2012) reports that the internal wellbeing and social support within a team is linked to team-working ability. Teams have emerged as an essential means of organising work tasks by being better able to manage large amounts of information and better resourced compared to individuals. Teams also facilitate the management of interdependence and sequencing of complex activities (Maruping *et al.* 2015). Belbin (1969) endorsed that teams evolve for different reasons bringing together unique skills and personalities to achieve desired outputs, whilst acknowledging that team members who work independently and never meet in person could not achieve the team output without an input from each team member. Neilsen & Randall (2012) reiterates that teams that work well together are linked to higher levels of job satisfaction and lower absenteeism compared to those not working in a fully functional team. This highlights the requirement of managers to achieve a fully functioning status to achieve the desired deliverables from an individual, team and organisational perspective.

Team dynamics rely upon an element of trust between teammates (Oktug 2013) which influences their engagement in joint decision making and problem solving (Buvik & Tvedt 2017). This trust is fundamental to team functioning by promoting co-operation and increased motivation resulting in positive performance outputs (Oktug 2013). The presence of a positive team dynamic encourages loyalty between team members and a desire to share thoughts and openness toward teammates. Such

positive team dynamics can create a mutually beneficial environment and set the scene for good relationships (Peng & Lin 2014) between team members and the team leader, allowing for constructive feedback, supportive day-to-day communication and reduced opportunity for deviant or undesirable behaviour (Peng & Lin 2014). Engelbrecht *et al.* (2014) reinforced the role of the manager in building this positive team environment when stating their action has immense impact upon trustworthiness. Managers as team architects are ideally placed to foster trust through aligning team dynamics including culture and consequently, team behaviour and functionality.

1.4 Challenge of the Modern Team - Alignment

Hyland (2013) describes teams as the business architecture of organisations which is an appropriate metaphor where individual team members can be likened to the scaffolding of an organisation, supporting the organisation through the provision of specific skills and activities, while the team itself provides the framework and direction for these activities. The building blocks according to Wilson (2007) that support the operations and the cultural make-up of the organisation to which they belong (Wiedow & Konradt 2011; Coyle 2018) are the teams, the people who make up the teams and the team leader. Contemporary work arrangements place a heavy focus on the willingness of team members to rise to the occasion (Amos & Klimoski 2014) and be an effective team member. Amos & Klimoski (2014) expanded the importance of Belbin's team construct stating that to be effective, teams need individuals with the propensity to perform. Performance output and desired outcomes are more likely if individuals and therefore teams are aligned with the aims of the organisation (Rutti, Ramsey & Chenwei 2012). Team members must be willing to align (Amos & Klimoski 2014). The concept of alignment in working relationships as essential for people to work together was first reported by Tuckman (1965) when describing the forming of a team. As an endorsement to Tuckman, Edmondson (2012) observed also that being part of a team may require individuals to respond, to create, to work with one another, to combine efforts and abilities, to refine processes, to deliver outcomes, to integrate and share knowledge and to provide products or services for specific needs.

According to Edmondson (2012), being part of a team demands participation as Amos & Klimoski (2014) later described; namely to step up, to contribute, to understand the task in hand, to possess a willingness to work with colleagues with an ability to align and focus upon the desired output. Zoltan (2015) investigated the phenomenon of alignment from a psychological and group dynamics perspective, concluding that the team leader needs to influence individual team members to be attracted towards working together, whatever the output purpose of the team. This achievement of total alignment by the manager to enable functional interdependence appears to be critical to team functioning (Fairhurst & Connaughton 2014, Karacivi & Demirel 2014) while the focus upon teams as a bounded and stable set of individuals interdependent for a common purpose was reiterated by Wageman, Gardener & Mortensen (2012). Zoltan (2015) reinforces this concept through analysis of the elements that contribute to effective team functioning namely; aligned attitudes, opinions and aspirations, each of which may represent a challenge for a manager to engineer. Belbin (1969) reiterates his conviction to focus on team efficiency engineering due to his firm belief that many work problems are due to the way the job is set up, thereby accentuating the need for the manager to align, to engineer and to set up the team to function fully. The role of the manager in aligning and engineering a fully functioning team is critical and can possess both a positive and negative potential, as illustrated below.

Figure 1. 2 Manager Influence Upon Teams

(as summarised from Amos & Klimoski, Belbin, Coyle, Edmondson, Ellinger, Fairhurst & Connaughton, Hall, Hyland, Karacivi & Demirel, Rutti *et al* , Wageman *et al* and Zoltan)
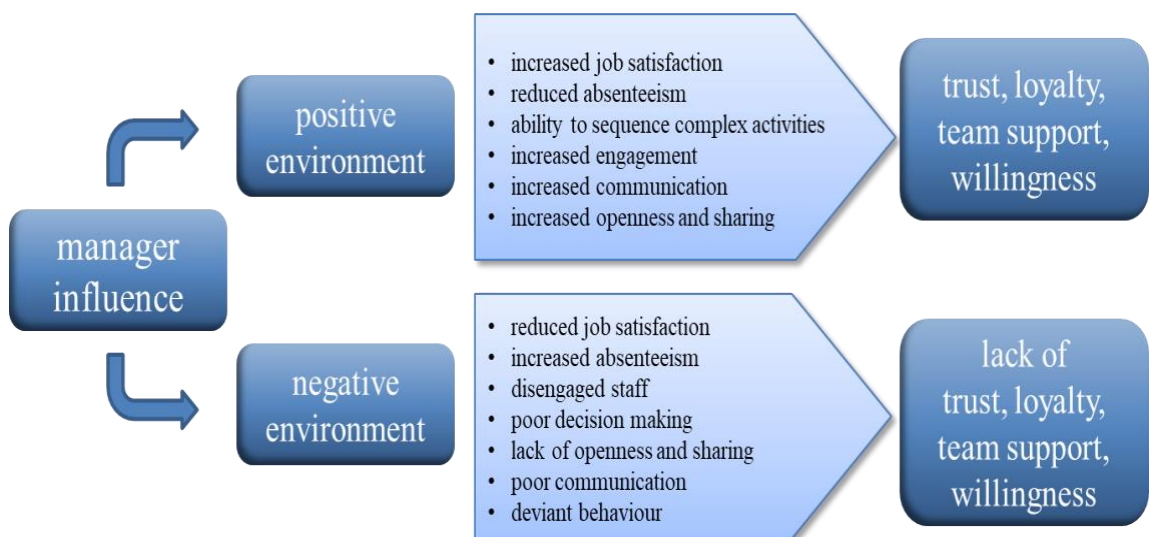
In this context, the manager is the lynchpin (CIPD The Role of the Line Manager, and Ellinger 2013) and pivotal to achieving the desired organisational goals by alignment of team members to create an effective working relationship. For this alignment to be successful requires the team leader to highlight the mutual appreciation of the contribution from each team member (Kim 2014). The following section explores the importance of the ability of the manager to influence the required outcome.

1.5 Challenge of the Modern Team - Manager Influence

Team Challenge is an aspect of the contemporary workplace that defines the contributory factors influencing performance outomes, team functionality and personal behaviour requiring managers to acquire new ways of interacting with employees and to influence appropriately (Bommelji 2013 & 2015). Ellinger (2013) maintains that focus upon the manager is valid, in being ideally placed to engineer the best team output through enacting behaviours that promote and develop employee learning, work related skills and ability. Kim (2014) focuses on the ability of the manager to influence change within the team by utilising their relationship with team members. These observations are reinforced by Lawrence (2015) who observed that managers can deliver long-term sustained performance at an organisational level provided they cultivate a constructive performance behaviour. Pulakos, Hanson, Arad & Moye (2015) added that performance management needs to shift from formal systems to dealing with management-matters daily, echoing Lawrence's (2015) inference through cultivation. Engelbrecht *et al.* (2014) supported the importance of the role of the manager in presenting daily opportunities for learning and developing team members by utilising skills for promoting work engagement.

According to Conway & Coyle-Shapiro (2012), integrity, manager behaviour and the aligned articulation of desired tasks by the manager can have an impact upon team output. Conway & Briner (2012) placed a responsibility on both manager and employee willingness to build a positive social exchange for the manager to best support individuals to perform to their best ability by highlighting the unwritten expectations with their direct reports. Engelbrecht *et al.* (2014) further noted that

increased engagement by employees, via a positive social exchange can lead to improved employee performance. Fairhurst & Connaughton (2014) cites this critical management role as focusing upon how the manager communicates messages, agreeing with Conway & Coyle-Shapiro (2012) that articulation is a key skill. Fairhurst & Connaughton (2014) believes articulation affects the leader-follower relationship including that of the manager acting as a conduit for learning through carefully transmitting meaning and expected behavioural outcomes to the individuals they manage, by congruent role modelling.

Guidance from the Chartered Institute of Personnel Development (CIPD) follows that team managers are best placed to address day-to-day people management and development with measured operational performance. This includes managing diversity and alignment of the team to achieve the desired outputs (CIPD The Role of the Line Manager). Line managers are the critical conduit for learning due to their ability to work with diverse team members and align activities for mutual gain whilst setting-up the desired team architecture for peak functioning and achieving the interdependence referred to by Zoltan (2015). Furthermore, there is consensus that the role of the line-manager is critical to the success of the team in meeting the expectation of organisational success. Team coaching is on the increase to support this success with a reported preference for delivery by internal line-managers, 6th Ridler Report; Jones, Woods & Guillaume (2016). Multiple employers from all sectors are placing line-managers at the forefront of delivery and facilitating the expected outputs from individuals and teams within their organisations. This accumulation of elements has led organisational leaders to seek better ways of supporting front-line-managers with a common preference towards training in coaching skills.

1.6 Research Gap Identified

The trend in training managers in coaching skills is growing across multiple sectors (CIPD 2015). There is a strong and varied literature base concerning teams and leadership but significantly less linking the relationship between leader behaviour and team performance outcomes (Herman 2014) and addressing the MAC Zaccaro, Rittman & Marks (2001) commented that despite an abundance of publications on

leadership and team dynamics, little is known on how leaders create and manage effective teams. The same appears true of the role of MAC in managing effective teams. While the traditional role of the leader is considered vital in determining team outcomes and culture across all types of team by recognising and creating conditions that inspire individual team members to unleash their self-potential and support one another (Kunnanatt 2016, Vincent-Hoper, Muser & Janneck 2012) the leader-as-coach is more likely to set and review goals, explore alignment between personnel, sub-groups and team goals, developing strategic skills and helping the team articulate the values behind the vision (Clutterbuck 2014). By contrast, MAC is a person more likely to facilitate employee learning and development to better influence positive team behaviour (Ellinger, Beattie, Hamlin, Wang & Trolan 2006).

Hagen & Peterson (2013) directs that there is a requirement to develop a better understanding of the managerial coaching construct in terms of the impact of coaching, the links between coaching and leadership and coaching with the desired outcome. Historically, Gerber (1992 in Hagen & Peterson 2013) noted that from all the different roles a manager performs, the role of coach is viewed as the most difficult. Hagen (2012) proposed that while coaching is at the heart of management practice, there is little known of this activity regardless of its longevity as a management tool and its present popularity as a seemingly obligatory training requirement for managers. A robust appreciation is lacking also as to why coaching practice may still present difficulty for some managers in achieving published expectations. It is anticipated that this research will add to the understanding of the role of MAC in the context of a modern team.

Coaching is already linked to the wider range of leadership and performance mechanisms such as organisational commitment (Ellinger, Hamlin & Beattie 2008) improvement in team learning (Hagen 2012; Clutterbuck 2013; Fillery-Travis & Cavicchia 2013) performance (Agarwal, Angst & Magni 2009; Ellinger 2013; Hagen 2010; Lui & Batt 2010; Dahling 2016.) and work satisfaction (Ellinger 2013). Regardless of the plethora of publications about coaching, few scholars have studied the impact of coaching on subordinate performance development (Ellinger & Bostrom 1999; Yukl 2002). This presents an opportunity to explore the role of MAC

and the experience with their subordinates considering the expansion of coaching as a performance management intervention. In addition, it is important to establish if managerial coaching is an appropriate instrument within most team scenarios in the wake of the challenging financial circumstances and where hierarchical management levels in many organisations are being merged as a cost cutting exercise leading to increased responsibility and a higher skill set requirement for the remaining line-managers (Agarwal *et al.* 2009). Currently 88% of organisations report that they train their managers in coaching skills (6th Ridler report, 2016). A further indication of the growth in MAC is derived from a recent meta-analysis of workplace coaching by Jones *et al.* (2016) confirming that a stronger impact is achieved using an internal coach compared to that from an external coach. An internal coach could be the MAC as opposed to hiring an external coach outside of the organisation. This trend supports the notion that managers should coach, will coach and are trained and encouraged to coach as an expected management skill. Hagen (2012) endorsed this expectation by inferring that managers who coach are seen as good leaders thus linking managers, coaching and team performance without necessarily knowing the nature of the linkages. Any further insight gained in exploring the expectation of the MAC in meeting challenge will likely enhance our understanding and guidance of the role of MAC.

1.7 Research Aim, Objectives and Scope of Contribution

As supportive evidence of the significance of managerial coaching, Beattie *et al.* (2014) reported that 53% of organisations trained their managers in coaching skills. Fillery-Travis & Cavicchia (2013) noted coaching is a common development method and responsible for a significant share of an overall training budget. The CIPD in 2013 reported that nine out of ten organisational line managers use coaching with 84% regarding coaching line-managers as effective or very effective. According to more recent data in the 6th Ridler Report (2016) team coaching constitutes 76% of all coaching within organisations with one-to-one coaching accounting for 75% of all coaching. Many authors welcome this growth but also bemoan the lack of empirical evidence to supports its contribution (Beattie *et al.* 2014; David & Matu 2013; Egan & Hamlin 2014).

The aim of this research is to gain an appreciation of what presents challenge in a modern team environment and how the MAC addresses that challenge. Therefore, the objectives of this research are:

- to explore team challenge as experienced by MAC
- to explore the experience of MAC in responding to team challenge
- to develop a framework to support managers in dealing with team challenge

While coaching has become an important tool within managerial training and development, the desire for research and elaboration regarding managerial coaching behaviour is self-evident, as the impact of coaching upon employees and the extent to which managers can be trained to coach effectively, remains relatively unclear (Egan & Hamlin 2014).

There has been frequent reference to coaching throughout leadership research. For example, Hackman listed expert coaching as a requirement for team effectiveness in his real team conditions (Hackman 2002). Specific references to the ability of managers to coach are prevalent (Härtel & Sun 2014; Hunt & Weintraub 2002 & 2007; Jones *et al.* 2016; Ladyshewsky 2010; Liu X; London & Mone 2015; Passmore 2010) with coaching considered essential to team success whether managers view themselves as MAC or not. Beattie *et al.* (2014) highlighted that while managerial coaching is becoming increasingly popular in scholarly and practical terms, the line manager who is required to execute this coaching may be neither capable nor interested in coaching practice. Considerable investment has been directed towards training managers to coach with little attention to the balance between the conflicting authoritarian and participative approach that they may face. This contradiction is a possible cause of conflict since coaching uses a less authoritarian style of leadership which is more participative (Ciporen 2015) and consequently, may better address the environmental and socio-demographic challenges of the modern team. Hence, the participative foundation of coaching has been utilised as a means of increasing employee engagement, performance and productivity (Downey, 2003). Little exploration into the context of a modern dynamic team environment has been conducted or the views of the managers elicited regarding the use of coaching as a team management tool. Regardless of the

extensive publications relating to coaching, there has been no study to date exploring the influence of MAC upon team challenge and dealing with challenging team behaviour. Joo, Sushko & McNeal (2012) noted that more rigorous research is required about coaching relationships and coaching outcomes while Al-Nasser & Mohamed (2015) noted that empirical research exploring ineffective counter-productive (negative) behaviours has received little scholarly attention. This research aims to address this shortfall with an exploratory study into the experience of MAC in dealing with team challenge, through addressing the aim and objectives as summarised above.

1.8 Summary

This introduction has highlighted the multiple demands being made of managers within an increasingly dynamic team environment and an expectation to deliver more output with less resource. Many eminent authors and professional bodies regard coaching as an essential requirement for team leaders as indicated by the recent trend of coach training. There are gaps remaining in the understanding of MAC in leading teams regardless of the volume of published data.

This exploration begins with a literature review in Chapter 2 summarising how team context has evolved as an essential foundation of modern business, requiring a change in leadership and leading to the evolution of MAC. Pivotal to team functionality and achieving the desired outcomes is the increased responsibility being placed upon the manager to achieve alignment between team individuals and desired organisational goals. By exploring the nature of MAC, understanding what constitutes challenge and how managers as coach deal with challenge will deliver insight into the growing practice of coaching as a management tool.

Chapter 3 will outline the methods used for this exploration followed by presentation of the data in Chapter 4. Chapter 5 will cover the discussion, the contribution of this research from an academic and practitioner perspective, potential research opportunities, a summary of the aim and objectives and the findings of this exploration. Throughout this exploration, the presentation of primary data has been supported by direct reference to published literature using multiple sources and

perspectives of their experience of MAC. While this may be viewed as unconventional, it highlighted the commonality in approach, complementarity of findings and the stringent validation of primary data compared with published sources.

For clarification within the script any direct quote, word or phrase from the referenced literature will appear in *italics* (ref. Chapter 3). For Chapters 4 & 5, any direct quote, word, phrase or illustration in *italics* is derived from the interviewees as referenced by their respective identification (ID) as in Table 3.2.

Chapter 2 - Literature Review

This Chapter reviews the academic literature that underpins this research focusing upon what is defined as Team Challenge, Managing and Leading Teams and the role of MAC. This Chapter will further address the research elements as illustrated below.

Figure 2. 1 Elements

The areas representing team challenge, managing and leading teams and the MAC are illustrated within Figure 2.2 and offer a framework for the literature review plus potential for enlightenment about to their interaction.

Figure 2. 2 Literature Review Focus

2.1 Team Challenge

Team working has radically changed in recent times. Hinsz (2015) confirmed that teams are context-situated and context-sensitive which are factors a team manager must be sensitive towards. Modern organisations have become increasingly complex, nonlinear and strategically-responsive entities, usually structured around networks of highly empowered teams of knowledge workers (Kunnanatt 2016) due to society being cognitively based (Hinsz 2015). Aligned with this complexity, Amos &

Klimoski (2014) report a move toward flatter, more flexible structures that dynamic teams are increasingly experiencing and subjected to. Bommelji (2013 & 2015) attribute this team dynamic to the contemporary nature of the workplace and as a complex environment, require managers to acquire new skill-sets to interact with employees. Ghosh, Shuck & Petrosko (2012) support this rapid change in teams due partly to technological factors, whilst Borek (2011) noted that work is being increasingly structured around teams to solve complex problems within organisations. Teams have emerged as an attractive form for organising work (Maruping *et al*. 2015) and capable of integrating different sources of expertise to cope with increased complexity. Teams allow the possibility of sequencing and synchronising (Maruping *et al*. 2015) tasks, drawing upon interdependent expertise provided team members are willing to participate (Amos & Klimoski 2014). Hinsz (2015) proposes that teams are used as a technology to achieve tasks, goals or social objectives that cannot be accomplished individually. The risk of organising teams around interdependencies brought together as a single entity may result in fluid teams as referenced by Bushe & Chu (2011) in that sources of expertise may be called upon as required, creating a fluid nature to team membership in contrast to the stable context mentioned above. Hyland (2013) observed teams as the business architecture of organisations whereby each individual can be viewed as supporting the organisational purpose, like scaffolding.

Since teams are composed of individuals, the potential challenge for the manager is engaging these unique individuals to work collectively as a single entity. Paustain–Underdahl *et al.* (2013) acknowledged the importance of employees as a critical source of competitive advantage enabling business success, coupled with the growing demand that frontline managers engineer teams towards organisational success (Ellinger 2013). Maruping *et al.* (2015) highlights that time pressure upon individual performance is a common occurrence and impacts the team objectives thereby adding further challenge. Successful goal execution is only realised if the team can task-manage effectively and facilitate their interdependent tasks cohesively (Maruping *et al.* 2015). Achieving this successful cohesion requires an ability to co-ordinate tasks by all team members. Clutterbuck (2013) emphasised that managers need to cope with the complexity of co-workers within a team, by placing this co-

ordination responsibility directly with the team manager. Clutterbuck (2013) detailed also that managers need to share the wider environmental and stakeholder context with team members directly to facilitate the understanding and engagement with the process. Delivering this clarity under time pressure can create additional team challenge. The ability of a manager to interact with subordinates constructively is generally held to be a vital social skill in creating and maintaining an effective organisation (Harvey, Martinko & Douglas 2006). Ewen, Wihler, Blickle, Oerder, Ellen, Douglas & Ferris (2013) cited in Gerrard (2017) extend the importance of social connections between leader and follower, proposing that perception and understanding of social relationships have the greatest impact upon the team. This context of a social relationship can create a personal ethical challenge for the MAC, where the potential conflict of being a leader applying a directional style and of being a coach applying a social style, may not be feasible to administer as it conflicts with their natural characteristics or mindset (Laud *et al.* 2016 as discussed below in 2.2) of their role as leader. The MAC mindset for some team leaders blurs the boundaries of their role creating personal conflict in their expectations and how they envisage to lead their teams. Managers need to appropriately appeal to or attract (Zoltan 2015) team members to achieve what Fillery-Travis & Cavicchia (2013) describe as the complementarity of working alliances. To deliver this complementarity or cohesion, the manager must provide constant feedback to manage the dynamics between team members (Beattie *et al.* 2014) thus demanding increased competence of the manager. Amos & Klimoski (2014) further identified the importance and willingness of team members to step-up to team challenge within contemporary work teams. While this willingness to complete the task was described as discretionary, the choice remains as to whether to engage or not as active participants in the work team, which can be influence by the MAC.

Progressively, employees work with people who are demographically distant from themselves (Hall 2013) with demographic change and increased globalisation creating a wider pool of employees. While this is a positive development, it can also present a challenge for some managers resulting in harmful outcomes and malfunctioning of the team if the resulting diversity is not well managed (Hentschel *et al.* 2013). Furthermore, Hentschel established that perceived diversity can

influence team identification and create relationship conflict with a propensity for impacting team performance. This was viewed by Hall (2013) as resulting in decreased creativity, increased group think, diminished communication and social integration with an increased turnover of staff. Hall (2013) further observed that the positive perception of diversity results in increased competitive advantage, enhanced team learning and improved decision making. Hall (2013) concluded that managers need to recognise the triggers that lead to the negative outcomes of diversity to protect and maintain team functionality.

2.2 Challenge of Protecting Team Functionality

The importance of high-quality teamwork for organisational success is emphasised by professionals in academic and custom publications within the current environment. Many commentators pinpoint behaviour as a pivotal element in its impact upon team members in a positive and negative sense. For example, Kim, Kim & Kim (2013) noted that as work life has become more dynamic and change is commonplace, there is an emphasis upon the role of managerial behaviour in shaping employee behaviour and attitude. Research strongly suggests that factors such as fairness have a positive reward or a negative threatening consequence that influences work-related attitudes and behaviours (Al-Nasser & Mohamed 2015). Edmondson (1999) cited in Savelsbergh, van der Heijden & Poell 2010) confirmed the link between the establishment of positive relationships, team learning behaviour and team performance. Agarwal *et al.* (2009) reflected upon the importance of behavioural modelling between supervisor and subordinate as highlighting the actions of organisational members and their influence upon each other. Hur (2011) further expanded the importance of behaviour when reporting that leadership style influences the emotional state of employees and job performance and that the effectiveness of the leader is linked to their ability to manage their own feelings, moods and emotions as well as those of their followers.

Furthermore, Peng & Lin (2014) postulated that it is logical for employees with a poor leader-member relationship to reciprocate with comparable negative behaviour. As adult learning is highly influenced by observation (Rutti *et al.* 2012; Sun *et al.* 2017) behaviours displayed within teams set the standard (Vincent-Hoper, Muser

& Janneck 2012) and ultimately team culture. Zoltan (2015) cautioned using the work team to influence and modify attitudes, opinions and aspirations of members which are instrumental to the success of the team. Thus, the way the whole team behaves can affect learning and team performance. Salas, Shuffler, Thayer, Bedwell & Lazzara (2015) reinforce this stance by suggesting that teamwork is an adaptive, dynamic, and episodic process that encompasses thoughts, feelings and behaviours among team members while interacting towards a common goal. Yang, Cheng & Chuang (2015) clarifies further the importance of individuals within a team when investigating team influence through social sharing, stressing that team members not only amplify positive emotions but also mitigate negative emotions, endorsing the caution expressed by Zoltan (2015) above. The importance of individual learning within teams is widely regarded as a process of information sharing, reflective communication and interaction resulting in personal changes in cognition, behaviour and performance (Peng & Lin 2014). Yang *et al.* (2015) note that people develop new insights into attitudes at work by comparing consequences of their own actions with their colleagues, including the team leader. Eventually they find a new constructive meaning and share a positive reinterpretation of negative experiences.

This inter-team sharing is imperative for managers to positively engineer, while Hall (2013) previously identified communication as a necessary skill for managers acting as engines for change. Managers are in the key position to play the role of a communication intermediary and by creating a positive leader-follower relationship can impact the required connection between leader behaviour and follower reaction. The assumption is that the quality of the leader-follower relationship defines the extent to which leadership behaviour influences employee performance whilst negative attitudes cause employees to exhibit negative work behaviour (Peng & Lin 2014). To achieve maximum benefit from the relationship, an enhanced understanding of these processes appears prudent through enlightening managers in how to influence and thus engineer performance by better recognition of the triggers promoting positive and negative behaviour. Research by Gosling & Mintzberg (2003 cited in Laud *et al.* 2016) identified work mind-set by looking at the wider relationship dimensions of leadership and its potential impact. Mind-sets are beliefs concerning the nature of human behaviour and affect the opinion of the leader and

the team members to the extent to which they can adjust, transform and develop the attitude or inclination of the team. An open or closed mind-set can support or inhibit the ability of the manager to facilitate change, as in the case of a manager being in conflict and as a result, ethically challenged by the role of MAC. Santos & Passos (2013) added that team members open to sharing and understanding the skills and knowledge of their colleagues evolve patterns of behaviour and appreciation of key elements of a task, which affect the anticipated needs and actions of the team and therefore its ability to function. Where such sharing and alignment occurs, Santos & Passos (2013) report that team members perform better collectively. Zoltan (2015) describes this dynamic team environment as consisting of all the interdependent elements of the social self, including value systems which can affect mind-set. The more aligned the individual value system or mind-set, the better the team functions. In psychological terms, this alignment is referred to as mental closeness (Forsyth 2010 cited in Zoltan 2015). It could be argued that creating this positive mental closeness or shared mind-set becomes part of the managers contrived role in evolving a functional team.

Agarwal *et al.* (2009) spotlighted the importance of behaviour when observing that an attitude represents an evaluative disposition toward a certain situation, object or person. Individuals with a positive attitude are more likely to behave consistently with that attitude. Auer, Kao, Hemphill, Johnston & Teasely (2014) noted that a worker who is proactively self-directed, flexible, versatile, driven by personal values and highly satisfied with their work is less affected by uncertainty and more able to collaborate. Conway & Coyle-Shapiro (2012) further referenced the shared psychological state or mind-set resulting in collective commitment through feelings of loyalty and a desire to invest mentally and physically in achieving organisational goals. Managers are seeking ways to amplify these positive attitudinal characteristics for the betterment of the team. Kramer (2007 cited in Batson & Yoder 2012) reported that as the manager is a powerful, living expression of the mission, vision and values of an organisation, both verbal and nonverbal behaviour set the behavioural expectation of others. Belschak & Den Hartog (2010) reported that proactive behaviour is related to organisational citizenship behaviour and a willingness to support and assist teammates, as fostered in social organisations

where workers feel energised and able to engage. Committed employees are likely to engage in proactive pro-organisational behaviour, whereas employees who are committed to their team, engage in proactive interpersonal behaviour (Belschak & Den Hartog 2010) thereby impacting the positive atmosphere of the team.

Commitment to a specific team leads to an increase in functional behaviour aimed at furthering the success of that team (Ehrhardt, Miller, Freeman & Hom 2013). Team leader behaviour that reinforces desired organisational behaviour can actively encourage collective striving, enabling a team to weather demanding conditions more readily (Kim *et al.* 2013). These demanding conditions, along with heightened consequences of failure under which many teams operate, can potentially impact team functioning (Driskell, Salas & Driskell 2017). Threats to functional effectiveness are often understood to arise with the existence of differences among team members. While team diversity is not readily detectable, team behaviour as the sum of the individual contribution of team members is (Schoenung & Dikova 2016). Akron, Feinblit, Hareli & Tzafrir (2016) documented that the effect of diversity is determined by the way work-group members perceive it. Higher diversity is expected to lead to increased conflict when diversity is viewed as separate and focused on potential differences among team members in terms of attitudes, beliefs and values. From the perspective of counter-productive behaviour, Al-Nasser & Mohamed (2015) lists the important factors to consider in avoiding negative behaviour as organisational climate, status, certainty, autonomy, relatedness and fairness. Research suggests that if there is negativity associated with any of these factors, it can lead to threatening consequences that influence the attitude and behaviour of individuals in the workplace. As an example, status negativity can lead to intimidation and workplace bullying (Al-Nasser & Mohamed 2015) reflecting upon the relevance of team engineering to prevent such negative behaviour having a critical impact.

The managers understanding of the impact of multiple pressures upon employee behaviour and attitude has important implications (Yang *et al.* 2015). For example, Driskell *et al.* (2017) report that people under stress tend to be less likely to help others, transfer information poorly and have greater difficulty coordinating with

other team members. Stress can be seen to alter behaviour. Santos & Passos (2013) lists several mechanisms of a functioning team such as communication, coordination and cooperation which help team members improve their work functioning and relational interactions. However, if any of these enabling mechanisms are impeded or missing, the functional process becomes a dysfunctional process applying to any process at any point in the life cycle of a task or team, underlining the requirement for a continual communication flow. Dysfunction can be attributed to several inputs including *inter alia* personal, process, mechanical and environmental. The focus of this research is upon personal dysfunctional behaviour and its impact on teams. While different teams and organisational cultures vary in their functionality in terms of contributing to, or detracting from, organisational performance and effectiveness, there may be clash points if a broad church of cultures are brought together. Culture is defined as one potential clash point that constrains or limits individual personal behaviour. Kozlowski & Bell (2008) argue that teams do not think, feel, or behave; individuals do. Individuals impact team performance as reported by Peng & Lin (2014) and Phipps, Prieto & Ndinguri (2013). Exactly how individual personal behaviour has the capacity to impact team performance is an essential knowledge requirement for any team manager, which is further explored below.

2.3 Challenge of Preventing Negative Behaviour

In simplistic terms, dysfunctional behaviour falls within the broad category of anti-social behaviour which is described as any behaviour that brings harm, or intended to bring harm to an organisation, its employees, or stakeholders (Giacalone & Greenberg, 1997 cited in Van Fleet & Griffin 2015). This may range from anti-social behaviour such as inappropriateness, sabotaging a project, aggressive behaviour towards a team member or against the organisation. Jurkiewicz & Giacalone (2016) referred to the Dysfunctional Dozen as being deception, dependency, distrust, egoism, immediacy, impiety, impunity, inequality, inhumanity, invariance, narcissism and obduracy. Personal dysfunctional behaviour can result in potential challenge for any manager as defined by workplace deviance, theft, dishonesty and aggression (Van Fleet & Griffin 2015).

Many managers describe their teams as challenging when the following behavioural

observations are made; underperformance, time-wasting, unproductive patterns (Maruping *et al.* 2015), hoarding work, unwilling to delegate (Ehrhardt *et al.* 2013) poor communication (Egan & Hamlin 2014) lacking trust (Boies, Fiset & Gill 2015) lack of flexibility, lacking follow-up, not being proactive (Belschak & Den Hartog 2010) or taking ownership (Karacivi & Demirel 2014). A specific challenge for managers arises when disagreements are allowed to manifest in the form of interpersonal conflicts that spiral into a dysfunctional working relationship with the potential to impede collaboration and cohesion (Driskell *et al.* 2017). Kaufmann (2012) makes the link with challenging behaviour as being allowed to evolve into dysfunctional behaviour if unchecked by the manager. Dysfunctional behaviour manifests as personal quarrelling, ineffective decision-making and suboptimal performance. Dysfunctional working relationships are unproductive and in the long-term can prevent both individuals and teams reaching effective performance (Santos & Passos 2013). Conflict avoidance is a major contributor to dysfunctional relationships within a team due to poor communication (Santos & Passos 2013) or where intimidation may arise from uncomfortable issues that need to be raised. Gerrard (2017) reiterates that communication is the connection between individual actions and organisational purpose if the manager acts with aligned dialogue whereas Fairhurst & Connaughton (2014) encourage managers to connect with the receptors of meaning thereby providing individual drivers for each team member to seamlessly function together.

There is potential that every individual has a predisposition to display dysfunctional behaviour under certain circumstances arising from differences in genetic and biological factors, values, personality, experiences and motives. Jurkiewicz & Giacalone (2016) point out that organisations themselves can be dysfunctional, leading to dysfunctional individuals where a large percentage of their lives are spent at work, many working as part of a team. This supports Zoltan's (2015) instruction for managers to know their team member attributes and stereotypical characteristics and the importance to intervene when necessary. Al-Nasser & Mohamed (2015) likewise state that managers and employees must understand their mutual expectations to avoid unproductive behaviours. Individual characteristics can have a detrimental effect on team performance due to their predilection towards

interpersonal and relational conflict arising from distortions in social information processing (Boies *et al.* 2015; Yang *et al.* 2015). The team and its organisational environment can initiate personal dysfunctional behaviour via pressure, stress, presence of negative and untrusting attitudes, unclear performance goals or feedback, perceived unfair treatment and violations of trust. All these issues have been identified as organisational factors with the potential to lead to deviant behaviour (Van Fleet & Griffin 2015). Al-Nasser & Mohamed (2015) list other non-productive behaviours such as victimisation, hostility, verbal, mental or physically inappropriate behaviour, undermining, harassment, aggression, unwelcome and unfriendly confrontation, social isolation, silent treatment, excessive criticism or monitoring, discrepancies, gossiping, being assigned unreasonable workloads, deadlines or tasks, indifference, depriving responsibility, withholding information and lack of candid feedback. In summary, it can be appreciated how behaviour can impact the culture of the team.

Organisational culture can also impact employee behaviour due to it being the conduit for the vision and values of its leaders, reward schemes, stories, shared experience and so forth. Jurkiewicz & Giacalone (2016) reaffirm that hierarchies in organisations can inhibit clear communication and interdepartmental cooperation thus fostering dysfunctionality in achieving organisational goals. Al-Nasser & Mohamed (2015) reported that negative consequences can influence employee work-related behaviours and attitudes if employees perceive, for example, reward schemes being withdrawn, threatened or changed. Van Fleet & Griffin (2015) warn that organisational culture interacts with the characteristics of individuals to create a propensity to elicit dysfunctional behaviour. Van Fleet & Griffin (2015) observation is endorsed by Al-Nasser & Mohamed (2015) when noting a diminished capacity from employees where the narrative of the organisational culture references distrust, indifference, lack of involvement and resistance to change. Teams are social constructs (Yang *et al.* 2015) and social information processing suggests that individual behaviour within a social environment is guided by behavioural displays from others within that environment (Van Fleet & Griffin 2015). Staddon (2010 cited in Nansubuga, Munene & Ntayi 2015) argues that behaviour is influenced by the environment. Yang *et al.* (2015) supports this opinion when revealing that

negative feelings inhibit social integration and where the environment is uncertain or adverse, negative emotions will result. This observation is reinforced by Dimas, Lourenço & Rebelo (2016) when noting that team members share emotion as well as cognition which if negative, can induce stress and deplete mental capacity. Social integration is the umbrella construct (Yang *et al.* 2015) that managers must engineer to prevent dysfunctional behaviour in teams taking root. Dysfunctional teams and organisations generally fail to achieve their goals and are frequently slated for poor leadership. To avoid dysfunctional consequences, Mahlendorf (2015) focuses upon increasing manager accountability while Zoltan (2015) considers paying attention to individual characteristics such as desires, needs, goals, ideals and motives of individuals. Smith & Brummel (2013) suggest that dysfunctional organisational cultures are apparent when leaders possess poor people skills which reinforces the advice offered from Gerrard (2017) for managers to create dynamic connections with team members. Aquila (2007) reported that the biggest hurdle for team leaders is not just the problem of leaders being able to identify under-performance but their inability to deal with challenge. Aquila (2007) believes this is not an issue the team leader should tackle alone while Zoltan (2015) encourages managers to use the team itself as a means of positive action. Yang *et al.* (2015) also supports the notion that team activity can improve interpersonal relationships and social integration by sharing and dispelling negative emotions within team members.

Managers need to be capable of engaging the whole team to ensure alignment of team members. Their ability to recognise and identify potentially disruptive characteristics is a critical and preventative step to avoid derailing and inducing dysfunctional behaviour within a team. To elaborate, Table 2.1 illustrates the findings from Keyton (1999) Aquila (2007) Kaufmann (2012) and Keifer (2012) related to unproductive or dysfunctional behaviour with the collective behavioural aspects from each author grouped (horizontally) into Summary Behaviours as indicated. This summary will be utilised further as part of the Conceptual Framework ref. Figure 2.3.

Table 2. 1 Comparison of Unproductive or Dysfunctional Behaviour

Keyton 1999	Aquilla 2007	Kaufmann 2012	Keifer 2012		Summary Behaviours
interactions create confusion	does not communicate well	prevent team being effective			poor communication
problematic	manipulative	prone to disagreements	emotions - unregulated		emotional imbalance
confuse situations	hoards work – unwilling to delegate	ineffective decision making	reduces energy		inhibiting team flow
want to be centre of attention	not a team player	abnormal or impaired behaviour	creates attentional demands		not a team player
negative attitude	does not participate in team events	prone to quarrelling	show negative emotions		negative attitude
primary provoker in disruption	things can only be done their way	difference of opinion	disconnected not engaged		provoker of disruption
deviant behaviour	becomes overly aggressive	passive aggressive	diminished psychological health		deviant behaviour
seek a scapegoat – never them	never their fault	absence of shared responsibility	attention away from task		does not take responsibility
displace others	lets the team down	increased implementation problems	toxic to whole team		toxic to team
increase stress for whole team	unable to deliver	sub-optimal performer	draining for whole team		sub-optimal behaviour
unable to sustain role in isolation	drives staff away, isolated	ineffective			isolationist
trigger discord	lets the team down	dissent			discordant
plant doubts	does not trust colleagues	non trusting			undermines trust
	lacks emotional intelligence	frustrating			not emotionally intelligent
	unrealistic promises	lacklustre decision making			poor decision making
	works too few hours to produce desired output	polar opposite of functional			non functional
	false threats	conflict allowed to spiral			threatening
	fails to follow up	increased risk			disengagement
	often accepts wrong type of work	increased operational issues			not functional
	insecure				insecurity

While three of the above contributors are US based, Keifer is from the UK and aligns with many of the observations diminishing any cultural influences. The behavioural characteristics of individual team members are viewed as pivotal to the functioning of the team and the attainment of organisational goals. Whereas Senge (1990) states that we cannot necessarily create a new culture, we can create the environment within which it can evolve. This environment or climate a manager needs to create for a functioning team through their management and leadership is explored further in the following section.

2.4 Managing and Leading Teams

In terms of environmental context, team cohesion and the behaviour of team members and the manager are instrumental in the successful functioning of the team. This recognition is not a new phenomenon but is higher on the agenda given the dynamic environment that teams operate within. Hall (2013) cites Lau & Murnighan (1998) who refer to fault lines as a means of describing the elements that managers need to have on their radar. These fault lines are hypothetical-divides that may split a team into sub-groups in terms of age, gender, race, nationality, occupation and such non-demographics as personality type. As with Tuckman's (1965) model of team evolution, fault lines tend to develop early in the forming stage of a team lifecycle. Yang *et al.* (2015) supports the fragility of new teams which tend to go through episodes of negative emotions as team members become familiar with individual behaviours and expectations. Hall (2013) suggests these fault lines become less important over time as different attributes become accepted possibly equating to Tuckman's norming stage, notably the stage that precedes the performing stage. Whilst accepting that individuals can affect team performance, as summarised and studied by Belbin (1981) in his team role definitions, it follows that individual team members can decide how they interrelate and contribute to the team. Belbin (1981) noted that by simply putting several people together and expecting them to work cohesively as a team is not enough and may not work. Managers need to gain the support and collaboration of their team members to engineer a cohesive team to achieve the required goals (Ewan *et al.* 2013).

The focus upon collaboration (Edmondson 2012; Bommelji 2013 & 2015) has increased since the recession of 2008 not only within organisations and teams but also across organisational boundaries to reduce overheads and remain sustainable. As an example, team leaders are being asked to do more with less (Nuffield Trust Report 120112) which necessitates increased collaboration. Multiple public reports (The Chartered Management Institute (CMI) 2020 Report (2014); The Institute of Leadership and Management Report, 2020 Vision: Future Trends in Leadership and Management (2014); The Chartered Institute of Personnel Development UK Highlights Global Leadership Forecast (2011) and the 21st Century Leaders Report

(CMI 2014) and Petrie (2014) offer management skill as a priority to facilitate collaborative, cohesive teamwork such as communicating organisational strategic goals, imparting vision and drive and being future-focused. This increases competitive advantage by building customer satisfaction and loyalty through efficient team delivery of organisational goals. As a further endorsement to Belbin, Hall (2013) instructs managers to encourage communication across sub-groups, to think about the location of the team members, to consider the timing of tasks, to obtain agreement at each stage of team tasks and to assess the tasks best suited for various personality types within the team. Hall (2013) advises that behavioural disintegration can occur if any of these elements are not aligned, highlighting the importance of behavioural alignment within teams. This aspect merits further analysis to establish its potential impact upon team functioning.

For contemporary work arrangements to function, a heavy focus is placed upon the willingness of individual team members (Amos & Klimoski 2014) to engage with one another. Willingness, as an expressed behaviour can be affected by numerous factors from team member commitment, to a team project or goal, or simply a commitment to a stated project (Amos & Klimoski 2014). This represents a team members acceptance and belief in, the goal of the team project which affects their willingness to engage and their desire to maintain membership (Pazos 2012; Ehrhardt *et al.* 2013). Commitment is influenced concurrently by team-related and organisation-related antecedents. Ehrhardt *et al.* (2013) identify three main considerations; the general cohesiveness of the team, the team member perception of the support provided by the organisation and the behaviour and management practice of the team leader. Each of these elements is explored further to appreciate their potential impact upon team functioning.

2.4.1 Team Cohesion through Engagement, Collaboration and Sharing

Greater team cohesion results in a more satisfying team experience according to Pazos (2012). Edmondson (2012) testified that organisations rely increasingly upon teamwork and collaboration, whilst Karlgaard (2013) detected that collaborative team members can work smarter and faster through sharing both tacit and implicit knowledge and leveraging knowledge-sharing which exists simultaneously at the

individual, collective or organisational level (Kivipõld 2015). Individuals with specific knowledge can wield a measurable impact upon the performance of a team enabling achievement of its collective purpose. Zoltan (2015) reports work teams that share, have individuals who are attracted to and like each other. Buvik & Tvedt (2017) further state that how people feel about one another can be a critical determinant of knowledge sharing and establishing a cohesive team may require the intervention of the manager to ensure commitment to the team task. Chiocchio (2015) highlights that project teams (like other teams) have varied knowledge, expertise and experience but this does not mean they will be willing to share readily. Work teams consist of individuals who favour the person who can influence and create a cohesive focus. The research of Buvik & Tvedt (2017) on project teams established that without effective sharing of knowledge, a project may suffer from coordination problems leading to unsuccessful collaborations, a guarded approach and withholding of knowledge which infers a dysfunctional characteristic, as mentioned earlier.

For a successful outcome, team members from diverse backgrounds must work collaboratively, set aside competing or alternative interests and commit (Ehrhardt *et al.* 2013) to the overall goal of the team. This observation highlights the need for the manager to strike the right balance between exploration and exploitation processes between team members to achieve collaboration and knowledge sharing (Kivipõld 2015). The means of achieving collaboration and sharing is critical to the success of the team, which is further supported by Amos & Klimoski (2014) stating that responsibility for managing team processes and team performance lies within the team, including the process of how they commit to sharing and working collaboratively. A further point from Buvik & Tvedt (2017) on project teams advise managers to focus initially on task cohesion to enable collaboration thus building and forming more positive working relationships. Rousseau, Aubé & Tremblay (2013) as cited in Ehrhardt *et al.* (2013) describe team goal commitment in terms of member attachment to team goals which impacts upon commitment and sharing based upon a desire to engage. When team commitment is high, team members value the relationship and are willing to exert effort to maintain it (Buvik & Tvedt 2017). Phipps *et al.* (2013) documents the link between high involvement of employees

resulting in better employee self-management, personal development and problem solving. Laud *et al.* (2016) makes an explicit link between being involved, being informed and having active engagement, namely that engaged executives are those who know what is expected of them, agree to and enjoy their role, have the resources necessary to do their work, feel the impact and fulfilment in their efforts, perceive they are part of something important and have the opportunity to improve. Work engagement is key to team and organisational success (Shahid & Shahid 2013). The understanding of this team dynamic is further supported by the observation from Tremblay, Lee, Chiocchio & Meyer (2015) that the social aspect of committing to the team might be as, or more important to performance than the task-specific focus. Team members who are more committed to the team would be more likely to engage in socially oriented behaviours like sharing to benefit the team in achieving its joint goal (Buvik & Tvedt 2017). Engaged employees perform well and are more productive (Engelbrecht *et al.* 2014) as supported by Phipps *et al.* (2013) who reported employee involvement raises productivity and adds value. Engaged employees are vital for the sustainability and growth of organisations (Lin 2009 cited in Engelbrecht *et al.* 2014); Lin (2015) and Buvik & Tvedt (2017) further highlight that trust amongst and between leaders and subordinates (and vice versa) is an essential element for this engagement.

Buvik & Tvedt (2017) expand our appreciation stating commitment is associated with successful project outcomes and may relate to the impact of trust on knowledge sharing. How the leader executes their behaviour can influence the extent to which their followers trust them (Buvik & Tvedt 2017). Sharkie (2009) also stresses the importance of trust in a team context by confirming its link with performance and its impact upon engagement and knowledge exchange, whereas the absence of trust affects poorly upon attitude and cooperation levels. Trust within a relationship can be perceived in different ways by different team members. Further research is widely published on how to create a positive effective work environment, including data on trust and alignment to generate optimal performance from teams. As illustrated in Table 2.2 below, Fleishman (1992); Katzenbach & Smith (1999); Hackman (2002) and Edmondson (2003) identify specific requirements for successful team functioning which are still relevant in the modern team context. A summary analysis

of the Team Effectiveness Models is represented within the table.

Table 2. 2 Comparison and Summary of Team Effectiveness Models

Fleishman Team Leadership Framework 1991	Katzenbach &Smith Team Basics Model 1999	Hackman Real Team Effectiveness 2002	Edmondson in Ghosh Team EI and Effect upon Team Learning 2012	Summary of Team Effectiveness Models
enabling structure task focussed	accountability commitment and skills	enabling structure to facilitate a *real team*	team members trust in team environment	trust accountability commitment (enabling structures)
supportive organisational context task focussed	mutual accountability, small number of people, individual	supportive organisational context over-arching all team activities	team members feel *safe* with one another.	organisational support for individuals and teams creating a safe environment
compelling direction personal focus	specific goal meaningful purpose, common approach	compelling direction	work environment perceived as *safe* impacts performance through freeing members to focus on outputs	clarity of direction meaningful purpose minimise distractions focus on goals
expert coaching person focused task focused	skills – interpersonal, technical and problem solving	expert coaching underpinning all team activities	EI within team members increases ability to manage emotions, build trust and team learning	coaching interpersonal focus problem solving enhanced learning
increased capacity both in leadership and team outputs when materials resources are managed	personal growth, collective work products, performance results	team effectiveness measure through outputs	building trusting within work environment ask questions seek feedback reflect and discuss unexpected outcomes of actions or errors	effectiveness of collaborative teamwork trusted environment
outputs perceived effectiveness, team productivity team learning	performance results	outputs such as product acceptability to clients growth of team capability and individual learning	increased stability (EI) trust, improved learning team outputs	perceived outcomes improved learning and capabilities

From the above Comparison of Team Models, the reference to an enabling structure by Fleishman (1992) and Hackman (2002) is analogous in context to commitment and skills and the need for each team member to take individual responsibility or accountability for their task within the team (Katzenbach & Smith 1999). Compelling direction (Hackman) is interpreted as meaningful purpose by Katzenbach & Smith (1999) which can pull the team together in its joint purpose,

offering personal focus according to Fleishman (1992) and providing team direction (Hackman 2002). An aligned joint purpose appears to be essential for success in team activities and is a feature which unifies and drives individuals within the team collectively. There are many models and publications about leading teams but the themes evolving (as the key themes listed above) endorse some essential leadership elements regardless of context. This is further supported by Edmondson (2003) who focused upon learning within a team as a knowledge environment and as previously established, team members being open to learn about one another to work together collaboratively. The second consideration recommended by Ehrhardt *et al.* (2013) to consider is that of the role of perception within a team, which will be explored further here.

2.4.2 Team Member Perception of Organisational Support

Perception is important (Otara 2011) because it represents the filters through which individuals evaluate information, appreciate roles and responsibilities, communicate, interact and execute with potential impact on interpersonal systems . Team context is likely to be influenced by the team member beliefs and feelings about one another and particularly their trust in one another (Buvik & Tvedt 2017). According to Bozer, Sarros & Santora (2013) understanding how one is perceived by others in a team or organisational context is vitally important to leadership and managerial effectiveness. Facilitative behaviour demonstrated by managers provides training (Batson & Yoder 2012) of expected behaviours. Attitudes and actions adopted by management toward a team and its responsibilities can make a decisive difference in team member perception and development of commitment (Bozer *et al.* 2013). Organisational actions that create visible differences among team members have the potential to create less favourable attitudes toward supervisors and peers, increased turnover and decreased work-related assisted behaviour (Akron *et al.* 2016). When team members trust one another, they will be more sensitive to the needs of their colleagues and more willing to help and assist. Hence, social exchange will more likely take place (Buvik & Tvedt 2017). Perception of environmental characteristics such as management and team member trust and support will affect commitment to both team and organisation (Belschak & Den Hartog 2010; Buvik & Tvedt 2017).

Furthermore, Phipps *et al.* (2013) references the different forms of commitment as internal and external, compliance and internalisation. Commitment to a specific team purpose could be viewed as supportive, for all commitment forms to improve behaviour aimed at furthering the success of the corresponding team task and illustrative of positive relationships (Belschak & Den Hartog 2010). Buvik & Tvedt (2017) describe this commitment as team trust illustrated by an individual propensity to trust others as based upon the perceived trustworthiness of other team members. This leads to the behaviour of cooperation with less monitoring required amongst team members (Buvik & Tvedt 2017). As organisational roles have changed, a manager may need to place their interests aside for the collective well-being of their team members and the achievement of organisational goals (Laud, Arevalo & Johnson 2016) while trusting their team members to carry out tasks for the benefit of the individual and the team. Kanter (2010) as cited in Kunnanatt 2016, observes that the hardest aspect for managers is to improve people and cooperative corporate thinking simultaneously. Leadership support exists within each team member according to Kunnanatt (2016) which successful leaders will recognise and create conditions that inspire individual team members to unleash their self-potential and support one another.

Correspondingly, Kivipõld (2015) reinforces this shared support style of leadership which requires the coordinated distribution of knowledge and the integration of leadership skills among all organisational members. If leadership is to accommodate 21st Century dynamics (Kivipõld 2015) it must become an integral part of daily activity and interaction for everyone across the team. Whereas if team members at all levels do not witness or perceive evidence of such leadership commitment and support, their commitment may wane. Likewise, Zoltan (2015) adds insight to the power of the team in this context, in that group dynamics set the methods and procedures that enable individual personalities within the team to influence opinion and team functioning. Zoltan (2015) further emphasises that it is not enough for managers to consider needs, goals or ideals; they must address attitudes, motivations, opinions and aspirations to facilitate cohesion and the effective functioning of teams. Similarly, Wells (2010) evaluated the points raised by Zoltan, as a higher order of leadership which includes the psychological needs of their followers making them

feel valued and their roles worthwhile within the organisation. How this is communicated is critical to perceived perception. Companies and teams that build a culture of common respect through engaging employees, influencing the perception of incoming employees with their contagious spirit and work ethic will reap positive performance rewards (a positive contagion). Leaders cannot afford to display a shallow level of engagement when its perceived impact is considered. To generate the desired commitment and performance from team members and be perceived with belief (Shahid & Shahid 2013) requires appropriate management behaviour as an integral part of an organisational strategy and goals. The final point from Ehrhardt *et al.* (2013) is now considered.

2.4.3 Behaviour and Management Practice of the Team Leader

Leaders play a vital role in determining team outcomes and culture across all types of teams (Vincent-Hoper *et al.* 2012; Kozlowski & Bell 2003 cited in Ehrhardt *et al.* 2013). This point is supported by Phipps *et al.*(2013) when affirming that organisational culture plays an important role in organisational growth and development and can substantially impact organisational performance. Kivipõld (2015) also supports the importance of leadership when pointing to their capability as a knowledge coordinator which can impact different stakeholders. Amos & Klimoski (2014) further established that the required leadership behaviour to encourage teamwork typically includes initiating an appropriate structure, goal setting and consideration of individual skills and capabilities within the team. Gerrard's (2017) observation of leadership is that sustainable outcomes are achieved more often in organisations where employees are engaged, motivated and healthy and where organisational performance exists as a central focus. This may depend upon the cohesion that is perceived throughout the organisation. Yang *et al.* (2015) records that negative feelings inhibit social integration and cohesion while Vincent-Hoper *et al.* (2012) focus upon leaders positively influencing the team for greater effort by communicating effectively about shared goals, values and setting an example of required behaviour. The importance of team leaders fostering team sharing is apparent in their ability to leverage tacit and implicit knowledge. Kivipõld (2015) defines knowledge accumulation, sharing and creation as central issues in

knowledge management, all coordinated by management activities and leadership behaviour including knowledge collaboration.

Collaboration was earlier identified as a team success factor by Ehrhardt *et al.* (2013) which is reliant upon associated knowledge sharing that occurs within a team. Complex team structures rely upon highly skilled individuals, socially and technically. Fairhurst & Connaughton (2014) focus also on team leaders addressing this new norm of complexity, irrationality and continuous change within teams by adopting a communication centred approach. As previously endorsed by Hall (2013) and the public reports cited, communication (including leader behaviour) becomes a conduit of and for the desired behavioural outcomes and a transmission channel for the messages of direction. To illustrate the importance of leadership communication skills, Sun *et al.* (2017) reaffirm that teams will be committed when they understand their shared purpose. Sincere, demonstrated and aligned communication (Gerrard 2017) create a dynamic connection of actions, meaning and context (Fairhurst & Connaughton 2014) thus enabling comprehension and connection with the task and goals for team members. Gerrard (2017) claims that organisations need to stop considering leadership as a control function and instead focus on dialogue and mutual-interdependency between leaders and their followers.

Peng & Lin (2014) further highlights the importance of communication as a vital element of the social experience that motivates subordinates when referring to the nature and frequency of informal day-to-day communication between manager and subordinates. Fairhurst & Connaughton (2014) posit that achieving this type of communication is due to the leader not just managing meaning but also managing the receptors of the meaning. This could link to the internalisation commitment referred to earlier by Phipps *et al.* (2013). This connecting type of communication is relational without bias and enables trust building (Fairhurst & Connaughton 2014). Communication facilitated by the team leader can become an engine for change (Hall 2013) through encouraging mutual understanding between team members. These required competencies of a manager have evolved into MAC as a possible means of achieving the required team results as will be discussed in the following section.

2.5 MAC

A MAC is defined as a manager with coaching experience likely to facilitate employee learning and development to better influence positive team behaviour (Ellinger *et al.* 2006). Due to multiple demands (Tocan & Chindris-Vasioiu 2013; Suiryan 2013; Fairhurst & Connaughton 2014; Pousa & Mathieu 2015) being placed upon teams (Driskell *et al.*2017) a new management paradigm is required (Vincent-Hoper *et al.* 2012; Hall 2013; Kivipõld 2015) with an emphasis on constructive and developmental feedback (Fairhurst & Connaughton 2014). This trend is reminiscent of Edmondson's (2003) operational team learning for improving employee work performance and the need to cope with the constant change experienced within a modern business environment. MAC is a consequence of this environment in conjunction with organisations, seeking to leverage talent and desired behaviour thus demanding this new paradigm of improving team support to deliver their goals (Batson & Yoder 2012).

Al-Nasser & Mohamed (2015) reported the primary objective of organisational coaching is to enable people to work together by initiating conversations that generate alignment. Gerrard (2017) supported this view when stating that leaders are a vital cog in assisting organisations achieve sustainability through dialogue focused leadership, greater reflection and participative leadership styles. The intent and purpose of a coaching style being employed to achieve these outcomes is supported by Clutterbuck (2013). Coaching has evolved from a task focussed process to a robust leadership concept with an additional psychosocial behavioural focus (Zoltan 2015). This developing self-efficacy and promotion of employee empowerment result in organisations turning to coaching to support their goal achievement. A CIPD survey in 2013 on Hierarchical Coaching (as is the case of MAC) found coaching by line-managers to be the second most effective form of learning within teams. This observation of the increased use of coaching by managers was reiterated by Cox, Bachkirova & Clutterbuck (2014) as being one of the most prominent activities that serve the learning and development aims of human resource development.

The evidence for MAC has gathered traction starting with the premise that managers can be role models for the expected behaviours specific to their organisation and for learning the tasks and skills required in specific work-related settings (Anderson 2013). Karacivi & Demirel's (2014) reference to Coach-Like leadership as a later concept relies upon the MAC to be emotionally intelligent. This is also highlighted and defined within Edmondson's model by being self-aware and having the ability to self-regulate, motivate ourselves, our followers and be socially adept (Engelbrecht *et al.*2014). Anderson's (2013) analysis observed also that workplace coaching is distinct from specialised coaching practice while Batson & Yoder (2012) highlighted the need for a good relationship as the platform for the line manager to fully support staff development. Anderson (2013) interpreted this as leader-team-member relationships and occupational self-efficacy (OSE) as a predictive measure of managerial coaching behaviour and ultimate team success (de Haan, Duckworth, Birch & Jones 2013). Karacivi & Demirel (2014) incline managers to be empathetic to fulfil the requirements of relationship building. Dello Russo, Miraglia & Borgogni (2016) also list coaching leaders as having to reduce organisational politics to enable fully functioning teams, suggesting this requires an ability to Inspire (by linking personal and organisational goals) Adapt (performance to the collective needs through clear work expectations and short-term goals) Align (by providing regular informal feedback) and Grow (developmental component of managerial work).

Ewen *et al.* (2013) and Fairhurst & Connaughton (2014) support the need and importance of a good relationship when focusing upon the impact of leader-follower as a conduit for learning through carefully transmitting meaning and expected behavioural outcomes to team individuals. A positive working alliance improves the likelihood of coaching success and is an important element of coaching (de Haan *et al.*2013) in any context not excluding that of MAC. Kim (2014) summarised several characteristics of MAC agreeing with Anderson (2013) that the first characteristic is that of role modelling followed by promoting a sense of positive accountability for actions as referenced by Katzenbach & Smith (1999) removing obstacles, challenging and broadening perspectives as may be required in diverse teams. Role modelling is perhaps the most critical empowering behaviour for leaders to display (Dahling 2016). The final characteristic is the provision of training either directly or

by identifying and providing resources for training as based upon the coaching principle of putting the development of others foremost. Hagen & Peterson (2013) highlight this training role of MAC with the assertion that managers need to possess certain attitudes and beliefs, openly communicate, appraise employees, challenge, provide and solicit feedback. Ellinger (2013) underpins Hagen & Peterson (2013) when observing that the leader-MAC needs to facilitate and empower, believe in employees, learn processes and learn about learners. These characteristics are considered essential attributes of MAC. Coach-like-leadership, according to Karacivi & Demirel (2014) embraces asking powerful questions, listening, providing direct communication and feedback, creating trust, awareness, goal setting and acknowledging an accountability of process.

In its many iterations, coaching shares a common core with its primary focus to improve performance by providing help to individuals, teams or organisations through a facilitative activity or intervention (Beattie *et al.* 2014). Managers are thought to be best placed to address items of team development (Clutterbuck 2013) due to their constant contact with team members (Chartered Institute Personnel Development (CIPD) 2013). Managers can observe the contribution from team members and are therefore able to establish significant links between individual and team performance (Engelbrecht *et al.* 2014). Management modelling therefore facilitates increased commitment to the goals of the team supporting the organisational outputs (Kim *et al.*2013). Furthermore, the situation can easily revert to our inclined way of doing things without the support of a manager to remind and assist us (Clutterbuck 2013). This reinforces the responsibility of MAC in caring for the development of others as highlighted by Kim *et al.* (2013), reinforcing the importance of reflection as emphasised by Nansubuga, Munene & Ntayi (2015). Without reflection, the manager is unable to lead the team correctly or identify improvements.

Organisational leaders are also seeking a less autocratic means of leveraging their staff through inclusion, collaboration, participation and involvement as driven by the need for sustainability and the merging of management roles through delayering (Agarwal *et al.* 2009). Thus, a diminished distance between leaders and their team

members (Anderson 2013) in addition to illustrating engaged and committed staff will reap greater returns (Belschak & Den Hartog 2010). In parallel, there have been recent publications on the benefits of coaching in the workplace (Jones *et al.* 2016) supporting the use of coaching for inclusive and effective decision-making plus a wider perspective for leading effectively. Ciporen (2015) described coaching as a partnership process that guides an individual through personal development and creates alignment between the needs and intentions of the individual and organisation. Coaching represents a shift in managerial philosophy, challenging the leader-centric model in favour of greater reciprocity (Suiryan 2013). Managerial coaching has been credited with enabling line-managers to fulfil their role of developing staff, harnessing skills, knowledge and abilities from their team members to deliver effective performance (Anderson 2013). Dahling *et al* (2016) reported that coaching offers a continual informal development process which is essential in a rapidly changing environment. The following section discusses how management theorists and human resource experts have concluded that coaching within a team has potential benefits.

2.5.1 Coaching Approach to Team Challenge

Clutterbuck (2013) reported that coaching can manage the complexity of co-working in a team setting. Gerrard (2017) supported the requirement for a new leadership paradigm that allowed for fast, sustainable, resilient responses necessitating dialogue and that sustainability can only be achieved if employees are engaged, motivated, healthy and have the organisational goals central to their activities. The purpose of the coaching leader is to add value to the employees they lead and help them improve (Bommelji 2013 & 2015). Egan & Hamlin (2014) report that coaching is linked to employee engagement and work-related outcomes. Coaching revolves around effective goal setting that underpins alignment between the personal desires of employees and organisational needs (Cheng *et al.* 2012; Fairhurst & Connaughton 2014; Karacivi & Demirel 2014). The actual task of achieving a goal can have a motivational effect on the individual achieving that goal, increasing their levels of self-efficacy and self-belief (Bandura 2012). Once goal setting is accomplished, a coach would solicit feedback about progress, obstacles and concerns through reflection to monitor goal accomplishment. If this model is adopted by the manager,

coaching can provide a framework for forward focused solutions and drive development activity. This was noted by Dahling (2016) when observing that effective coaching is characterised by open exchange and feedback between the manager and their subordinates. In addition, Al-Nasser & Mohamed (2015) reported that the primary objective of organisational coaching is to enable people to seek new possibilities for action especially in terms of how they work, how they work collectively and how to initiate conversations that generate alignment. Kim *et al.* (2013) noted that employees who receive coaching appear to be more satisfied, motivated and perceived as more effective. Coaching of employees by managers has begun to be associated with higher productivity, increased profits and outputs.

Coaching is characterised by behavioural modelling where the manager models effective performance to illustrate to subordinates appropriate examples of the activities and behaviours they should seek to follow (Dahling 2016). Anderson (2013) describes this as facilitating learning by enacting behaviours. Al-Nasser & Mohamed (2015) refer also to person centred coaching in addressing behavioural challenges with team individuals. Similarly, London & Mone (2015) reinforce the importance of positive feedback as a behavioural change tool listing four actions within the responsibility of the manager; creating a positive feedback environment, creating feedback within the whole team, identifying sources of feedback for the team and enabling time to reflect and learn from their actions. Anderson (2013) alluded to this personal reciprocal meaning-making conversation as being beneficial to both the manager and team member. A consistent feature in the coaching literature is the importance of self-awareness by those involved in the coaching relationship (Passmore 2010; Anderson 2013). This applies to both manager and subordinate, managers modelling the desired behaviours and being aware of the potential impact upon the team (Anderson 2013).

Many market reports (CIPD Learning and Talent Development Survey Report (2012), Chartered Management Institute (CMI) 2020, Institute of Leadership and Management ILM) support earlier European Mentoring Coaching Council (EMCC) research that the primary benefits of coaching are improved performance, motivation, team cohesion, staff retention and conflict resolution.

Coaching style conversations can reduce ambiguities and tensions relating to potentially conflicting roles within a team and have a positive effect upon behaviour (Wakkee, Elfring & Monagham. 2010). Coaching has been categorised as a simple framework for addressing challenge and influencing while supporting decision-making behaviour within the context in which it occurs (Hur 2011). The context of workplace coaching is grounded in its specific occupational setting being future oriented and action focused (Anderson 2013). It is understandable therefore why the manager is best placed to address team challenge of any nature. The workplace is the place where adults learn how to become more efficient and effective. Coaching in the workplace assists the acquisition of new skills, competencies and performance enhancement in terms of personal effectiveness, development and personal growth (Bommelji 2013 & 2015). The impact of coaching is influential in how the MAC affects relationships and demonstrates socio-emotional competence (O'Broin & McDowell 2015) which relates to the higher level of awareness referred earlier by Karacivi & Demirel (2014).

The relationship between managerial coaching and team performance relies upon reflective dialogue which is key to improving team performance (Buljac-Samardzic 2012; Schippers, Homan & Knippenberg 2013; Gerrard 2017). This dialogue develops a deeper understanding of individual behaviour (Hall 2013) and its impact upon performance (Schippers *et al.* 2013) and facilitates alignment of essential activities for successful team functioning. Reflection is integral to the coaching approach and is considered as a new paradigm for practical knowing, acting and learning in a social situation like a work team environment (Nansubuga *et al.* 2015). Listening, asking critical questions and providing timely and constructive feedback forces team members to deliberate which can be positive but also has the potential to create conflict. Relational and analytical skills, observation and rapport are frequently cited as fundamental coaching skills for a manager and if applied successfully enable the avoidance of conflict. Berg & Karlsen (2013) also recommend coaching to manage stress and projects in teams.

Modelling and feedback help team members understand what behaviours are necessary, how well they are doing, how well others are doing and the value of

helping others for the benefit of the team (Klein 2003 cited in London & Mone 2015). Performance feedback drives results including setting clear expectations for employees, assisting problem solving, providing work assignments that utilise their strengths and addressing development needs through regular, informal feedback (Pulakos, Mueller-Hanson, O'Leary and Meyrowitz 2012). All of these individual and team enhancing feedback mechanisms can be applied by the MAC. To generate the greatest impact, constructive feedback requires a focus upon strengths, being accurate, being timely and being delivered by someone who knows the employee well. This reinforces the MAC as being well placed to observe and deliver the required feedback. To be successful, there is a reliance upon the manager creating the correct environment (Peng & Lin 2014) while developmental feedback may have social as well as task components. Teams that take the time to reflect on their work processes and performance as facilitated by the MAC can learn, correct, and improve performance (Schippers *et al.* 2013) including behavioural performance. Reflection is recognised as an essential element of learning as it fosters discussion amongst parties which can lead to mutual learning, insight, deeper understanding, collaborative consciousness and action (Bommelji 2013 & 2015; Nansubuga *et al.* 2015). Reflection best benefits poorly performing teams (Schippers *et al.* 2013) therefore where there is the greatest potential for conflict in a team, there is greater profit to be gained from insights through a coaching approach. Reflection is most valuable when team members are in a positive mind-set, conducive to the process and when performance feedback is delivered accurately without bias or emotion (Kollée, Giessner, Steffen & van Knippenberg 2013) and within the correct environment as mentioned earlier by Peng & Lin (2014). A positive feedback environment can improve task performance, organisational team behaviour and reduce deviant, counterproductive behaviour (Peng & Lin 2014).

Deviant and counterproductive behaviour has been identified as a potential root cause for dysfunctional team behaviour (Keyton 1999; Aquilla 2007; Kaufmann 2012; Keifer 2012). Lin (2015) refers to coaching as a means of behavioural self-regulation while the necessity to provide on-going constructive feedback demands constant assimilation of the required alignment and the need for alertness in observation from managers (Ehrhardt *et al.* 2013). Managerial coaching is pivotal to

team functioning and being a reciprocal process, takes place in complex and demanding contexts where leaders must motivate, improve and provide opportunities for team members to make effective use of their skills, knowledge and attributes. Creating a positive feedback environment is an essential requirement for effective managerial coaching and requires an acceptance of mutuality between the MAC and employee and acknowledgement of a process of interaction over a sustained period. This process of interaction offers the potential to generate new understanding and to challenge the values and attitudes to achieve alignment (Braun, Peus, Weisweiler & Frey 2013). Although managerial coaching is increasingly advocated in organisations, the function and context of leadership and management is distinct from specialised coaching (Anderson 2013). This results in challenge or even conflict for some managers to deliver (European Mentoring and Coaching Council 2018) the demanding expectations associated with this approach; which is investigated further below.

2.5.2 Demands Upon the MAC

The language and intent of team models cited earlier are representative of the language of coaching as based upon social interaction (Peng & Lin 2014) and provide further support to the need for MAC. Fleishman (1992) and Hackman (2002) refer to coaching as being part of the requirement for team success. Recently, Karacivi & Demirel (2014) referred to Coach-Like Leadership which includes similar characteristics such as reflection and asking good questions. Organisations require leaders to improve employee skills, motivate to exert effort and provide job opportunities to make use of their individual capabilities, knowledge and attributes (Anderson 2013; Dahling 2016). Team leaders are also expected to enable workers to accept on-going change, settle more readily by ensuring conducive surroundings and add value and support to the team (CIPD Learning and Talent Development Survey Report 2012). The list of demands requires managers to acquire and practice new skills when interacting with employees (Bommelji 2013 & 2015). Truly effective managerial leaders are those who embed coaching into the heart of their management style (Beattie *et al.* 2014). Hagen & Aguilar (2012) cited in Beattie *et al.* 2014, study of team leaders and team members within a coaching environment,

confirmed that there is a positive relationship between the coaching expertise of team leaders and team learning outcomes. This is set against the backdrop of recent research acknowledging that an ethical conflict may exist when managers coach their own staff (Knights in European Mentoring and Coaching Council 2018; Wall, Jamieson, Csigás & Kiss, 2017; Wall, Hawley, Iordanou, Csigás, Cumberland, Lerotic-Pavlik & Vreede, 2018). Moreover, Briner (2012) notes the innate ability to grow and establish trust takes time and energy from the manager which may be in short supply. Briner (2012) expressed the view that a coach should have relevant experience and a clear methodology adding to the demands being made of the MAC.

Paustain–Underdahl *et al.* (2013) acknowledge the importance of employees as a critical source of competitive advantage to enable business success. They recognise also the growing demand and expectation of front-line managers to achieve this organisational success. As a result, a conceptual framework has evolved from the Summary Behaviours of Table 2.1 - Comparison of Unproductive or Dysfunctional Behaviours and Table 2.2 Team Effectiveness Models as a means of exploring how the MAC delivers a functioning team and mitigates dysfunctional behaviour. The evolution of this conceptual framework represents an appreciation of the demands placed upon MAC within a dynamic team environment and the need to address Unproductive or Dysfunctional behaviour with its potential to impede the smooth flow of communication thus preventing the implementation of the Team Effectiveness Models.

The following two figures illustrate the origins of the Conceptual Framework from the above models.

Figure 2. 3 Conceptual Framework Origins (Behaviours)

Summary Behaviours
poor communication
emotional imbalance
inhibiting team flow
not a team player
negative attitude
provoker of disruption
deviant behaviour
does not take responsibility
toxic to team
sub-optimal behaviour
isolationist
discordant
undermines trust
not emotionally intelligent
poor decision making
non functional
threatening
disengagement
not functional
insecurity

Framework of Summary Behaviours

communication disruptor / provoker / emotional imbalance, negativity, deviant / isolationist / Summary Behaviours from Keyton, Aquila, Kaufmann and Keifer / threatening / dissent & discord

Figure 2. 4 Conceptual Framework Origins (Team Effectiveness Models)

Summary of Models

trust
accountability
commitment
(enabling structures)

organisational support
for individuals and teams
creating a safe environment

clarity of direction
meaningful purpose
minimise distractions
focus on goals

coaching
interpersonal focus
problem solving
enhanced learning

effectiveness of
collaborative teamwork
trusted environment

perceived outcomes
improved learning
and capabilities

Framework of Summary Models

trusting environment / perception of environment / supportive environment / Summary Team Effectiveness Models / collaborative environment / purposeful environment / learning environment

The literature argues that to be successful, the team manager must demonstrate a willingness to know and understand each person as a unique individual before trying to help, motivate or develop that person. This implies desire, effort, availability and capability on behalf of the manager (Batson & Yoder 2012). The ability of the manager to facilitate a shared vision and values for their team is what will fasten them together (Suriyan 2013). Egan & Hamlin (2014) suggest the ability to connect may be reliant upon the manager choosing the correct communication modality which can have a performance impact. All these demands have the potential to create added pressure. Batson & Yoder (2012) report that effective coaching cannot be sustained over time without the development of mutual trust and positive regard between the manager and employee. Feedback within coaching is an established critical learning tool (Peng & Lin 2014) and being data driven must be evaluated by the manager through their filter of values, beliefs and experience (Briner 2012). This assimilation of data and self-checking is mentally intensive and demands a high level of self-awareness. Employees challenge the effectiveness of the MAC by judging their credibility based upon their conduct. Feedback at the right time and frequency, in the right manner and when the employee is receptive can each influence the impact of feedback on performance (Peng & Lin 2014). The ability to execute constructive and successful feedback is not a skill all managers possess even without team dynamics at play.

Likewise, Beattie *et al.* (2014) document and opened this debate of MAC when stating that line managers who need to execute this coaching style of leadership may be neither capable nor interested in coaching. Similarly, Paustain–Underdahl *et al.* (2013) reaffirmed the issue in terms of lack of time and reward, little or no awareness of the need to support subordinates and managers lacking coach-like behaviours. Furthermore, Wood *et al.* (2011) analysed various approaches to encourage ideas generation and performance improvement whilst avoiding conflict and stated that as the approach is all decisive in team performance, a coaching style may be the appropriate choice. Consequently, team leaders need to know their team members and be cognisant of their unique abilities to recognise individual characteristics in the early stages of team development to mitigate dysfunctional behaviour within the team. In support, Ehrhardt *et al.* (2013) further claimed that

team leaders play a critical role in minimising the attention of team members towards any sub-group differences and shaping the team culture is amongst the most influential activity of a team leader. In addition, cultivating the correct individual behaviour for a functioning team and recognising dysfunctional behavioural characteristics is a must for any team leader intending to initiate peak performance (Kaufmann 2012).

2.5.3 Ethical Considerations of MAC

The proliferation of coaching and its success within business and professional organisations has necessitated a requirement for ethical oversight by professional bodies and government with potential legislative implications. As a precursor, several professional coaching bodies have established standards of ethical practice for their members (Brennan & Wildflower 2014) which focus upon coaching in a professional external context as distinct to that from MAC. As an example, MAC is not influenced by traditional coaching relationship as the team members as employees have an employment contract to deliver specific outcomes. One challenge with the MAC relationship is that of managerial integrity, as the need to establish a coaching relationship could compromise the standard disciplined approach towards imposition of employee performance targets. Aside from the personal preference of the MAC and whether they feel comfortable utilising coaching as a team development tool, the standards of ethical practice required within a work environment may result in organisations engaging an external coach to avoid a potential MAC conflict despite resulting in a potential loss in immediacy, intimacy and team knowledge.

2.6 Summary

The literature review has provided pivotal insights regarding the complexity of teams. Several authors (Engelbrecht *et al.* 2014; Fairhurst & Connaughton 2014 and Laud *et al*. 2016) agree that teams are dynamic, making many of the elements of managing a team even more challenging for the manager whose key responsibility is to facilitate effective team functioning (Battilanna *et al.* 2010, Clutterbuck 2013). The established team effectiveness models have indicated many of the essential elements to facilitate a functioning team including some mention of coaching as part

of the solution. The exact role coaching plays in achieving a functioning team when employed by manager is not yet fully explored. The literature highlights the increasing demands being placed upon managers leading to the evolution of MAC as a potential solution for addressing team challenge (Anderson 2013; Dahling 2016). Combining the Summary Behaviours of Table 2.1 (Comparison of Unproductive or Dysfunctional Behaviours) and Table 2.2 (Team Effectiveness Models) provides the visual boundaries for exploration into how the MAC may deliver a functioning team and mitigate dysfunctional behaviour, as below.

Figure 2. 5 Conceptual Framework
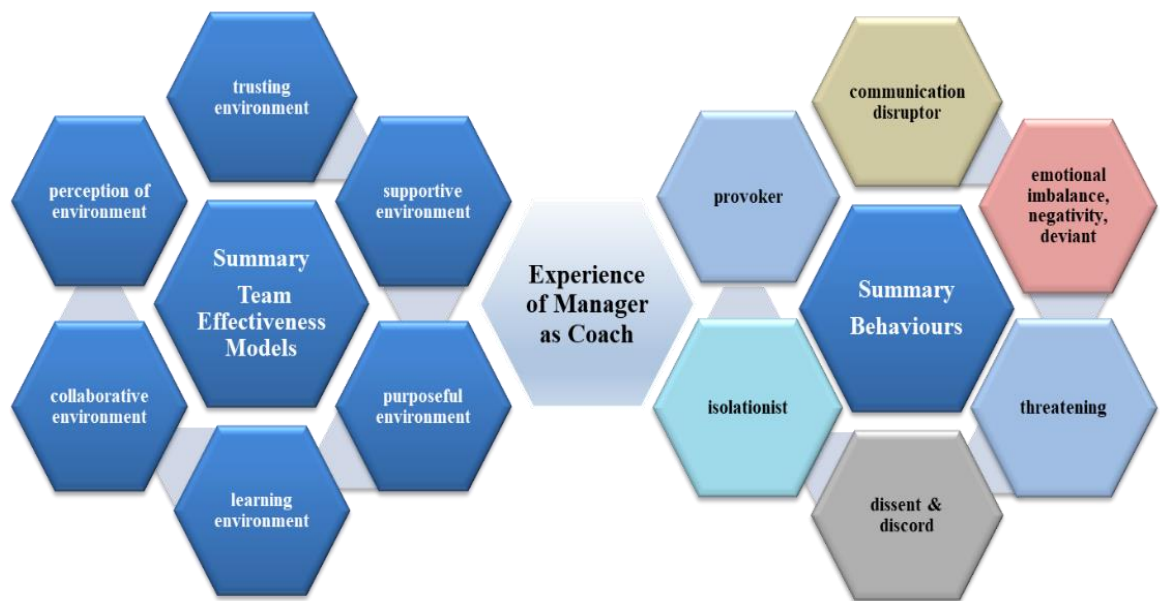
Chapter 3 - Methodology and Methods

This research explores team challenge including those attributed to dysfunctional behaviour experienced by managers as coach. Chapter 3 outlines the methodology of the researcher leading to the chosen research methods including design, instruments, sampling process, data collection and analysis within the following sequence of elements.

Figure 3. 1 Elements
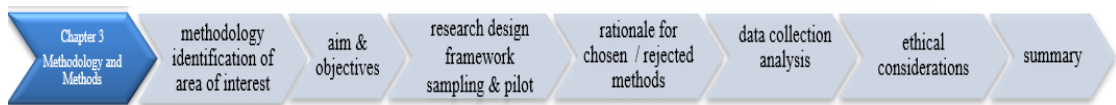
3.1 Methodology and Identification of Area of Interest

Any exploration begins with the selection of the relevant topic in alignment with the researcher's stance or worldview. This emic approach is rooted in the subjectivity of the individual experience of the MAC and influences their relationship with the topic. This overall view is described by Adams, Khan & Raeside (2014) as the *how* of research which drives the choices that integrate the different elements of the research to achieve the required aim and objectives, striving for congruence between the methodology as derived from the philosophical stance of the researcher and the appropriateness of the chosen methods. This integration ranges from the researcher's choice of topic to the method of data collection, analysis and ultimate interpretation and is shaped by our worldview. Gill & Johnson (2010) note that research methodology is always a compromise between the option of the philosophical worldview and practical methods. As a result, the methodology and methods of each researcher are unique, as is the output derived from a unique sample and interpretation of findings (Wall, Hawley, Iordanou & Csigás, 2016).

As the worldview of this researcher is that of a critical realist (ontology), the initial approach authenticates the reality in the choices made in this research. From a development perspective, critical realism assisted the foundation of this research providing the prerequisite conditions (being a reflective theoretical stance) for the existence of the mechanisms to be studied, namely within the context of a team.

Sayer (1992) cited in Gill & Johnson. 2010, describes critical realism as practical adequacy in reality and thought, which for a research practitioner seems appropriate. According to Danermark, Ekström, Jakobsen & Karlsson (2005) theorising through a practical thought process is an inherent and vital part of the research method. This ontology, namely how we know, what we think we know about the world or reality of teams (since critical realism is context bound) is enmeshed within experience and shapes the researcher's ideas and knowledge (epistemology) to make sense of and interpret experiences or as Danermark *et al.* (2005) describe it, theorising. Epistemology can be altered by how knowledge (data) is captured which can lead to a specific methodology and chosen methods befitting the researcher and the specific topic of exploration (ref. Appendix 5). The core of critical realism is the ability to switch from epistemology to ontology and within one's ontology, the ability to switch from events to mechanisms to facilitate making sense of things (Danermark *et al.* 2005). A mechanism is that which is capable of making things happen (Alvesson & Skoldberg 2018) and exists even without being triggered, such as procedural processes within a team context but if triggered, can have an impact upon the team. All mechanisms are dependent upon human conceptions and actions. Critical realism emphasises relational and emergent factors as in a team context, with the intention of identifying and isolating events and mechanisms such as those that may be at play within a challenging team. From a critical realist perspective, something is *real* if it affects behaviour and makes a difference (Alvesson & Skoldberg 2018) and as such, a critical realist researcher would wish to explore possible implications in terms of effects and events, as forces and characteristic driving mechanisms.

Knowledge (or data) gained from exploration is aligned with statement from Morgan (1983) cited in Alvesson & Skoldberg 2018, *that it serves to guide and shape ourselves as human beings* or as is the case of this exploration from a critical realist stance, identifies tendencies or agencies that precede actions to guide and shape what is viewed as team challenge and how to deal with team challenge as MAC. This requires a familiarity and awareness of elementary knowledge to recognise and highlight potentially unique mechanisms, to ask pertinent and informed questions on related experiences or shared scenarios and link the response to the theoretical base provided by the literature review, enabling the switching between epistemology to

ontology *sense-making* as referred above. In support of this approach, Galletta & Cross (2013) advise that the role of existing literature should be to inform one's research, provide guidance for appropriate questioning, clarify the selection of methods, data collection, formulation of analytical frameworks and provide context and guidance of all research activities. Figure 2.3 below illustrates the literature relationship for this research.

Figure 3. 2 Relationship Between Literature Review and Research Focus
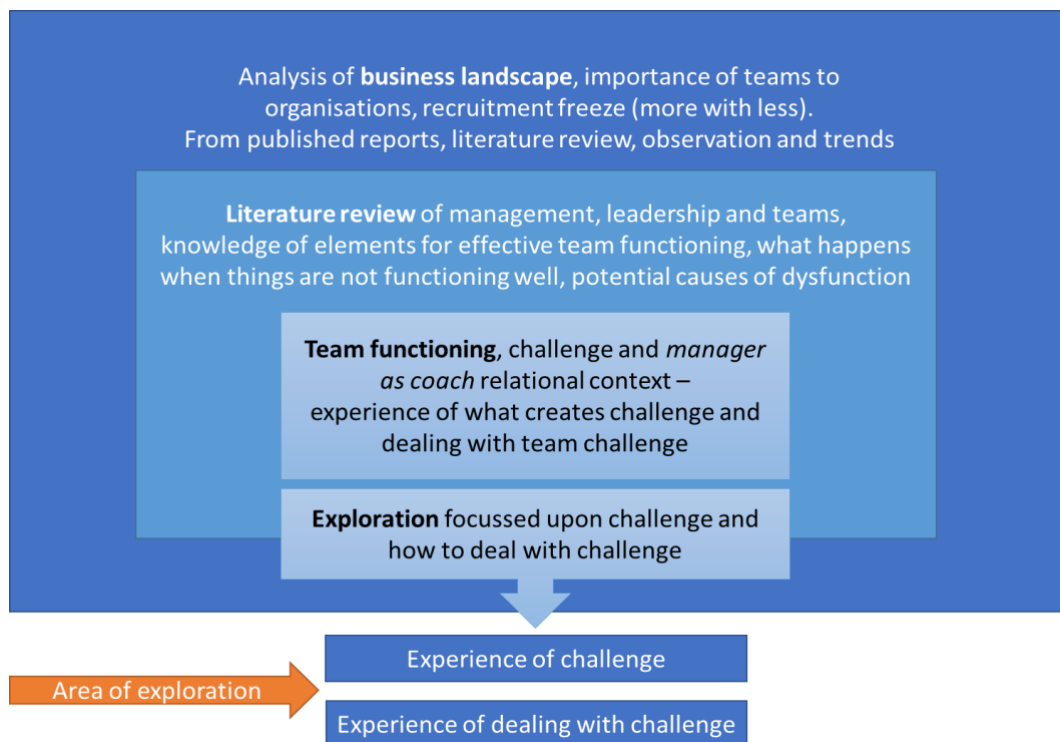
This relationship (Adams *et al.* 2014) provides a logical progression from the business landscape and literature review to the formulation of key areas within which to question and probe. The literature guided the focus to the initial area of interest, providing insight to what is known and what is not known (potential gap), enhancing the researcher confidence in the choice of topic, appropriate methods and correctly scoping the boundaries of the project (Adams *et al.* 2014). Danermark *et al.* (2005) support this approach stating that theory should guide research and not be subordinate to methodological rules.

In the interest of validity, reliability and generalisability (Yin 2003) respected scientific research methods have been employed from the outset to conduct this

exploration, starting with research planning, organising, conducting, analysing and reporting on the research (Adams *et al.* 2014). The starting point for such a process is the assimilation of appropriate literature providing context (important in critical realism) and appreciation of the elements at play, leading to the development of the research focus and an increased awareness in identifying previously undocumented mechanisms. More than 300 journal articles were reviewed including relevant published books by accomplished authors, well researched reports and surveys within related fields of expertise. This independently validated theoretical platform provided confidence that this research is based upon relevant information and enabled the filtering of pertinent and associated events and mechanisms. This literature-driven approach supports critical appraisal which Bruce and other authors recommend (Bruce 1994; Holbrooke *et al.* 2007; Reuber 2010) cited in Bryman 2012, to direct both boundary and focus. In support, Galletta & Cross (2013) emphasise the importance of reflection in such research as part of the defined process. Familiarity with pertinent and associated data, enables the recognition of what is relevant and non-relevant to this research. The recurrent themes from the academic empirical literature together with landscape data offer a solid context for further exploration. The literature contributes to informing and shaping each stage of the research process as illustrated below in Table 3.1.

Table 3. 1 Research Design Stages / Process (adapted from Gill & Johnson, 2010)

Research Stages	This Research
decision upon area of research	personal interest, discussion with experts in field, explored business landscape, literature review
selection of topics and focus	**Manager as Coach: An exploratory study into the experience of managers dealing with team challenge.** how / why focus evolved, aim, objectives, ethics approval
philosophical stance	critical realism is a reflective stance providing the prerequisite conditions for the mechanisms to be studied in this research
chosen method	semi-structured interviews, embedded critical incident technique: why other approaches rejected in favour of chosen methods
plan – who, what, where, how	pilot – clarified methods, target sample, interview style (incl. self awareness), recorded and transcribed interviews
data collection	recordings, transcribed files, coding, thematic analysis, comparison with what is known
making sense of the data	prioritise codes, themes, cross reference to academic findings, establish and confirm new findings, actions, guideline, framework
presentation of findings	strengths, weaknesses, recommendations

Having clarified the philosophical stance for this research and the process leading to the chosen area of interest, the literature assisted in defining the aim and objectives as indicated below. Thereafter the research stages of the above table will be addressed in turn.

3.2 Aim and Objectives

The aim of this research is to gain an appreciation of what presents challenge in a modern team environment and how the MAC addresses that challenge. Therefore, the objectives of this research are:

- to explore team challenge as experienced by MAC
- to explore the experience of MAC in responding to team challenge
- to develop a framework to support managers in dealing with team challenge

The exploration will focus further upon the area coincident with Team Challenge, Managing and Leading Teams and MAC as indicated in Figure 3.3 and seek to uncover the specific characteristics or tendencies that are likely to influence team effectiveness.

Figure 3. 3 Exploration of Area of Focus
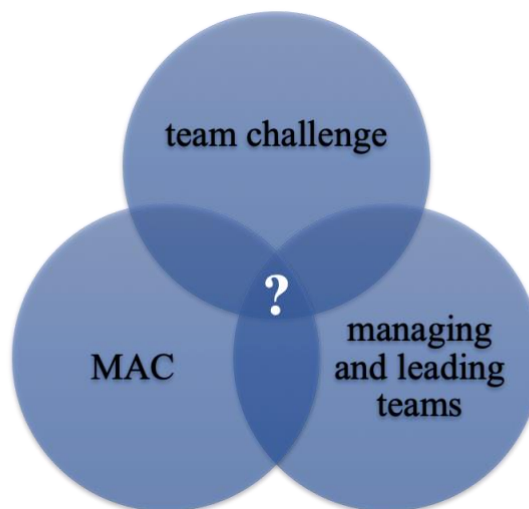
Prior to commencement of the exploration, various planning stages were required as indicated below.

3.3 Research Design, Framework, Sampling and Pilot

3.3.1 Research Design

This researcher stance is that of a critical realist which governs the selected methods here discussed. Creswell (2009) recommended a qualitative method is warranted if details such as characteristics or mechanisms need to be understood and where little research has been carried out. It was evident from the literature that a qualitative method was mandatory to explore the interplay between team challenge, managing and leading teams and the MAC. As the context is one of exploration, the intention is to gain insight, enhanced understanding and appreciation from the perspective of managers as coach by considering their version of reality, uniqueness of interpretation and individual experience. This literature-based design increased the sense of recognition and understanding for the researcher of what may be a unique mechanism or characteristic of a mechanism and provide direction to the methods that would more likely facilitate the revealing of potential tendencies and characteristics. As exploratory research, it does not aim to create generalisations but explore possible explanations for the objectives of this research. In consequence, the primary qualitative tool chosen is that of the semi-structured interview which Eby, Hurst & Butts (2009) report as offering a greater link to reality, ecological validity and support to the choice of interviews as deemed appropriate.

Galletta & Cross (2013) highlight that semi-structured interviews create the exploration of lived experiences as narrated by the interviewee in relation to the area of interest, providing greater potential to attend to the complexity of a story (or critical incident). The perspective of reflection upon a critical incident and the lived experience (for context) of managers in dealing with team challenge is specifically required to support this research with the semi-structured approach consistent with this qualitative method (Goulding, 2002). This exploratory style commands a method that is appropriate for clearer understanding and a free-flowing exchange of dialogue although it may not be reliable enough to establish any cause or effective outcome due to contextual variations within each scenario or critical incident. However, a better appreciation of the mechanisms at play may have implications in terms of consequential effects (mechanisms) and events and while semi-structured

interviews use basic themes derived through the literature to unpick the complexity of the topic (Saunders & Rojon 2014) some structure and focus is required to support and promote a relevant exchange. Therefore, the semi-structured interview was chosen as the primary method to guide the exploration and engage interviewees through critical reflection. To gain the added focus upon challenge and how the MAC deals with team challenge, a critical incident scenario was embedded into the interview to facilitate introspection and as a secondary aid to a free-flowing dialogue.

In addition, this combined method provided focus and consistency from one interview to the next and enabled clarification of key challenge points arising from the critical incidents for further exploration. As an example, what happened exactly? what do you think was the root-cause? what was the impact upon the team? and similar probing questions to facilitate critical reflection and reveal details for further analysis. Questions should only pursue and explore those discussion leads which occur during the interview, as emergent from the discussion (Maylor & Blackmon 2005). A clear aim and objective of this qualitative exploration assisted the steering throughout the interviews.

This exploratory research method is reinforced by Galletta & Cross (2013) as promoting engagement of the interviewees with the research topic allowing the researcher to pay attention to details disclosed during the interview. The researcher can then explore these individual perspectives with carefully placed questioning. Furthermore, Galletta & Cross (2013) explain that this interview process is a mutual negotiation of give and take to derive meaning. Grbich (2007 cited in Galletta & Cross) refers to this process as an interaction between the researcher and the researched, constructing and interpreting insight and understanding through consensus. The researcher remained cautious not to impose any frame of reference upon the interaction but to explore and unlock an understanding and correct interpretation of the interviewee experience. Self-awareness and self-checking by the researcher were a priority throughout this process. Several prompts acted as an aide-memoire, one being the adoption of Welman & Kruger's (2001) model below which underpins the interview process by holding the objectives of the research in focus

whilst facilitating a systematic approach towards clarification of the relevant insights, ref. Figure 3.4.

Figure 3. 4 Essential Stages of Semi-Structured Interviews

Describe	through interviews and critical incident analysis with managers
Explain	what insights are gleaned from the manager experience
Predict	whether any new insight assists other managers

(adapted from Welman and Kruger 2001)

A design plan further acted as a check-list in preparation of each interview, as illustrated below in Figure 3.5.

Figure 3. 5 Design Plan in Preparation of Interviews

Preparation
- Development of Research Description, Ethics & Consent forms
- Ethics approval
- Identification of target sample individuals
- Invitation via e-mail (67)
- Response via e-mail (32)
- Research description
- Confirm engagement
- Approve consent form
- Agreed date and time
- Advance reminder (24hrs)
- Personal preparation /readiness for interview

Interview Preparation
- Research framework to guide focus of interviews
- Script to support framework
- Confirm method and duration of interview
- Conduct Pilot for technology and interview technique
- Refine interview process
- Process familiarisation
- Allocate interview time
- Accommodate interviewees

Conducting Interviews
- Reaffirm engagement and consent form
- Create rapport
- Introductory context
- Critical incident prompt
- Listen and maintain focus
- Record the interview
- Focus questions around critical incident
- End interview with summary and appreciation of personal contribution

Following the above stages, a research framework was constructed to provide focus and define the boundary limits for the interviews as discussed below.

3.3.2 Research Framework

From the outset, the established literature revealed multiple team effectiveness models as championed and recommended over several decades prior to the

prominence of modern teams and the concept of MAC. Their recommendations were encapsulated within an earlier coaching style of leadership and management and established a clear direction by ensuring accountability for tasks and activities etc. What was not pursued or explored at the time was how the (concept of) manager as coach deals with these issues to achieve a functioning team. Consequently, an understanding of the relevant literature and identifying specific gaps in the known data assisted in defining the appropriateness of this research in terms of its aim and objectives.

The research framework evolved through combining the conceptual framework (Figure 3.6) with the research objectives to capture in entirety what constitutes challenge and how the MAC responds to that challenge.

Figure 3. 6 Research Framework

The interviewees are essential to this exploration in offering insight and support to the understanding of what constitutes team challenge and how the MAC responds to challenge. The following section summarises the target sample and the process of engagement.

3.3.3 Sampling Methods

Nagel (1961) cited in Gill & Johnson 2010 stated that "*every branch of enquiry aimed at reliable general laws concerning empirical subject matter must employ a procedure that, if it is not strictly controlled experimentation has the essential logical function of experiment in enquiry*". This advice has been applied within this exploration, as indicated below. There are considerations when choosing who to interview which can impact the validity of the research and its outcome. Reliance upon the chosen interviewees is critical to the derived outcomes requiring the interviewees to interpret, attach meaning to the focus (or stimuli) of this specific topic of interest, to apply knowledge and experience to enlighten the area of exploration (Gill & Johnson, 2010). As a result, the team managers who responded to the invitation (Appendix 3) to participate in this research, all related to or connected with the defined area of this exploration and deemed representative of the target population. All respondents had managed and led a team, had experienced challenge and employed coaching as a management and leadership style. The managers who chose to engage, became co-creators (Galletta & Cross 2013) in being able to explain with eloquence, add insight and understand the relevance of events. Consistent with this approach is acceptance of Corbin & Strauss (1990) cited in Galletta & Cross 2013, that the interviewee possesses knowledge or experience of the topic. For the purpose of this exploration, the co-creators will be referred as interviewees throughout.

Identification and selection of interviewees was achieved through the researcher's individual professional network of coaches and clients with a small amount of snowballing through unsolicited referrals from the leaders of internal coaching programmes. This approach could be described as purposive sampling (Welman & Kruger 2001) in providing a valued means of obtaining a representative target population. By accepting the terms of the approved ethics documentation (Section 3.6), interviewees gave permission for their input to be used as intended and contribute to the objectives of this research as primary output. Introductory e-mails (Appendix 3) were despatched to the contacts to enquire whether they would like to participate and support this coaching research with 67 direct e-mails sent to known contacts avoiding the risk of push or unsolicited e-mailing. Upon acceptance, a

further explanatory e-mail (Appendix 4) was sent with time intervals for the interview with approved participant information and a request for a signed consent form (Appendix 2) in advance of the interview. A time schedule was arranged for the interview with confirmation of the use of both video and a separate audio recording to aid rapport. A final e-mail was sent 24-48 hours before the agreed appointment to

verify participation and allow reflection time to recount their critical incident scenarios.

The number of interviewees required is dependent upon the study purpose and the saliency of the data (Saunders & Townsend 2016). While the workplace research norm references between fifteen and sixty (Saunders & Townsend 2016), Becker (2012) suggests twelve to twenty interviews as sufficient where a diverse and varied sample occurs. As acknowledgement of these recommendations, the plan focused upon thirty to thirty-five interviews to provide depth and breadth of data from managers with experience of critical incidents across multiple sectors, to authenticate the analysis (Curtis, Gesler, Smith & Washburn 2000) and focus upon the MAC response in dealing with team challenge. From 67 initial invitation e-mails, 32 respondents replied positively with 30 interviews undertaken with a split of 14 male / 16 female with a broad capture across education, health, corporate, armed services and voluntary sectors. Some interviewees were more experienced than others and exuded a richness depth of knowledge and experience, while the least mature of the interviewees had a freshness of approach unhampered by longevity, exposure, familiarity and potential complacency. Whilst the maturity of the sample was of considerable benefit regarding the outcome, some natural bias within the results may be present. The age range was distributed between 30's to 70's with the interviewee profiles summarised in Table 3.2.

Table 3. 2 Interviewee Profile and Age Range

ID	age band	profile
1	60+	Professional Coach, Manager Researcher and Author
2	40+	High Street Bank talent development - ex Army, not formally Coach trained, extensive Team Management Training and experience
3	50+	Ex Pro vice Chancellor - challenging environment - consultancy - not Coach trained
4	50+	Worked across multiple sectors as Leader - most challenging Voluntary Sector. Trained Coach with professional accreditation
5	50+	Professionally trained coach (ICF)- some consultancy, HR lead on turn-around project within dysfunctional SME
6	60+	Professional coach (ICF) with vast managerial experience - challenge leading a volunteer team
7	50+	Ex-Trainer and manager for retail sector - consultant Coach and Trainer
8	60+	Consultant, ex Journalist, Coach trained to Master Practitioner level. Member of EMCC
9	60+	Consultant, Engineer, Trainer and Higher Education Tutor - no formal Coach training, vast management training and experience
10	50+	Project Manager of off-shore teams - difficult environment safety driven, newly trained Coach
11	50+	Regional Healthcare Manager, uses C&M interchangeably to assist teams - no formal Coach training
12	30+	Newly appointed Project Manager - dealing with dotted line management challenges - not Coach trained, but management trained
13	50+	Professional Executive Coach – Consult within teams and management to support team development
14	40+	HR Consultant, presently acquiring coach qualifications - previous Leadership based upon training background
15	40+	Educational Manager - not formally coach trained, but very Coach aware and Management trained
16	60+	Professional Coach - process and project driven manufacturing background – Consultant for major manufacturing orgs
17	40+	Talent development lead at a major Healthcare Trust - previous CC employee, Coach trained
18	60+	Professional Manager, Coach trained
19	30+	Human Resource on line tutor, Team Leader
20	40+	University Manager - not Coach trained, mindfulness and EI trained
21	50+	Manager of an IT team, - accountability to others and others deadlines, Coach trained
22	50+	Human Resource lead at a University - Coach trained
23	60+	Coach trained Librarian - lead Librarian for UK University libraries.
24	70+	Ex-Teacher turned Mentor - no formal Coach / Mentor training
25	60+	Professional Manager - NLP trained, Coach aware, challenge of leading a remote team
26	40+	Human Resource Manager at a NW University - Coach trained
27	40+	Supervisor, Educator, no formal Coach training, Team Management experience
28	40+	Army Commanding Officer - moved from team to team trouble shooting
29	40+	Newly appointed CEO of a dysfunctional team - turnaround process within Hospice
30	50+	Consultant, Manager, Coach trained member of ICF professional coaching body

Prior to the interviews, pilot testing was undertaken to aid the confidence of the researcher in the use of the equipment and the chosen interview style. The following section summarises these tests and their efficacy in shaping and refining the interview process.

3.3.4 Pilot Testing

Two pilot interviews were conducted to verify the technology and interview process. From the experience gained, a script (Appendix 6) was necessary to aid focus, flow and consistency of approach supporting a more scientific standardised method. Brinkmann & Kvale (2015) suggested interviews allow a free-flowing interchange of views while Rubin & Rubin (2012) referred to this rapport as creating conversational partners in achieving an unfettered quality exchange with rich insights freeing the researcher to listen to the data (Rubin & Rubin 2012) about what creates team challenge and how the MAC deals with challenge. The pilot sessions created a sharpening of the interview style to achieve rapport, a free-flowing dialogue and to maintain focus. Galletta & Cross (2013) commend against interrupting during interviews unless the interviewee is digressing beyond the boundaries of the exploration for which the creation of the script outline (Appendix 6) supported this objective. Galletta & Cross (2013) also caution the researcher not to be too keen to probe for evidence to support their exploration and only probe topics or scenarios related by the interviewee. While such qualitative research seeks active dialogue (based upon a known theoretical platform), the interview process could also capture unanticipated responses as the personal status and condition of the interviewee is unknown at the time of the interview. The pilot sessions allowed for other elements of the interview to be considered beforehand reducing the potential risk of unintended consequences affecting the interview flow. An optimal duration of forty-five minutes was undertaken when engaging interviewees and assisted the planning phase.

The pilots aided the adoption of a check list (Appendix 7) which supported a consistent approach for the interview providing refinement to aid focus upon the dialogue as opposed to the process. Subsequent reflection conferred and supported the literature review regarding confirmation of appropriate probing questions,

prompts and script notation. This could be described as being literature based as it offers a solid theoretical foundation for what to explore within the desired boundaries and the potential to recognise new data because of the exploration (Bryman 2012). Further, this implicitly references the aforementioned exploration intersection as visually highlighted in Figure 3.2. Context is a critical element that impacts team functioning as embedded in critical realism as endorsed by the theories on teams, leading teams, coaching and challenge, encouraging empathy and appreciation for the managers who participated in this research (Murphy, Klotz & Kreiner 2017). In addition, this research qualifies as literature-based due to identification of a gap in the data that has yet to be addressed within the purview of reviewed literature. A further context-supporting element of utilising published data on teams, leading teams and challenge is that many publications reviewed have employed quantitative methods in contrast with the current qualitative research approach. This exploration may therefore act as a bridge between the two methods by establishing a link between analysis of the narrative (qualitative) and that derived from discrete data (quantitative). An appreciation of the chosen and rejected methods will be aided by clarification of the rationale.

3.4 Rationale for Chosen and Rejected Methods

Formal structured methods such as surveys or questionnaires are restrictive with potentially limited responses. Exploration falls within the hypothetico-deductive genre of research which includes beliefs and value systems of human beings in action (Lawson 2015). Girogio, cited in Angen (2000) believes that some aspects of the human experience (MAC for example) cannot be understood through reductionist measures, as in the case of surveys or questionnaires. Conducting surveys or questionnaires within this research was therefore considered implausible. Similarly, observation would not be an appropriate method as the *act of being observed* can generate unsolicited outcomes through subjects acting differently in a research setting with the potential to invalidate data capture. Conversely, interviewing or discussing mechanisms within a focus group of managers who coach to collectively share their individual experience was rejected on the grounds of practicality and the potential for managers to impact and influence one another whilst in close proximity.

This rationale led to the rejection of questionnaires and observational methods as inappropriate to facilitate the exploration and complexity of response from the MAC.

3.5 Data Capture and Analysis

3.5.1 Data Capture

Throughout this exploration, the underlying principle of data collection is based upon the need to gain full access to the knowledge and meaning of informants (Easterby-Smith, Thorpe & Lowe 1993 cited in Adams *et al.* 2014). The interviews were conducted via Skype, FaceTime or Zoom to create the desired rapport and provide the researcher visual awareness of when the interviewee may be in a reflective state to facilitate flow and conversational style as referenced earlier. An audio record of each interview was achieved using the AudioNote Software Application which combines the functionality of a notepad and voice recorder to create a synchronised, fully indexed conversation. The application has a transcription mode to support a variety of common file formats for export and subsequent analysis. Further clarification of an interview can be made using the functions re-play, stop, start corresponding with the time interval within the recorded data, illustrated in Figure 3.7.

Figure 3. 7 Sample Screen from AudioNote Application
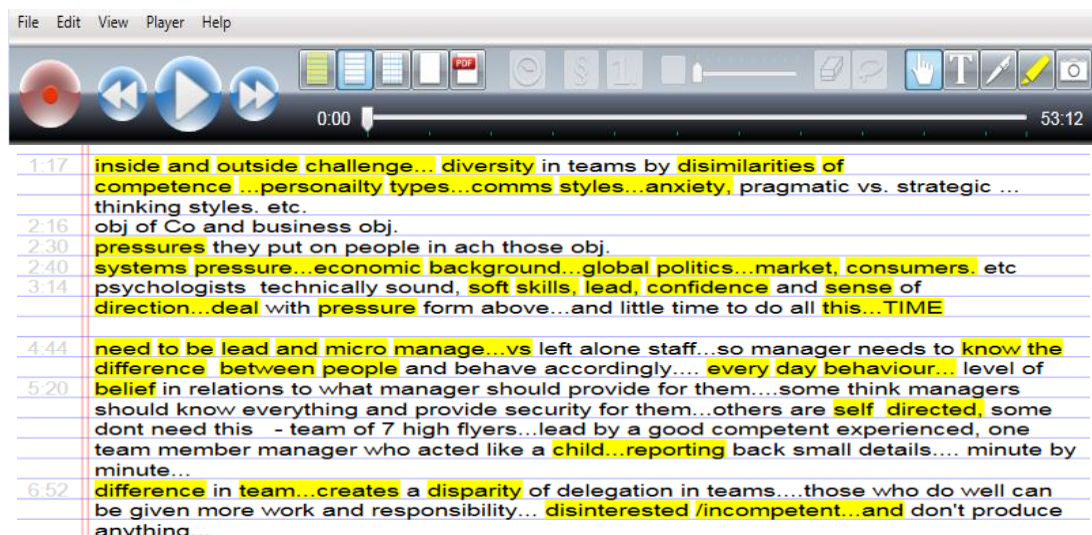
A short seven-minute sample of AudioNote with real time notes is illustrated above with the functional attributes of the control panel displayed with the transcribed

script converted to a pdf (portable document format) file for added security and data storage. The functionality of AudioNote facilitates increased accuracy between actual recording and transcribed notes. Following the initial real time transcription, a comprehensive script for each interview was completed as soon as possible to create a full and accurate capture of the conversational data and avoid misinterpretation of context and data. The use of the rewind, re-play button ensured accuracy of the transcription details of each interview. As the interviews were being conducted, the researcher was able to identify certain characteristics and mechanisms due to familiarity with the literature and its implication. The noting and subsequent highlighting of these characteristics originated the nomothetic level of analysis (Crozier & Cassell 2015) developing codes and categories which is expanded in the following data analysis section.

In terms of the limitations of the chosen Audio Visual platforms to capture the interview data (Skype, FaceTime or Zoom), the major consideration was ensuring compatibility in operating systems and a good connection (via internet) to achieve stability in signal strength. Otherwise, the media choice created a rich experience in terms of enhancing familiarity with the interviewee (facial expression, body language etc) and facilitating an intimate experience with lower personal intrusion. This ensured the interviewees to be within a comfortable and familiar environment, undistracted by documents or interview notes on the researchers desk. Audio alone can be considered more reliant (in terms of connectivity) but requires careful listening skills to interpret tone of voice and periods of silence during questioning.

3.5.2 Data Analysis

Following initial interviews, patterns and repeated tendencies became evident within the spreadsheet used in conjunction the AudioNotes transcriptions to capture and colour code data. This created the added benefit of highlighting unique trends and potential mechanisms from each interview transcript, as referred to by Adams *et al.* (2014) as *detected patterns.* The methodological choice of Template Analysis was deemed appropriate for this exploration since this form of analysis emphasises the use of coding while balancing a high degree of structure in the process of analysing textual data with the flexibility to adapt to the needs of a particular study. Template

Analysis encourages the development of themes from rich data (in relation to the research question) and does not dictate explicit distinction between descriptive and interpretive themes, nor the position of each theme within the coding structure. This method of analysis is viewed as more accurate of the interviewees voice (Brooks, McCluskey, Turley & King 2015). An example of these initial codes and categories is illustrated in Figure 3.8 with behavioural tendencies denoted in pink.

Figure 3. 8 Evolving Categories Excel Spreadsheet

Team Challenges - that arise when managing teams			pink area all associated with behaviour of individual
interview 1	Reluctance	Resources	Matching role to employee
interview 2	Disjointed team	Discord	Bringing team together
interview 3	Lack of Trust		Get them thinking of same goal
interview 4	Perpetual change	Out of your control	No Time to plan
interview 5	Not taking responsibility	Culture process	Environment
interview 6	Challenges can be positive + negative		Culture
interview 7	Arguments	Defensive, not rationale	Uncertainty
interview 8	Resistance	Disagreement from team	Threatened
interview 9	TIME	Non reactive employees	SNR Management Not close to business
interview 10	Time to discuss	Affects whole team if not addressed	Poor productivity
interview 11	Rapid change	Redundancies	No ownership
interview 12	No cohesion	Compliance challenges	Behaviour
interview 13	Environment	Attitudes	High achievers

Prior to further explanation, some clarification of terms is required to appreciate the analysis of data. In terms of this research, a category is a collection of similar data collated under a single descriptor, for example individual behavioural codes such as attitudes. This arrangement enables the identification and description of the characteristics of the category. As an example, the theme of challenging behaviour may become apparent through the category labelled attitude. The development and identification of categories and potentially sub-categories is an initial step in determining what is contained within the data during the initial analytic phase and can assist in the appreciation of the connection and links between codes and categories (Morse 2008 cited in Saunders & Townsend 2016) which may reveal a theme. In this context, a theme is a meaningful *essence* that runs throughout the data and possibly each category and can develop at the later stage of analysis to tie categories together and may only become evident once the sense-making analysis has been completed. This approach reflects the basic strategy of analysis where the purpose is to elicit meaning or *essence* of the experience for the interviewee.

The chosen research methodology utilises Template Analysis which is a technique specifically related to analysis of qualitative data. The approach is ideally suited to the analysis of in-depth interviews where focused categories and evolved themes become self-evident upon analysis of the interviewee data-sets. The MS Excel spreadsheet became a template for the identification of tendencies or characteristics within the data capture. Template Analysis can be used in research taking a realist position concerned with discovering underlying causes of human action and human patterns, tendencies and characteristics where the themes are defined in terms of aspects of discourse within the interviews (Brookes *et al.* 2015). The highlighting on the MS Excel spreadsheet in Figure 3.9 represents preliminary template analysis of the data with the identified (colour coded) categories. The stages in identifying themes will be addressed as follows.

3.5.3 Template Analysis Development

Many authors state that total familiarisation with the data (Adams *et al.* 2014) is required to ensure accurate themes and codes are identified. Aside from complete and thorough transcription, themes can be identified by analysing the data in a variety of ways. Miles & Huberman cited in Adams *et al.* (2014) suggest creating a contact summary for each interview (ref. Appendix 8) which was one analysis method employed in this research in addition to MS Excel spreadsheets acting as a template analysis to categorise similar and dissimilar repetitive codes. The initial template is illustrated below.

Figure 3. 9 Category Development (challenge data)

Stage of research	Activity	Awareness of
1st interview	• Key word notation during interview • Full transcription	• Key words / phrases • Potential category development
First five interviews	• Created spreadsheet to capture evolving codes	• Evolution of codes • Repetition of codes
Sixth interview and beyond	• Colour coded evolving codes /categories	• Categories building and evolving

Reluctance	Resources	Matching role to employee		Shift in focus	
Disjointed team	Discord	Bringing team together		Different characteristics	
Lack of Trust		Get them thinking of same goal		Each accountable and responsible	
Perpetual change	Out of your control	No Time to plan		Internal /external change	
Not taking responsibility	Culture process	Environment		No clarity of responsibility	
Challenges can be positive + negative		Culture		No clarity	
Arguments	Defensive, not rationale	Uncertainty		External pressures	
Resistance	Disagreement from team	Threatened		Dynamic complex relationships	
TIME	Non reactive employees	SNR Management Not close to business			
Time to discuss	Affects whole team if not addressed	Poor productivity		CULTURE	
Rapid change	Redundnacies	No ownership		Management change	
No cohesion	Compliancce challenges	Behaviour		Mixing different abilities and levels of seniority	
Environment	Attitudes	High achievers		Being a leader	
Different Skill sets	Mix- abilities etc	Pulled in all directions		Complexity & Shift	
Boundary issues	Diverse Personalities	Behaviour, habits and attitudes -bothersome		Maintaining motivation	
Working across diferent disciplines		Dependant upon staff motivations		Structuring workloads & talents	
Working together	Cultural differences	Standards create tension	Resistence	Stress	
Different characters	Cultural differences	Bad behaviour	Different value base	Achieving balance	
Conflict within team	Poor communication skills	System failure	Friction -workload	Not empowered	
Flimsy levers for control	No satus or power (Vol sector)	Managing risk & constant chg		Maverick personalities -overcontrolling, bullying, undermining, antagonistic	
Time for team to settle	Remote workers amlify challenge	Danger of miscommunication	Clunky processes	Distance - effort to keep in touch	
Bad attitude	Grievances	Ranting and raving	Distractions	Negative attitude	
Tensions between team members		Different personalities and ways of working		Change	No structure & guidance
Negitive attitude	Time and energy to drive people	Staff not being willing	Complex structures	Distractions	Team members not sharing
People going different	Managers that let's CHAOS happen	Change and teams going through change	Lack of clarity/direction	Knowing when to step in	Environment
Difficult conversations	Dismissing staff/ Hiring correct ones	Team members holding different opinions	Unexpected	People having different opinions	
Context important	Restructure -change, new approach	Lack of L&M skills	Behaviours and attitudes	Different L&M Style	Bad communication
Rotaton of job @2yrs	Imposed and unexpected change	Undermining (subtle) play the game	Bullies	Discontented staff	Not following procedures
False reading from reports	Staff being stiffled by victim manager	Culture	Pressure	Managing peers -hard to do	Task and process knowledge
People on different pages	Different backgrounds /experience	Communication barriers	Working at different pace	Unfair workload	Negative atmosphere

Figure 3.9 illustrates the early development of various categories evolving from the challenge data captured from the interviews. Over time, identification of more frequent codes became apparent, evolving into categories. For example, multiple reference to culture as a challenge (code) is highlighted (above) in yellow collating similar text in proximity. The recurrent data created an organising structure to the template (Brookes *et al.* 2015) for codes to be captured and categorised for subsequent analysis and connectivity. The data revealed significant categories such as *culture* where the exact descriptor as noted *verbatim* during the interview was readily identified. Other categories were more difficult to identify and anticipate given the inherent complexity of the data because of the qualitative method. This difficulty is supported by Miles (1979) cited in Bryman (2012) who considers qualitative research as an *attractive nuisance*; the attractiveness of which relates not only to the richness of data but also the difficulty of interpreting a clear analytical thread. From continued analysis of the data and subsequent interviews, categories were identified from the organised MS Excel template, as illustrated in Figure 3.10.

Figure 3. 10 Category Development from the Data (dealing with challenge)

Stage of research	Activity	Awareness of
10 + interviews	• Transcription • Reflection • Analysis of data • Potential theme identification	• Strong repeated codes and categories
20 + interviews	• Transcription • Reflection • Analysis of data • Theme confirmation	• Theme confirmation and consistency
Completion of interviews (30)	• Categories development of themes for challenges and required actions	• Theme incidence pattern • Awareness and experience of MAC • Category themes of key challenges and actions

Actions -to address team challenge

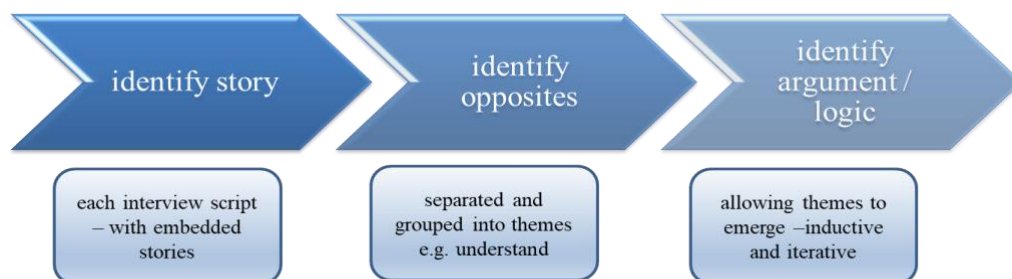|						
Interview 1	Understand staff	Appreciate issues of staff		TRUST	Create atmosephere of support	Mindset -what's important
Interview 2	Alignment	Influence	Reflect		Try to create harmony -reasoning	Mindset -about others in te
Interview 3	Team spirit	Communication	Share & Listen		Common goal	Coaching minded manager
Interview 4	Be a leader	Know your team			Motivating and mobilising	Draw them into narrative o
Interview 5	Get them to a point of OWN answer to issues				Work with system not against it	Modify behaviour
Interview 6	Have a purpose & create transperency			TRUST	Take time - learn not to rush	Have a process
Interview 7	Gain consensus	Draw upon inner resources		TRUST	Facilitate	Commitment
Interview 8	Be self-aware	Be tenacious & have self belief		TRUST	Relationship important	Be logical, unbiased
Interview 9	Have clear direction	Accept mistakes to learn			Enable and develop people	Capitalise on team intellige
Interview 10	Deal with challenge, don't put it off	Structure			Be aware of boundaries to lead	A process
Interview 11	Be non judgemental	Understand staff			Interested in individuals	Goal focused knowing their
Interview 12	Understand culture	Be enthusiastic	Personal approach		Understand characteristics	Need to be able to negotiat
Interview 13	Create an environment for contribution	Forgiveness vs. permission and empower			Be in the moment	
Interview 14	Own awareness	Influencing			Observation of team behaviours	Getting staff to understand
Interview 15	Understanding	Collective motivating			Really know your staff	Alignment
Interview 16	Structured approach	Connect meaning -WHY		TRUST	Know team well	Match task to Skills of indiv
Interview 17	Process impotant	Collaboration	Empathy	Trust in process	Clarity Carry on Focus	Have some wins - for positi
Interview 18	Understand your staff	Be open Share	Safe	TRUST	Create space ,environment & time to C	Communicate on their leve
Interview 19	Understand your staff	Connect Share	Ask Q	Gain Trust	Focus on people- personal touch	Listen to your team
Interview 20	Transmit information to all	Be self aware of personal projection			Frame things for understanding	Open to change- robust dia
Interview 21	Play to skills - own and team	Keep up to date -trends, tech, issues in & out		Build Trust	Balance between being friendly support & manager	Collaborative
Interview 22	Take time to get to kow staff	Understand their ambitions and drivers			Place opportunities in front of staff to develop	Getting communication rig
Interview 23	Build relationship	Appreciate staff are different		Honesty	Encourage open discussion & Environment	Know when to step in
Interview 24	Take leadership	Empower staff to step up		Be supportive	Understand what is really important to your staff	Important to communicate
Interview 25	Appreciate people are different	Start with a summary of task /goal		Honesty	Create good relationship	Create an open environme
Interview 26	Hear and take in what staff are saying	Be open and tranperent	Be credible	Don't assume	Understand Drama behind behaviour	Be reflective
Interview 27	Focus on people	Start conversations	Empower	Role model	Educate & set standard	Tackle performance issues
Interview 28	Get people on your side	Mitigate pain for them	Observe	Establish TRUST	Soak up what is going on	Invest in staff and their ne
Interview 29	Manage yourself and be credible	Have sufficient authority to gain respect		TRUST	Don't be too friendly	Know work priorities
Interview 30	Listen	Avoiding -no the answer	Be flexible	Empathise	EI	Carry out 1:1 and grp discus

The incidence and frequency of specific categories precipitated from the data analysis mirrors the advice proffered by Galletta & Cross (2013) that looping back through the data begins to ease when analytical threads are in a secure place and re-analysing data in numerous ways engenders confidence from all possible interpretations (Miles & Huberman (1994) cited in Adams *et al*. 2014). This process could be described as initial and selective coding as referred to by Chermaz (2001 cited in Adams *et al*. 2014) which involves scanning each line of transcribed text in an open-minded manner to become aware of possibilities that may be revealed from the text. This may also be referred to as a focussed method where the initial codes may be discarded once the data set reveals the most common categories, enabling categories and associations to evolve from a more holistic view. Bryman (2012) described these levels as Open Coding, where the transcripts are broken down, examined and compared to develop initial concepts and categorisations; Axial Coding where the codes are reorganised according to their connections creating categories with associated themes and Selective Coding which refers to core categories evolving from the data that are central to the area of focus such as a mechanism or a unique context insight, as illustrated in Table 3.3.

Table 3. 3 Coding Development of Data into Core Categories

Open coding	Axial coding	Selective coding
Breaking down, examining comparing, conceptualising, categorising	Putting data back together in a different manner through making connections between categories	Procedure of selecting key categories systematically relating to other categories validating relationship
Example in this research	**Example in this research**	**Example in this research**
Understand your staff, understanding, understand characteristics, know your staff, know your team, appreciate people are different, hear and take in what people are saying, understand their ambitions and drivers, start conversations, know your team well, frame things for understanding, understand drama behind behaviour, understand what is really important to your staff, listen to your team and be reflective	Communication skills of manager, being people focused, making time to listen and discuss	Knowing and understanding your team affects their perception and impacts trust and commitment

Each of these methods have been applied to the data to assist identification of codes and unpick rich data as accurately and authentically as possible according to the narrative. The coding and category analysis followed a literature-based approach to enable meaning to be abstracted (Goulding, 2002). As mentioned previously, each interview was analysed line-by-line to first identify open codes (for example *understand, listen, understanding, understand staff, understand context, understand behaviour, culture*) followed by axial coding where open codes were re-analysed for potential linkages and refined into associated categories unique to this data. This placed the data to a higher level of abstraction enabling delineation of core concepts or mechanisms of how MAC deals with challenge. This process can be illustrated within Figure 3.11 from Feldman, Skoldberg, Brown & Horner (2004).

Figure 3. 11 Making Sense of the Stories

identify story — each interview script – with embedded stories

identify opposites — separated and grouped into themes e.g. understand

identify argument / logic — allowing themes to emerge –inductive and iterative

Stories (critical incidents) from each interviewee were analysed with respect to codes and potential categories progressing to analysis of data through the lens of opposing

categories or potential themes from the literature base, to a final context relating to the identified logic (sense-making) for each argument. The purpose was to integrate the interviewee insights whilst retaining the authenticity and veracity of their narrative and individual perspective. According to Bryman (2012) this provides voice to the interviewees as contributors of the data, illustrating points of consensus, offering evidence, deeper understanding and appreciation of the explored characteristics and mechanisms. With these directives in mind, an interplay is demanded between the interviewee contribution and the established theoretical platform that form the foundation and context for this research. This interaction could be described as the adoption of various stages of development such as *deductive,* where the established theory guides the research (as in the formation of this exploration) *abduction* of new ideas or insight to mechanisms explored, *constructivism* where the researcher and interviewees work collectively through the interview process to make sense of characteristics, tendencies and mechanisms at play or facts of interest (Weick 1995, 2006) and *inductive* or new insight from the research (Bryman 2012) as illustrated in Figure 3.12.

Figure 3. 12 Managing and Interpretation of Data
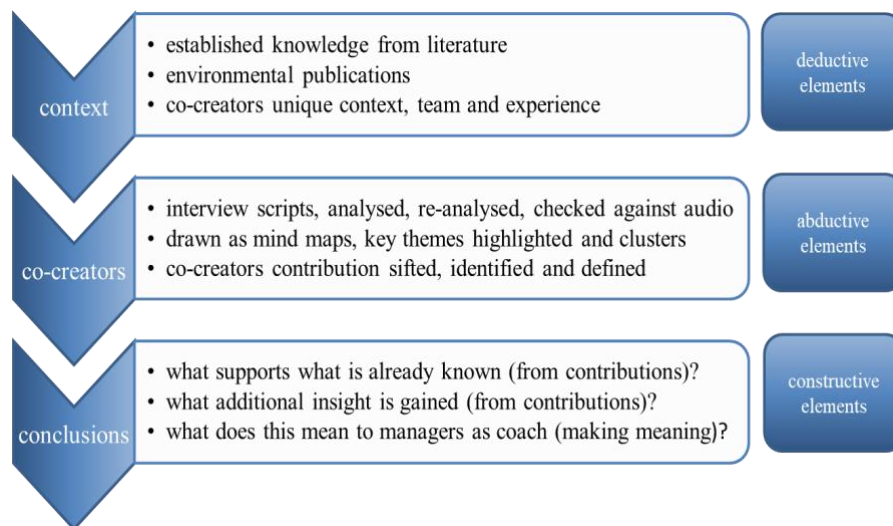
This process is reflective of the ability of the researcher to switch between epistemology and ontology to make sense of new data in context. Analysing data using different analytical approaches can reveal the possibility of new insights which may add value to the existing knowledge base. Further possibilities relate to the contribution towards new insights for additional exploration, to establish or enhance

more formalised concepts that currently exist around teams, MAC and team challenge and to derive inferences that may predict and explain key mechanisms (Graziano & Raulin 2004 cited in Bryman 2012). In terms of its application, coding is a means of evolving potential meaning from the volume of data generated from the interviews to identify clear pathways of understanding for qualitative and narrative analysis, accurate interpretation and presentation of findings.

An important deliberation of any research likely to influence its design and dictate some of the chosen methods lies with the intended output, namely who will find the results or insights most useful and for what purpose. From the perspective of a Doctor of Business Administration, this research approach is practitioner focused and aims to meet the tangible needs of team leaders, managers as coach and managers within the context of a dynamic and potentially challenging team. Since the method of choice engaged interviewees, it was necessary to ensure their well-being was of paramount importance due to the personal nature of the interaction. The ethical nature of the interaction will be reviewed accordingly.

3.6 Ethical Considerations

Researchers remain ethically culpable for doing justice to the topics undertaken and for choosing topics that have something meaningful to say about how they are pursued at the outset (Angen 2000). There are several reasons why it is important to adhere to ethical norms in research. Firstly, as these norms promote the aim and objectives of this research, it is important to ensure the methods for data collection are accurate and avoid consequential errors. Secondly, as this research is a collaborative exploration, it requires cooperation, coordination and input from interviewees from different disciplines and institutions, each possessing their own ethical standards and values. There is an implied respect for the maintenance of these standards on an individual level as essential for fruitful collaborative work, encompassing trust, accountability and fairness.

Many ethical norms are applied in research to protect intellectual property while encouraging collaboration such as copyright, patenting policies, data sharing policies and confidentiality rules. The rules as administered by the University of Chester

have been adhered to from the outset of this exploration with ethics approval gained prior to any collaborative approach being undertaken. These norms of research promote a variety of other important moral and social values such as social responsibility, collaborator welfare, compliance within required guidelines and the wellbeing of the interviewees. Ethical lapses in research can significantly harm subjects and render the resulting data worthless (Resnik & Shampoo 2017). To avoid this possibility, the researcher conducted all matters associated with this research in an ethical manner from sampling, disclosing non-inclusions, not leading interviewees with pointed questions, use of careful language, not imposing frames of reference, authenticating data capture and ensuring originality and unbiased interpretation of interview data and analysis. The University guidelines for archiving and re-using data and consent from well informed interviewees have been followed, including sharing the purpose of the research, defining their involvement, consideration of benefits and risks, the nature of the withdrawal process and an assurance of confidentiality from a personal and organisational perspective. In accordance with these guidelines, interviewee data was included only if an approved consent form was received indicating awareness and approval of these standards prior to an interview taking place. Following their participation, interviewees were reminded of the data use and storage standards. A copy of the approved ethics and consent forms for this research can be viewed as Appendix 1 and 2. Ethical considerations also encompass the choice of appropriate methods of data capture to avoid distortion of data as discussed in the following section.

3.7 Summary

This chapter reviewed the philosophical stance of the researcher and described the impact upon the chosen research methods. The decision made was to use semi-structured interviews with a critical incident as an appropriate method to focus the attention of the interviewee upon achieving the objectives of this exploration. The chapter also highlighted how the data is deciphered to gain insight of what presents challenge in teams and how the MAC deals with team challenge. To derive a view of reality through the respondent's discourse, Alvesson & Skoldberg (2018) advise that the interpretation must be precise which Chapter 4 presentation of Findings aims to achieve by presenting the data as accurately as possible to the narration.

Chapter 4 Presentation of Findings

Chapter 4 outlines the presentation of data and analysis of findings related to the experience of MAC in dealing with team challenge and the nature of their response; ref. Figure 4.1:

Figure 4. 1 Elements

4.1 Findings – Method of Presenting

This section presents the findings and presentation of the interview data from a narrative perspective and supported, where necessary by published literature to reinforce the validation of primary data, commonality in approach and complementarity of findings (ref section 1.8). Iversen (2014) describes this construction of the narrative as the way people make sense of the world in which they live which carries information relevant for decision making (Feldman *et al.* 2004) sequencing events and experiences (as in an embedded critical incident) to formulate a meaningful reality.

To provide the framework for the presentation of findings, it is pertinent to reflect upon the area of focus as in Figure 3.3 and the objectives of this research:

- to explore team challenge as experienced by MAC
- to explore the experience of MAC in responding to team challenge
- to develop a framework to support managers in dealing with team challenge

4.2 Team Challenge Experienced by Managers as Coach

Challenge was viewed as a double-edged sword, as one interviewee (ID 11) relates:

> *"An element of challenge is a good thing...keeping that tension is sometimes good...as long as you manage that.... as long as you facilitate as a manager…. knowing when to step in...and prevent chaos...otherwise staff*

become de-motivated, start talking one on one (not open), Chinese whispers….”

Many authors have reviewed the challenges that exist within the contemporary team environment as constant change (Fairhurst & Connaughton 2014) managing diversity (Agrawal 2012) managing dynamics including that of integrating different sources and types of expertise (Maruping *et al*. 2015) aligning cultures and behaviours (Cheng *et al.* 2012) setting the correct context (Dexter 2010) and influencing to achieve a desired course of action (Amos & Klimoski 2014). Data from thirty interviews relating to team challenge experienced is illustrated in Table 4.1.

Table 4. 1 Team Challenge

challenge	interviewee responses
conflict	51
attitudes (bad / negative)	38
change	23
time	9
ownership	8
trust	4
miscellaneous	15

Over half of the challenges refer directly to individual behaviour within the team as for the case of conflict and attitude. Change was often reported to be imposed upon team members and the manager without consultation, excluding them from the decision-making process. Some managers reported challenge as a negative influence whilst others considered challenge as motivating, inspiring and positive. Challenge builds resilience which supports becoming a better leader according to Heffernan (2016) assisting an understanding of ourselves and as a leader, plus assisting focus by consideration of different perspectives through questioning and challenging responses (Savelsbergh *et al.* 2010). One interviewee (ID 5) stated:

“Different people view challenge in different ways, question is how to interpret challenge...”

This reinforces the differing view team members may hold of challenge, potentially creating conflict. The interviewee contribution to understanding challenge within teams will be considered in the order reported.

4.2.1 Conflict

Conflict data is captured in Table 4.2 relating directly to the findings of Chen, Zhao, Lui & Wu (2012) with 12 references attributed to *cultural differences* with statements such as *diverse personalities, people being different, different value base, traditions, discord* and *different ways of working*. Friction between employees, conflicts among departments and confrontation within organisations can threaten performance (Chen *et al.*2012). One interviewee (ID 15) expressed this as:

> *"There was a member of the team who would be quick to complain about everything, he was very intelligent in terms of his technical ability, he is Polish and his English skills weren't great at that time and so we were wrestling with that as well. He is doing brilliantly now, he is actually fluent but at the time he wasn't, he was put in a situation where he could do more than he was actually doing but he wasn't getting the opportunity. On the other side, there was a bit of personality clash going on."*

Chen *et al.* (2012) propose that interpersonal conflict is one of the greatest challenges to be addressed in teams with a significant impact upon staff relationships. Conflict is reported within a recent NHS review as being an ever-present force in the workplace. In 2008, 85% of employees across Europe dealt with some form of conflict on a daily basis with the average employee spending 2.1 hours a week dealing with it. This represents 370 million days lost every year as a result of conflict in the UK (Leadership and the management of conflict at work, by The Chartered Institute of Personnel and Development CIPD). Bradley, Klotz, Postlethwait & Brown (2012) reported that the conditions remains unclear under which conscientious team members engage constructively in task conflict and when they will doggedly cling to their opinion on how best to complete the team task. Further insight into conflict as a team challenge can be viewed within the following data.

Table 4. 2 Conflict Category

Conflict Category from Interviews		
conflict within team	culture (12)	different value base
arguments	pulled in all directions	lack of guidance
tensions	habits	talking behind back
people being different	standard create tension	gender
different characters	traditions	politics
no cohesion (2)	bad behaviour	friction -workload
boundary issues (2)	over sensitive staff	bad behaviours and attitudes
discord (3)	different personalities and ways of working	not sharing
entrenched ways	team members holding different opinions	angry staff
disagreement	staff who do not belong	jealousy
mixed abilities	upsetting comments	heated discussions
diverse personalities	criticism	different skills sets

Bradley *et al.* (2012) noted that if the manager does not intervene, competition for dominance from extrovert team members may counteract the ability of teams to resolve task conflict in a productive manner. This observation is supported by the data as *different characters, jealousy, team members holding different opinions, diverse personalities*. Some facets of extraversion can precipitate dysfunctional conflict especially where there are *over sensitive staff* in a team as represented in the data as *different personalities and ways of working, entrenched ways, disagreements, criticism, boundary issues, arguments, tensions* and *politics*. For these reasons, Chen *et al.* (2012) reiterated that the methods for handling and solving staff interpersonal conflict matters a great deal in securing corporate long-term objectives.

Habits, traditions and entrenched ways of doing things may lead team members to approach activities with *differing skills sets* and *mixed ability* resulting in *lack of cohesion* with *friction* and *argument between team members*. The provoker of this tension within a team may become the focus of *criticism* with *upsetting comments, talking behind one's back* and *with heated discussions*. These factors are not conducive to a functioning team or enhancing relationships. While the findings from established authors summarised in the Team Effectiveness Models (Table 2.2) remain valid, there are additional insights to be gained from the research data which specifically address the primary challenges relating to bad attitude and conflict within teams. The next section presents the data on challenging attitudes.

4.2.2 Attitudes

The following scenario from the data illustrates the impact an individual attitude can have (ID 15):

> *"To be honest we had a member of the team who really didn't want to be there. He just wasn't enjoying his job and everybody would call him Happy Jazz, because he was so miserable……and he used to get such bad publicity and that would come back to the rest of the team. I had to sit down with him and go through numerous discussions with him about how he dealt with people, how he was……"*

Many of the data references to attitudes fall within the descriptors of dysfunctional behaviour. Table 4.3 below lists the characteristics of attitudinal challenges reported in the data with the Unproductive or Dysfunctional Behaviours from Table 2.1 plus associated references and recent publications.

Table 4. 3 Attitudinal Challenges Supported by the Data

category	examples from interviewees	supporting established research (although no solution offered)
poor communication preventing team effectiveness (supported by 13 interviewees)	bad attitude reluctance resistance (2) negative attitude (2) sabotage (3) out of control defensive not willing to change not rational non-reactive ranting and raving over controlling not willing	**Jurkiewicz 2016** dysfunctional cultures can directly endorse misconduct
does not take responsibility for disruptive actions / behaviour (supported by 8 interviewees)	discontented undermining (3) acting like a child bullies antagonistic maverick personalities bad feelings toxic staff	**Kaufmann 2012** challenge arises when disagreements are allowed to manifest in the form in interpersonal conflict that spiral into a dysfunctional working relationship and impede collaboration
threatening if allowed to spiral (supported by 11 interviewees)	nastiness frustration lack of respect being kept in dark unhappy staff defensive when lack of understanding devious championing own agenda block progress task avoidance behaviour – bothersome	**Chen et al 2012** conflict is the most common social phenomenon in organisations leading to friction between employees, conflict among departments, confrontation among organisations which threaten development. Interpersonal conflict is important and has great impact on staff relationships at work conflict can lead to compromised job satisfaction, reduced motivation, lack of engagement and low employee performance

The importance of attitude on the *tone* of the team can have a measurable impact according to Lin, He, Baruch & Ashforth (2016) where *under negative team affective tone,* efforts of the team members are less likely to promote team cooperation (as in the scenario above) due to a preoccupation with emotional regulation and distraction from pursuing team goals. Team affective tone not only affects team effectiveness but can also influence contributory factors such as team reputation which potentially explains why attitude and conflict were reported as key challenges in the data. Attitude and Conflict situations were the highest reported challenges within this data with 38 and 51 reports respectively. A sample of the reported attitudinal challenge related to behaviour follows (ID 1):

> *"Those who do not perform, bad and negative behavioural attitudes, behaving defensively or super protectionism…"*

.. result in conflict and mediocrity within the team. *Bad attitude, bullies and toxic staff* can impact negatively upon the behaviour of the team, as noted by Lin et al. (2016) as negative team affective tone. Similarly, Al-Nasser & Mohamed (2015) noted that workplace bullying involves repetitive, inappropriate, tenacious negative behaviour (whether verbal, physical or otherwise) directed to a specific target by one or more persons and is a form of social aggression, hostility and anti-social behaviour within an organisational setting. Such behaviour was reported repeatedly in the data as representative of *conflict within the team;* the inference being that this behaviour undermines the ability of the target person(s) to work effectively thereby impacting team cohesion and team output.

Poor or bad attitude is the fuel that leads to conflict situations (Chen *et al.* 2012) which Kaufmann (2012) describes as unproductive, wreaking havoc upon organisational performance. As revealed from the data, this attitude typically starts with a disagreement or misunderstanding. Problem and conflict avoidance are not the solution, as the corollary is that any resultant negativity can make the team member feel uncomfortable or intimidated, resulting in a negative team tone (Lin *et al.* 2016) which is not conducive to team effectiveness. Team members will decide to work either in opposition or in isolation rather than collectively with a resultant impact on the team function. Insight concerning conflict further endorses these observations.

4.2.3 Change

The following quotation was one of 23 references related to change (ID 18):

> "*I think a key challenge is change, there's always change, how big or small it is, it still affects people.*"

The time element in association with change was strongly referenced: *perpetual change, rapid change, unexpected change, and constant change.* Teams are recognised as a necessary structure for modern business with change regarded as a routine part of operational practice as captured in the Figure 4.2.

Figure 4. 2 Change Category
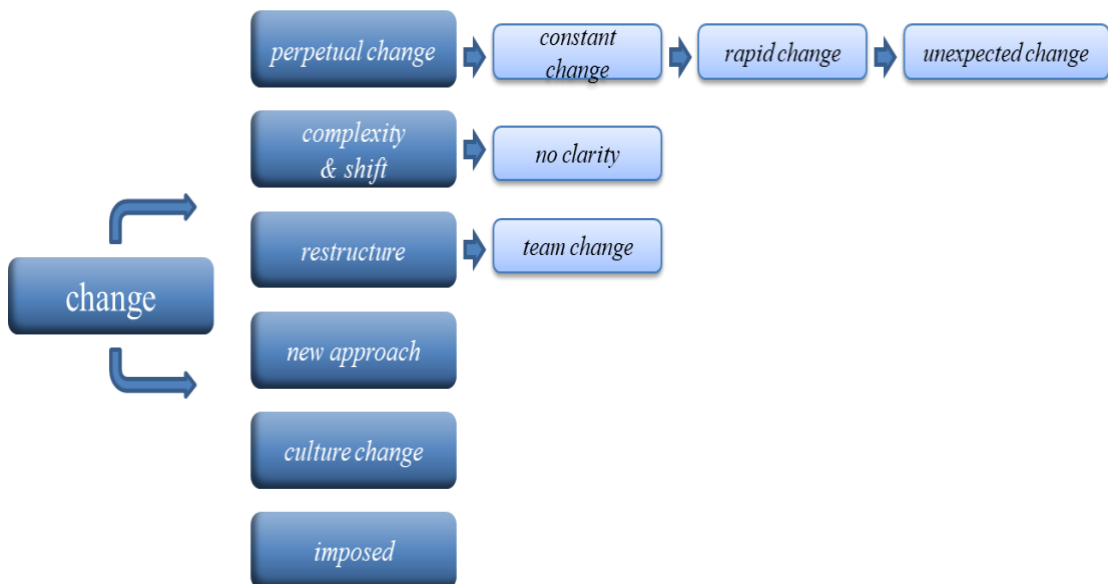
Driskell *et al.* (2017) reported that any status change within a team, such as broadening or extending a role to fill perceived resource gaps, may result in some roles becoming more relevant while others become discarded. This can lead to issues such as change to strategic core roles creating disruption in team co-ordination and performance. This is reflected in such statements as *dynamics, changing relationships, roles, positional power;* all of which can create challenge individually and collectively. To illustrate the impact of change, the following story was recalled by a Director (ID 5) who was an executive coach to a CEO and now reports to the same CEO as an employee:

> *"Now, the boot is completely on the other foot. He is now my boss. He knows everything and I know nothing; I am floundering around. It's now very difficult and challenging. It's also been the lack of certainty about my own position. namely "let's see how it goes over the next 6 months", I have had a number of melt downs. I don't know whose team I am in, what team I am in, what my contribution is."*

From this account, change affected performance. In a change environment of non-standard employment arrangements (Akron *et al.* 2016) flatter structures (Amos & Klimoski 2014) and greater reliance upon project teams, the high incidence of change references from the data appears to be driven by change outside of the team. The impact of change outside of team management control was viewed as negative such as *redundancies, restructuring, enforced job rotation, environmental change, regulatory change, transferred staff, staff feeling threatened by change, insecurity, intimidated by change*. For these reasons, Auer *et al.* (2014) reported that team leadership and management are replacing divisional, unit leadership and management to ensure the requisite monitoring of staff to reduce worker uncertainty and ensure delivery within required time frames. Time is the next reported challenge to manage within teams.

4.2.4 Time

Time was reported as being a constant battle as the following example illustrates (ID 16):

> *"Very often the challenge as a manager in today's world I would say, is finding the time so they're not completely reactive and they can be more proactive."*

The pace of activity demanded of teams within the modern environment has increased according to Maruping *et al.* (2015). From the data analysis, the implication of this time constraint, Figure 4.3 has led to undue pressures in having to deliver output-to-deadline with insufficient time allowance for feedback and team member support.

Figure 4. 3 Time Category
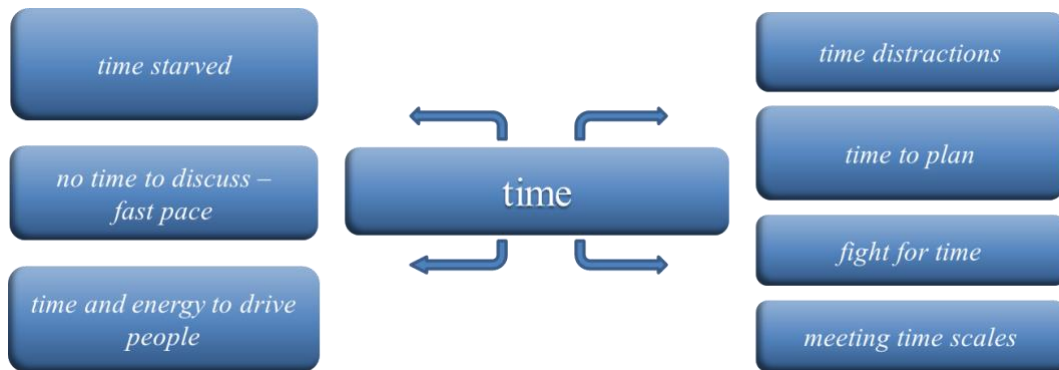
Time constraints resulted in the loss of timely feedback which could make a difference to the development of an individual and team plus not having time to prepare or administer conversations which act as a barrier to team functionality. Table 4.4 lists the time challenges reported by interviewees as supported by academic publications, illustrating the importance of time for team functioning. For example, Aquila (2007) observed that time is wasted dealing with underperforming individuals in a team as supported in the data as *time and energy to drive people.*

Table 4. 4 Time Challenges with Related Authors

Interview data	Supporting Established Research
time to discuss	**Buvik 2017 -** with no time to share and discuss, projects may suffer, be poorly coordinated and not be successful
time and energy to drive people	**CIPD 2014 -** responsibility of managers to make time for team members
to plan	**Buljac-Samardzic 2012 -** removing the roadblocks that impede high performance and facilitating interpersonal relationships
pressure	**Ciporen 2015 -** under multiple pressures, leaders often find themselves, in the words of Robert Kegan (1998) *in over their heads*
fast pace	**Ciporen 2015 -** today's leaders operate in complex and competitive environments where they are responsible for not only *demonstrating quick results* but also leading and developing teams and showing an ability to grow talent and work effectively across cultures
fight for space	**Pulakos et al. 2015 -** the supervisor becomes a developer of individuals, adopting an *on-the-job* learning approach using the *day-to-day* interaction as a developmental tool to enhance employee engagement and performance
starved	**Carr & Peters 2013 -** if time starved, how can you develop *comprehensive and systemic approach to support a team to maximize their collective talent and resources to effectively accomplish the work of the team*
measurements and timescales	**Dexter 2010 -** Critical Success Factors; deliver on time **Maruping et al. (2015)**
distractions	**Buljac-Samardzic 2012 -** removing the roadblocks that impede high performance, facilitating interpersonal relationships

As endorsed by the interviewees, Driskell *et al.* (2017) noted that the stressors related to task, environmental and social factors impinge upon performance such as threats, time pressure, task load, noise, crowding, performance pressure and ambiguity; as expressed in the data as *distractions, fast pace, time to discuss*. In addition, Batson & Yoder (2012) report that relationship building is most successful when trust and respect *emerge over time* and harder to achieve when time is starved. Where teams are subject to increased stress due to time pressure, there is greater negative effect and anxiety. Time pressure potentially amplifies each stressor for each worker, all of which could impact the ability of the individual to perform and not being able to take ownership or responsibility for tasks.
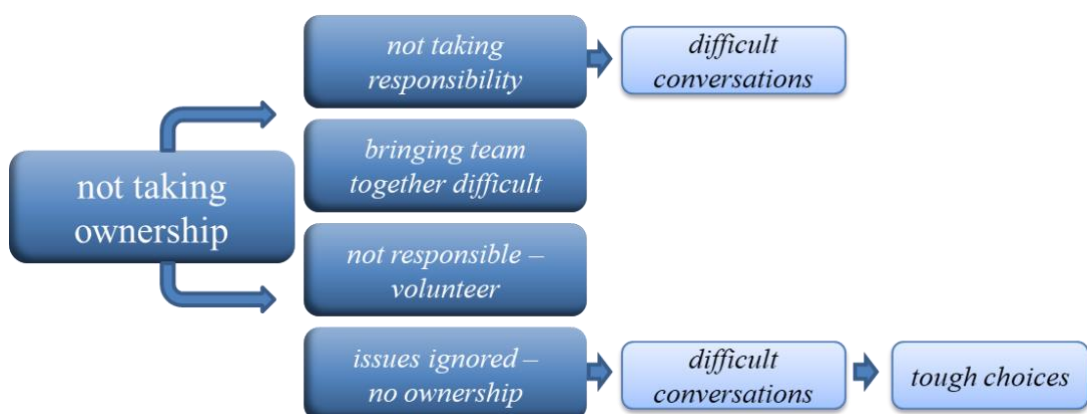
4.2.5 Ownership and Responsibility

The data highlighted 8 references to ownership and responsibility as illustrated with the following statement (ID 3):

> *"The thing I've learnt is people don't take ownership unless they're being managed; if they lead, you are placing responsibility upon them to take ownership. And you get them to invest as you are getting them to put their own emotional and intellectual energies into finding a solution."*

Taking ownership and responsibility has relevance to empowerment and engaging staff which benefits the team in delivering to their required targets. The impact of not taking ownership or responsibility in Figure 4.4 highlights the main concerns from the interviewees.

Figure 4. 4 Not Taking Ownership and Responsibility Category

The challenge of ownership and responsibility was expressed as the failure of team members *to take responsibility for tasks* as part of their team commitment, a *reluctance to take ownership for tasks* or actions and an *unwillingness to volunteer* when additional support may be required with team activities. The result is that managers experienced *difficulty in bringing the team together* with *issues not being dealt with* leading to the challenging requirement for *difficult conversations* and *tough choices* to be made. Where team members were reluctant to take ownership and responsibility, the prospect of having a team that purports to be a technology as per Hinsz (2015) with team members seamlessly working as a sequencing synchronising entity (Maruping *et al.*2015) appears implausible. Some interviewees believed *not taking ownership and responsibility* and *ignoring tasks* resulted from having *little or no leadership and management skills*. This was of concern within the voluntary sector where stepping-up (Amos & Klimoski 2014) and taking ownership for tasks is expected with little authority to direct managers and a strong reliance upon their innate ability to appeal to team members to achieve the desired outputs, as highlighted by Fairhurst & Connaughton (2014).

Lack of ownership or reluctance to participate impacts team functioning and development by inhibiting citizenship (Collins & Parker 2010) and as reported, creates *difficulty in bringing the team together*. Taking the lead is required within flatter structured teams to achieve organisational goals (Amos & Klimoski 2014). Adopting this leading responsible role by team members is discretionary which may present a challenge for some managers, as initiating a culture that encourages ownership and proactivity may not evolve naturally; hence the data reference to *little or no leadership and management skills*. To be effective, teams need individuals who are willing and possess a propensity to perform (Amos & Klimoski 2014) while the absence of willingness creates a functional blockage which impacts the team. The reluctance to take ownership and responsibility was reported as an impediment towards *gaining consensus* making the required functional behaviour of the team distant which may have been rooted in lack of trust, as conveyed within the next section.
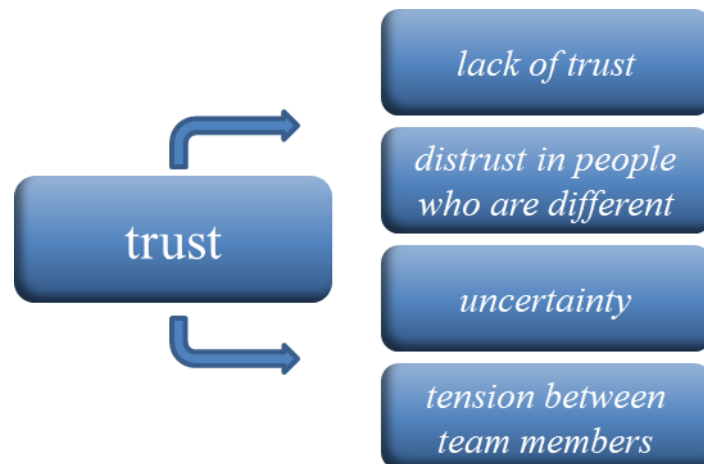
4.2.6 Lack of Trust

A manager (ID 15) relayed this story of lack of trust and its impact upon the team:

> *"... he really turned around for us but there was friction in the meanwhile, I would have emails saying the team are useless, they don't do this or they don't do that...the trust had really broken down between him and the team. Day-to-day they were all working together but in reality, he didn't have trust in the team and they didn't have trust in him."*

There were four specific references to trust as a challenge for team managers as illustrated in Figure 4.5 below.

Figure 4. 5 Trust Category

Establishing trust and getting team members to trust one another was the reported challenge associated with *people being different* and *not trusting one another,* leading to *uncertainty* and *lack of trust* creating *tension between team members.* Trust is well researched within team relationships and affects knowledge sharing (Buvik & Tvedt 2017) with trust in one's supervisor being linked to work engagement (Chughtai & Buckley 2011). Trust in a team context is the belief or otherwise that team members have good intentions as well as having confidence (or not) in the capability and character of other team members, including the team leader. Where this trust does not exist, *uncertainty* prevails which can lead to *tensions between team members.* The remaining challenges are categorised under Miscellaneous as follows.

4.2.7 Miscellaneous

The data identified challenges as miscellaneous due to their random nature as indicated in Figure 4.6. Within the data, lack of *resource* was mentioned on 3 occasions with reference to *resources being stretched*, *non-productive staff* who required *cognitive restructuring* (to be discussed later) to become functional and *high achievers* as a resource challenge. The reports of lack of resource are supportive of publications highlighting the *do more with less* trend. Having a *disjointed and disconnected team* was reported as a challenge because of *undefined roles*. The reference to undefined role was clarified by Kim, Magnusen & Andrew (2016) as role ambiguity as associated with a statistically significant lower level job performance.

Figure 4. 6 Miscellaneous Category
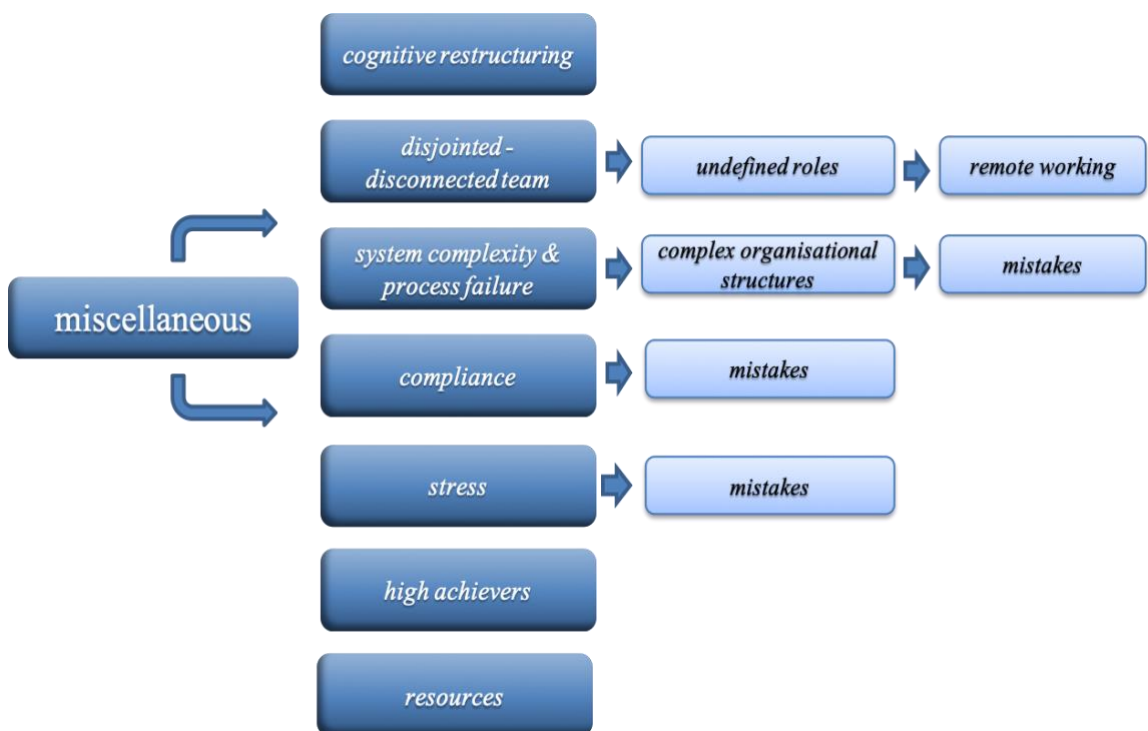
Other empirical findings reveal that a lack of role clarity results in dissatisfaction amongst employees and that respondents who perceive their manager not providing adequate support, are vague or confused about job roles, become distressed, disengaged, perform ineffectively and hamper the ability of individuals focussing upon the work in hand. While there is a large body of knowledge highlighting the importance of alignment as a requirement to facilitate team functioning, being

disjointed and disconnected is an important challenge for team managers. The fact that team managers need to address alignment within their team is endorsed by a recent CIPD discussion paper on Purposeful Leadership (2017). Whilst focussing specifically upon ethical alignment, the paper refers to employees as being in a void with low ethical alignment. In summary, employees are more likely to engage and less likely to leave the organisation if their managers behave in an ethically responsible manner. This modelling need not be limited to ethical practice.

Complexity was mentioned within miscellaneous data when referencing *complex organisational structures,* and *complex systems* leading to *systems failure* and *mistakes;* further described as *clunky processes or systems* making *compliance* a challenge. This complexity can also be linked to alignment since if systems and processes are not aligned with individual skills, the result can manifest in *non-productive staff.* Conversely*,* if a system or process does not enable the anticipated team output, it can result in a *disjointed and disconnected team*. The remaining data report within miscellaneous refers to *poor communication skills* as precipitated by *remote workers* with increased *stress.* The following section reports how managers respond to team challenge.

4.3 MAC Responding to Team Challenge

The role of MAC responding to team challenge potentially utilises additional skills and a different approach to the role of managing a team. From the outset, the data captured reported items that do not appear within the team effectiveness models (Table 2.2) with 60 distinct references to gaining an understanding of the team situation prior to any intervention. Data from thirty interviews related their response in dealing with team challenge in Table 4.5.

Table 4. 5 Dealing with Challenge

| challenge	interviewee responses
understanding	60
alignment	50
relationship	32
mind-set	27
process / system	16
trust	15
miscellaneous	33

4.3.1 Understanding

It is important for both manager and employee to have a mutual understanding of expectations and measurable performance goals (Al-Nasser & Mohamed 2015) as endorsed in the following statement (ID 9):

> *".....trying to keep everybody happy. Understanding that, but there's a deeper element...I think it's happiness. It's understanding actually what's really important to people. It was an easy decision for me to hand in my notice but at the time, my boss when we sat down and discussed it, got a real understanding, cards on the table, this is me, this is what drives me, and as a result of that I didn't hand my notice in; my subsequent years at Phones 4U went very smoothly because she knew what was important to me."*

The notion of understanding is strongly endorsed by the data in different categories when associated with individuals from knowing your team, appreciating the differences, assessing the details before any intervention or action.

Figure 4. 7 Understanding Your Team
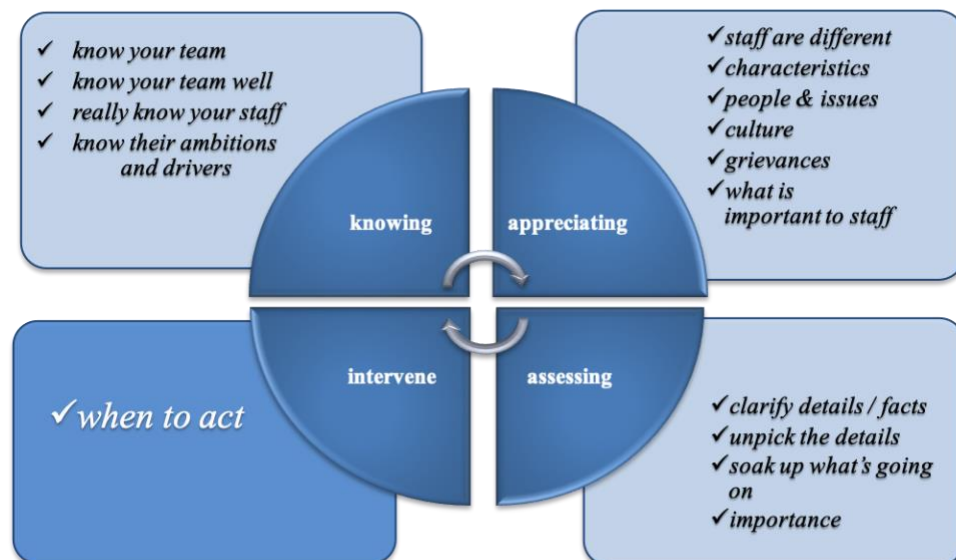
When dealing with team challenge the data revealed that the manager requires knowledge of all aspects of the team before acting upon any decision, as in Figure 4.7. The data category for Understanding illustrates different areas of required

understanding with phrases such as *observe, listen and reflect soak-up what is going on*, *asking questions* to facilitate clarity and, *really knowing your staff* to allow appreciation from an individual perspective. Gaining an understanding is pivotal to teamwork (Kim *et al.* 2016) and falls within the remit of the manager to facilitate understanding by using *metaphors or stories*, *asking questions* to seek clarification, *avoid acting on a whim* and being sure to *deal with facts*. This process of understanding revealed within the data is supported by several authors, including Auer *et al.* (2014) who position the manager as having to mitigate uncertainty, reinforcing the need *to listen*, *observe, ask questions, deal with facts, understand people* and *issues* and be in a position *to intervene with an appropriate solution* or course of action *as a result of full understanding*.

Similarly, Kim *et al.* (2013) reinforce the position towards fuller understanding and clarity by reporting that employees who receive coaching (from the perspective of more personalised understanding) from their managers have a statistically positive impact upon commitment, satisfaction and employee attitude (Anderson 2013). The act of *observing, observing what goes well and what does not go well,* along with *listening, hearing and taking in what staff are saying* to facilitate a relevant, live dialogue pertinent to that moment, mirrors the opinion from Fairhurst & Connaughton (2014) that a person's behaviour is best described in terms of the behaviour of those immediately about them; namely those with whom they are interacting and constructing in a social sense. The value of gaining an understanding of one another is vital for team functioning and is instrumental in attaining alignment with organisational goals, team tasks and between team members, as addressed in the following section.

4.3.2 Alignment

As with understanding, alignment needs to be applied to many facets of the team as illustrated in the following quotation (ID 26):

> "There are some people who are not aligned and will still get the work done, but when there's such a big difference,… or misalignment, I think you can be slightly close but quite far apart."

The data analysis for alignment can be divided into distinct sub categories relating tasks and people which is a well-established area of research requiring managers to match the skills of individuals to achieve task alignment (Booms, Curşeu & Oerlemans 2017). The data also revealed the importance of *alignment of the thought process* as earlier referred to as *cognitive restructuring* of team members (Figure 4.6) to facilitate a functioning team and illustrated by the following quotes (ID 16, ID 19):

> *"Don't restrict their thinking....or they will always expect you to tell them what to do!"*

and

> *"The collective motivating factors I like to know applies to the individual and as a collective. I like to know why people are there so I can relate each of the team members to each other in the way they understand because it relates to why they're there too."*

This cognitive alignment was reported as critical and may include *gaining consensus, being able to connect* individuals to provide *meaning* to their required activities by *knowing the ambitions of each team member* and being able to *get team members to collaborate with one another* through *encouraging* them. To achieve these alignment goals requires the manager to *negotiate*. Furthermore, the ability of the manager to align the activity of each team member to achieve a specific team task requires *clear direction by* utilising resources to *create partnerships* with a need for the manager to *be open and honest* in administering team requirements and *setting and imposing standards* for the team members to function effectively. Dello Russo *et al*. (2016) expressed this as the ability of managers to inspire their co-workers, demonstrating the link between individual work and the overall organisational mission, adapting their performance to collective needs through defining and setting clear work expectations and short-term goals whilst continuing to support alignment via *regular informal feedback*. This observation concurs with Zoltan (2015) who identified the need to align attitudes, opinions and aspirations to achieve team success. The levels of alignment are interconnected and require initial levels to be in place as a foundation to *facilitate* further refining, including that of *thoughts* by *reasoning, influencing and persuading*, which may be an integral part of

cognitive restructuring. From the data, the necessity of alignment is supportive of Fairhurst & Connaughton (2014) alignment insights: being relationship grounded and meaning-centred with a strong reliance upon communication skills to achieve this requirement as illustrated in Figure 4.8.

Figure 4. 8 Alignment Category
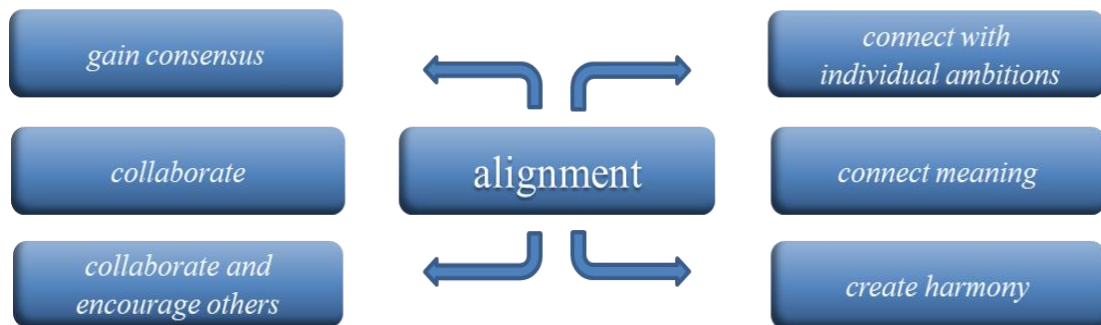
The ability to *influence* and *engage* as a manager is enabled through *knowing the ambition* of *individual* team members. Fairhurst & Connaughton (2014) argue that this form of dialogue needs to be alive, meaning the manager requires a good command of current events within the team. This observation was supported in the data as *capitalise upon team intelligence, involving and engaging* each team member to *facilitate the sharing* of knowledge and *impose standards* thereby *averting any obstruction in team progress* towards a given goal.

Furthermore, the data reinforced the importance of *defining roles* within the team to facilitate alignment, providing *clear direction* and *being explicit* in *summarising tasks, when and how*. This further underpins the earlier referenced team effectiveness models (Table 2.2) which collectively endorse clarity of direction, meaningful purpose, minimising distraction and focusing on the goal. Data from the interviews highlighted the importance of seeking team support for the manager to create a *working team*, *empowering staff to step-up, gain buy-in, engaging and engendering followers* through being *a role model*. The data supports the team effectiveness models in terms of the development of a collaborative teamwork through a trusted team environment. Edmondson (2012) specifically confirms that an effective team requires the manager to create a trusted work environment through asking questions, reflecting and seeking feedback upon activities thereby gaining a perspective from

all team members. As one interviewee (ID 19) related:

> *"Being informed from your team not from a typical management team but*
> *actually from people who are doing the job on a day-to-day basis."*

This level of live, real time communication will assist relationship development between team members further supporting the proposal from Fairhurst & Connaughton (2014) for *information exchange, feedback, appraisal, including upward and downward feedback.* This higher level of individually focused alignment revealed by the data appears to add an additional dimension of alignment responsibility for the manager to address which if ignored can affect team functioning. All the above alignments can have an impact upon the resulting team relationship as follows.

4.3.3 Relationship

Anderson (2013) reported that the leader-team member relationship and the need to be occupationally, self-efficient and self-aware as a manager compares well to emotional intelligence as noted by Edmondson (2012) as predictive of managerial coaching behaviour. The importance of the relationship in achieving team functionality was stressed by one interviewee (ID 2) as:

> *"Power is in the relationship, not so much the position, it is all done*
> *by influence and persuasion; by selling the benefits and is a great way of*
> *measuring the benefits. If people believe it is useful and valid, they will turn*
> *up and if the team is run well and if people experience the benefits, they will*
> *keep turning up."*

And (ID 11):

> *"I try and keep it like the relationship as a foundation, makes life easier*
> *doesn't it?"*

The interplay between a trusted teammate and a team leader may present challenge for any manager, although central to this relationship is to *have the best interest of the team at heart.* Managing a team can create conflict if the manager does not achieve the correct relationship balance as being *too friendly* was viewed as

potentially compromising (in the data) where confusion could impart unintended consequences upon the desired relationship. Relationship development can be appreciated as critical for a functioning team as supported during the interviews as illustrated in Figure 4.9.

Figure 4. 9 Relationship Category
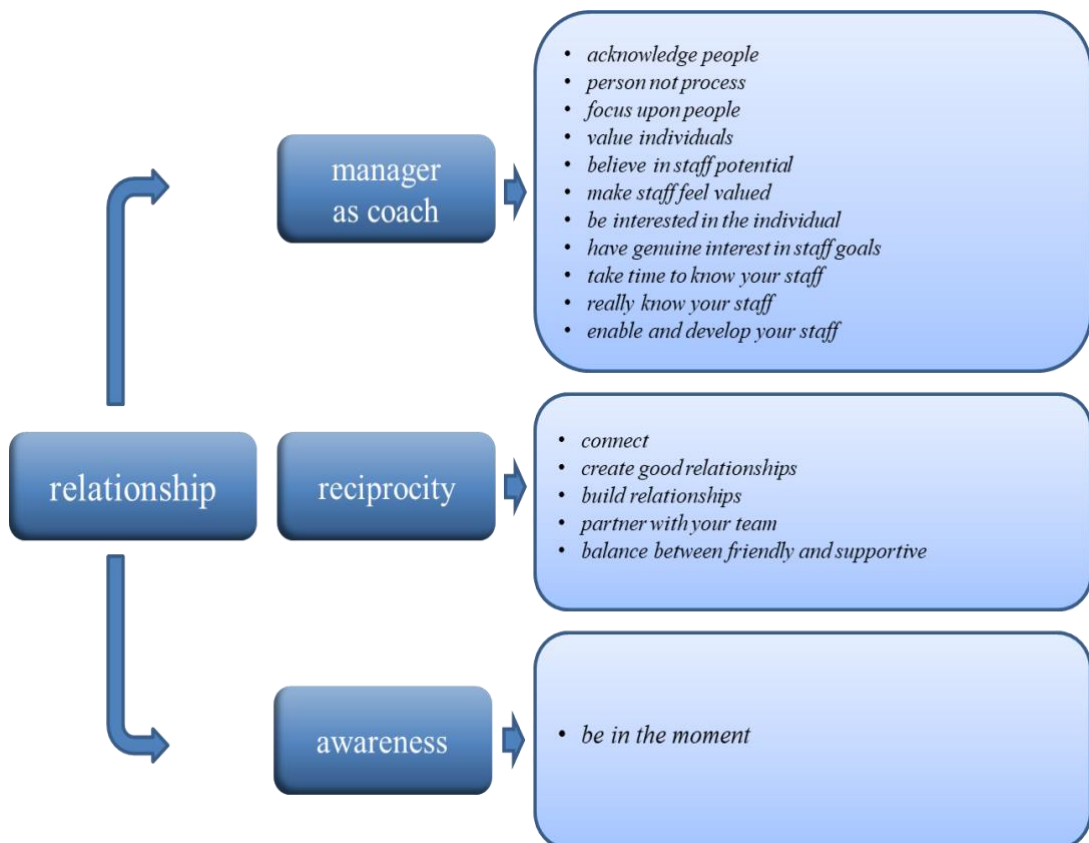
In effect, a balance is required in maintaining a professional distance whilst still demonstrating a *personal approach, acknowledging* and *valuing individuals* and *developing an individual supportive focus. Responding to team member needs, connecting* to *create good relationships* by being *in the moment* and *investing time to get to know staff*, being *interested in them individually* were all reported in the data as important in maintaining an understanding of the leader-team member relationship (Anderson 2013). Furthermore, having a *genuine interest in the goals of your staff* as a means of addressing relationship challenge came through strongly. One interviewee (ID 1) expressed this as:

> *"It takes more than a managers conversation to change someone's understanding and behaviour; it requires a deeper understanding of the relationship and the transaction."*

This insight reveals much about the management skills and investment required to achieve a quality relationship, as interconnected focus and interest in the individual. Anderson (2013) supports this data insight by highlighting the distinctive features which are likely to affect the quality of the relationship between the manager and the team members, such as focusing upon behaviours associated with a performance orientation, goal setting and planning, possessing a development orientation and providing effective feedback. As highlighted in the data, to be enabled and engaged as a manager in this role requires a *genuine interest in staff, value individuals* and *believe in staff potential*. In this context, managerial coaching is a reciprocal process which requires mutual acceptance and a *supportive relationship between the manager and team members* to generate new understanding and *partnering with the team members* which may challenge the values and expectations of both team leader and team member. Anderson (2013) reiterates that this may require an acceptance by the manager of a change in mindset towards a diminished hierarchical role *inter alia* accepting a different approach of working within a more diverse team, whilst generating a social and constructive working relationship with and between team members. The mindset required to achieve this will be explored further based on the interview data.

4.3.4 Mindset

According to Laud *et al.* (2016) mindset accords to the inner understanding of managerial activities, individual managerial roles and skills as indicated in the following statement (ID 19):

> *"I like to know why people are there so I can relate each of the team members to each other in the way they understand because it relates to why they're there too. And that links to personality, I think it's good for the organisation as you've got this mix but managing a team where they're so diverse causes day to day operational problems sometimes."*

As referred earlier, leading a modern team demands a different approach to previous traditional styles. Different approaches are required and from the perspective of the manager may require a change in mindset to initiate the process. Mindset can be defined as a way of thinking, as expressed within the data as having a *belief in yourself* as a manager, having an *ability to hold many perspectives,* being *non-judgemental and self-aware*. One younger interviewee (ID 18) relayed the following anecdote on the impact from older colleagues with a fixed mindset:

> *"you do get those over-powering, dictate and put you down a little bit as though they're better and they know it all and not willing to listen to you because you're younger."*

This is not a conducive mindset for building a functioning team and sadly, this young manager chose to leave their much-loved job as a result. As indicated in Figure 4.10, humility, self-awareness and being open to change appear to be essential characteristics required of the manager.

Figure 4. 10 Mindset Category
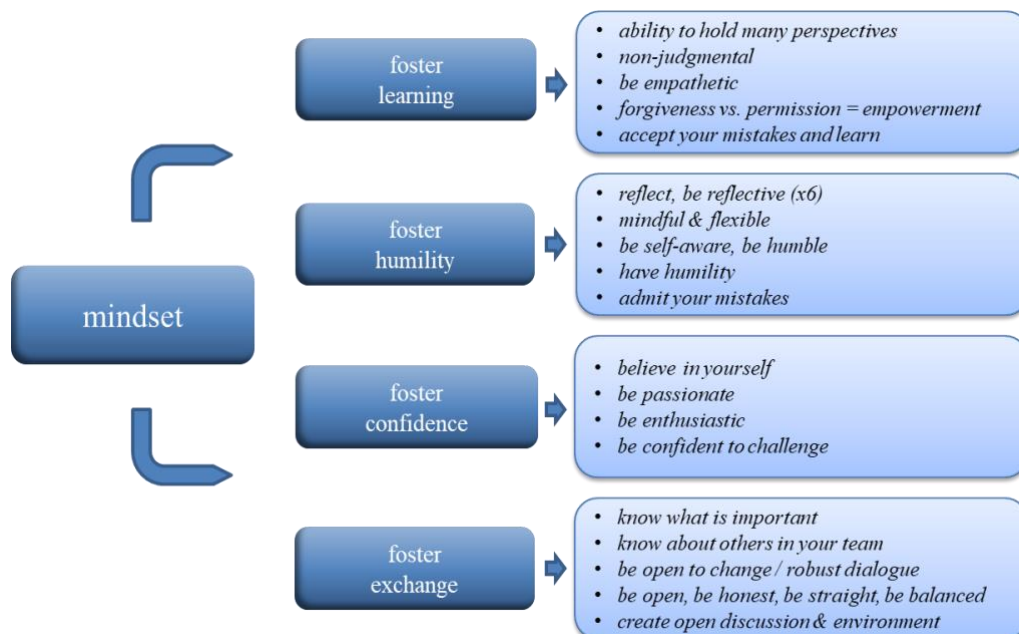
According to Gosling & Mintzberg (2003) cited in Laud *et al.* (2016) that managers have five mindsets, each linked to a management task and applied in an integrated manner:

(a) managing self: the reflective mindset

(b) managing organisation: the analytical mindset

(c) managing context: the worldly mindset

(d) managing relationships: the collaborative mindset

(e) managing change: the action mindset

To elaborate, Table 4.6 assesses the comparative alignment between the interviewee data and the corresponding Management Mindset functions listed above (Laud *et al.* 2016).

Table 4. 6 Management Mindset mapped to Interview Data

Management Mindsets	Interview Response (data)	
managing self: reflective mindset	*be reflective (x6), reflect be mindful and flexible be self-aware*	*ability to hold many perspectives believe in yourself be humble, have humility*
managing organisation: analytic mindset	*know what is important create a open environment*	*be open accept mistakes and learn*
managing context: worldly mindset	*be open to change have robust dialogue*	*encourage open environment encourage open discussion*
managing relationships: collaborative mindset	*know about others in the team be empathetic admit mistakes be non-judgemental*	*show forgiveness giving permission equals empowerment be straight and honest be open and honest*
managing change: action mindset	*be non-judgemental be open to change have robust dialogue be confident to challenge*	*accept mistakes and learn be enthusiastic be passionate know what is important*

The characteristics in the above table are not skill-sets that apply to all managers which can fuel conflict. The statement *believing in yourself* as a manager supports a statement by Bozer *et al.* (2013) that managers require a *self-belief* mindset in their capability to exercise control of events and accomplish desired goals. Once all perspectives have been considered (*ability to hold many perspectives*) an *open* or closed mindset can support or inhibit the ability of the manager to influence organisational processes and systems, as presented in the following section.

4.3.5 Processes and Systems

One interviewee (ID 19) claimed as a manager you need:

> *"A team thinking process, an individual thinking process and a mentor and coaching thinking process; which might be mentoring the team as a team and mentoring the individuals in the team which I would do differently."*

and (ID 6):

> *"Focus on the process, pay very close attention to how we work together as a team, since people work in different ways and pick up different aspects and notice what is working and what is not working – then we discuss this process and move forward and evolve great decisions; this process lets us agree how we move forward. I find myself dancing between content and process …."*

Amos & Klimoski (2014) reported that the responsibility for managing team processes (*team thinking process*) and team performance lies within the team itself (*individual thinking process*). Kivipõld (2015) further recognised that for knowledge-intensive organisations, a traditional centralised leadership approach would not be sufficient or appropriate as the system demands a more distributed leadership process shared by all organisational members to coordinate knowledge flow and integration of individual tasks that contribute towards the team output. These process and system reports were expressed in the data as *have a process, plan ahead, prepare, work with systems not against them, know work priorities, match tasks to skills, lock down milestones, keep team informed, follow-up and document and be sure to measure.* The data reinforces Amos & Klimoski and Kivipõld plus earlier referenced authors such as Fleishman and Hackman's compelling direction in their team models. Dexter (2010) also listed the essential criteria for team success as people, task, process, location and facilities.

This team process could be the essential mechanism whereby a team becomes a technology with machine-like efficiency (Hinsz 2015) in meeting time pressured demands. Zoltan (2015) supported a process requirement when noting that group dynamics enable action when accompanied with the requisite set of methods and

procedures. By having agreed processes and systems for the team, team members are supported in managing tasks and focus upon teaming (Clutterbuck 2013) especially during the early storming stages (Tuckman 1965) of a team working together. A process facilitates further opportunities for team members to learn how to work together thus enabling their passage to the norming stage of team development. Transition through these stages has been noted to develop trust between team members to the point of outperforming output targets.

4.3.6 Trust

There has been considerable research into the antecedents of trust mirrored in the following quotation (ID 16):

> *"Patience, curiosity, believe in the other persons potential, a respect for the other people and building up a level of trust, having confidence in that person."*

Figure 4.11 illustrates the role of trust in team functioning by combining interview data with established knowledge from Boies *et al.* (2015) Buvik & Tvedt (2017) and Ehrhardt *et al.* (2013) regarding the connection between trust and attitude.

Figure 4. 11 Impact of Trust on Team Attitude

Figure 4.11 illustrates trust is important and challenging for some managers given its potential impact upon team attitude and team functioning. Al-Nasser & Mohamed

(2015) noted that resistance to change will result where there is a culture of distrust. This was endorsed by the data where managers reported that differences between themselves and team members created *uncertainty, tension* and a *lack of trust*. For successful task completion, Boies *et al.* (2015) explained that trust between teammates may represent the foundation upon which team members feel free to share knowledge, explore, and contribute to the best of their ability. Auer *et al.* (2014) affirmed that successful collaboration requires full participation within a functional team supporting Belbin's (1981) cyclical process of trust building, commitment and shared understanding. Trust facilitates the actioning of team members to become a fully functioning team. Boies *et al.*(2015) recognised the importance of team-trust stating *effective team functioning is trust among team members* and that for creative problem solving where team-trust is high, the team outperforms a team where trust is low. Buvik & Tvedt (2017) also highlighted trust and commitment as antecedents of knowledge sharing as had Edmondson in the team effectiveness models (Table 2.2) with propensity to influence and be influenced by other team members.

When team trust is high and team members perceive one another as competent, honest and benevolent, team members are motivated to form an attachment to that team and identify with their goals and values thereby enhancing team commitment. When team members trust one another and work within a climate of cooperation as referenced by Edmondson as an *environment of trust* (ref. Figure 4.12) they may also perceive the likelihood of greater project success, new found energy and impetus to work as a team and achieve the required goals.

Figure 4. 12 Environment of Trust Category

Buvik & Tvedt (2017) stated an environment of trust leads to heightened commitment. The data on *fostering trust* listed *build trust, establish trust, gain trust, trust in the process, commit to people, get people in the team to share with one another*. The interviewees recognised the importance of *establishing trust, gaining and building trust* with supportive evidence that communication and commitment from team leaders is strongly influenced by trust through enabling *team members to share*. Trust was a platform for promoting team effectiveness by the interviewees that enabled better communication, team work and progress towards the aspiration of becoming a fully functioning team. This platform of trust is related to other miscellaneous elements as discussed below.

4.3.7 Miscellaneous

One interviewee (ID 20) related this opinion on coaching:

> *"It's interesting isn't it as I guess a lot of people who come into coaching would argue that their natural style is a coaching style and actually the training they have kind of formalised it or gave them more tools and techniques to use…for me, if you condense coaching down to its purist level, …I see it as a non-judgemental conversation. So, you're not looking to judge the individual in front of you, you're looking to understand why they behaved the way they did in a particular circumstance."*

The inference is that many of the requirements from the data relate to personality and competence of the manager leading to an awareness of when to intervene in dealing with team challenge, as in Figure 4.13. For example, *be humble*, *be principled*, *empathise, be self-aware*, and *lead from within*. One interviewee specifically stated that *a manager needs to have emotional intelligence* as endorsed by Edmondson (in Ghosh *et al.* 2012) as a requirement for an effective team. Anecdotal reports from the interviewees of *placing managers onto a coaching or mentoring programme with the intention* for introspection *of reflection to create greater self-awareness* in the hope of enhancing their humility and empathy. *Starting with self* as reported in the data, supports the observation from Booms *et al.* (2017) that leadership is one of the most prolific areas of organisational behaviour due to the potential impact upon

individuals, teams and organisational performance potentially justifying investment in coach training. The data supports the evidence that leadership style influences the emotional state of employees and job performance reinforcing the research outcome from Hur, Kinley & Jonsen (2011). Being a *role model, being professional and having professional expertise* are required to deal with team challenge and gain increased *credibility* as a manager. One interviewee stated that *avoidance is not the answer*. This professional credibility or expertise of the manager may be an innate ability to *draw upon their inner resource* and to *know when to step-in* when a team challenge arises. The data suggests that managers conduct themselves in a professional manner, *be confidential when required, don't be manipulative* and *be a leader role model.*

Figure 4. 13 Dealing with Team Challenge Category
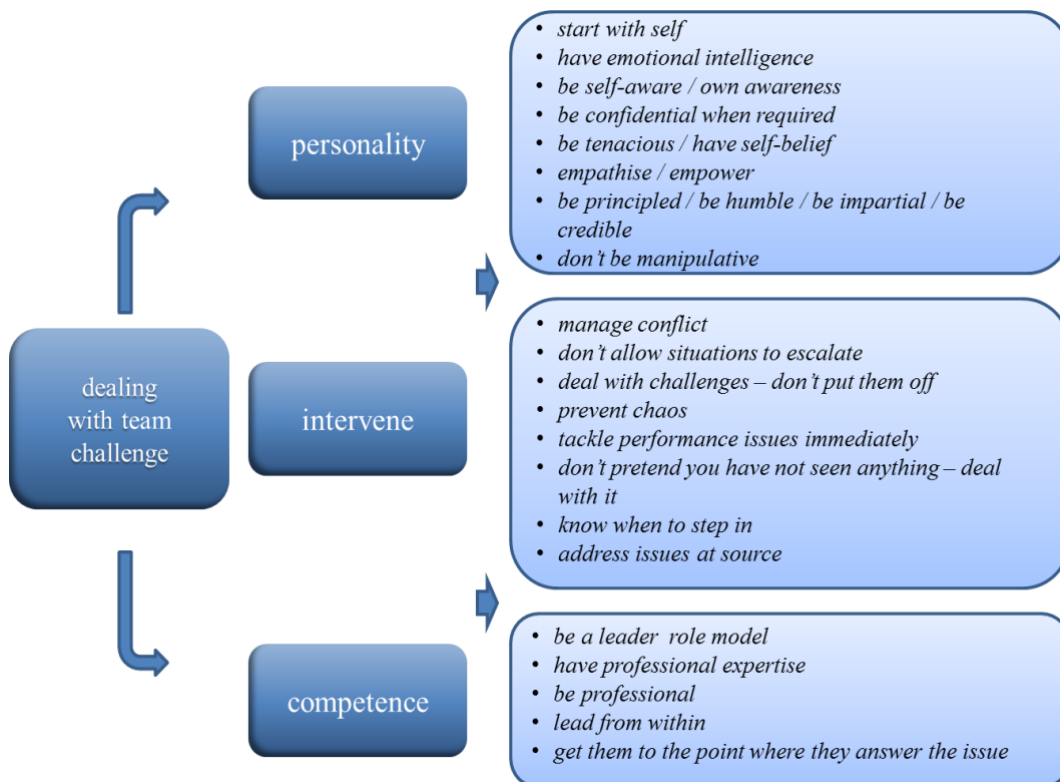
Conducting oneself in a professional, credible manner will have an impact upon the trust the team members place in their manager. Lawrence (2015) observed that managers can deliver long-term sustainable peak performance at an organisational level provided they cultivate constructive performance behaviour in terms of their

individual role modelling. This leads to a review of the insight gained from the data in providing managers a framework for dealing with team challenge as reported in the following Section.

4.4 Dealing with Team Challenge

4.4.1 Trust, Accountability and Commitment

The issue of how enabling structures (ref. Team Effectiveness Models) support the prevention of unproductive or dysfunctional behaviour is viewed through the perspective of the interview data, as follows (ID 28):

> *"Without trust, it is not going to happen and that is the second most important item, whereas equal first most important thing I would say for me is having the structure and having the trust."*

There are potential methods to foster accountability and commitment as indicated by the following statements: *encourage open discussion, an open environment, empower people to step-up, place opportunities in front of staff, motivate and mobilise, draw them into the narrative of decisions, hold people to account.* While the data supports the team effectiveness models, the specific focus is more personal and individual with statements such as *allow people to step into their power* and *draw them into the narrative of decisions.* This personal connection potentially identifies a significant insight of the approach of MAC as distinct from the team effectiveness models.

4.4.2 Organisational Support and Creating a Safe Environment

From the interview data, facilitating a safe environment and reflective space are important requirements of organisational support as reflected below (ID 23):

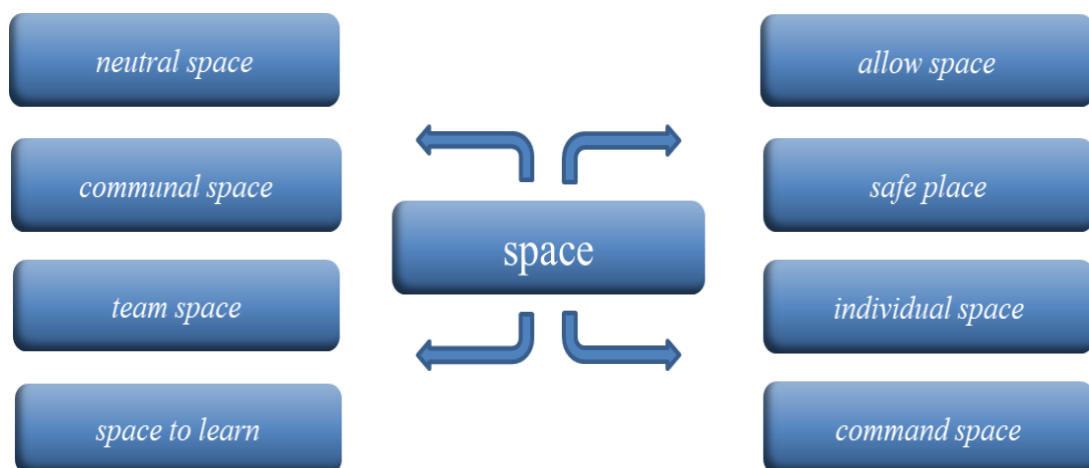> *"With somebody in the same office, you put the kettle on and you have a quick chat over lunch about other things and I suppose that bonding bit happens a lot quicker whereas I'm getting it to fit in….. quite formal at the beginning and it's only now as we're building up the trust that we're getting to know a little bit more and they're telling me things now that they wouldn't have dreamt of them telling me."*

The data documented the need to *create the right environment, create an open environment, establish an open environment, correct environment, create an environment for contribution, create a learning space, create space and environment to coach, avoid degrading, designated space, know the importance of space, space to learn together, reflective space.* One interviewee was responsible for resolving team issues related to health and safety on an oil rig. Space and environment were considered of great importance when captive on an off-shore platform as follows (ID 10):

> *"The importance of achieving the right environment for coaching or one-to-one conversation to take place, promoting a neutral space on the oil rig in the cinema for the safe environment to contribute, reflect and learn. The cinema was often referred to as our space which facilitated the correct environment."*

A recognition of the need to feel safe to promote effective functioning of the team has long been recognised by team models, authors and leading authorities from different fields of research, such as psychology. For example, Maslow Hierarchy of Needs (1943) identified safety and the need to feel safe and secure as one of the required foundational elements *en-route* to full actualisation and realising one's full potential. The importance of a space for addressing unproductive or dysfunctional behaviour whilst *avoiding degrading* the individual in question in an open space was also reported as essential. The data on Space is highlighted in the Figure 4.14.

Figure 4. 14 Importance of Space Category

Manager as Coach: An Exploratory Study into the Experience of Managers Dealing with Team Challenge

Analysis of interview data relating to the environment and space confers the need to create a conducive working climate by dealing with specific individual and team challenges. Dexter (2010) listed the essential criteria for team success as people, task, process, location and facilities, reinforcing the role that space and environment play in successful team working. Having a *designated space*, possibly a neutral space to conduct coaching or engaging in difficult conversations was identified as a requirement to achieve success from the discussion. Facilitating the right atmosphere through engineering the correct environment, as in *creating space to learn* or *reflect,* strengthens the importance and the need for managers to consider the impact that space or environment may have upon the team or the recipient mind-set and their ability to absorb and apply the content of the conversation. These observations can be linked to the team effectiveness model element of minimising distractions, as expanded by Edmondson (cited in Ghosh *et al.* 2012) where a work environment is perceived as *safe* thus releasing the worker to focus and improve efficiency.

Once more, the data moves towards a more personal approach in the creation of space. Feeling safe is a basic human need that managers ignore at the detriment of the team if they do not facilitate a *safe* environment to *contribute*, *reflect* and *learn* for all team members. One of the required pillars of organisational climate (Al-Nasser & Mohamed 2015) to engender positive work-related attitudes and behaviour is that of certainty: a facet of safety. A safe working environment is one where team members feel *safe* to *contribute,* support a *team spirit* and achieve *harmony* amongst the team members to share in open dialogue and learn from one another. This was a desired aim as relayed from the interview data and a key enabler in addressing dysfunctional behaviour with clarity of direction being a further requirement.

4.4.3 Clarity of Direction

Clarity of direction is represented within the team effectiveness models and supported strongly by the interview data with statements such as *have clear direction*, *start with a summary of the task or goal* and *be clear about when and how.* One quotation from the interviewee (ID 16) provides confirmation as:

> *"Setting a clear direction, the idea is that the leaders and managers should make sure the direction of the business is clear but also, they have to set a*

clear direction on a day by day basis so everyone understands where they're
trying to go and how they should be going there, not in terms the activity but
the type of journey they're going on.''

Clarity and focus as referenced by the interview data clearly have personal focus as indicated in Figure 4.15 with added statements such as *defining roles and tasks* and *communicating on their level* and *summarising* and *providing information* which all achieve clarity for the individual and team thereby creating *transparency* of *purpose*.

Figure 4. 15 Clarity and Focus Category
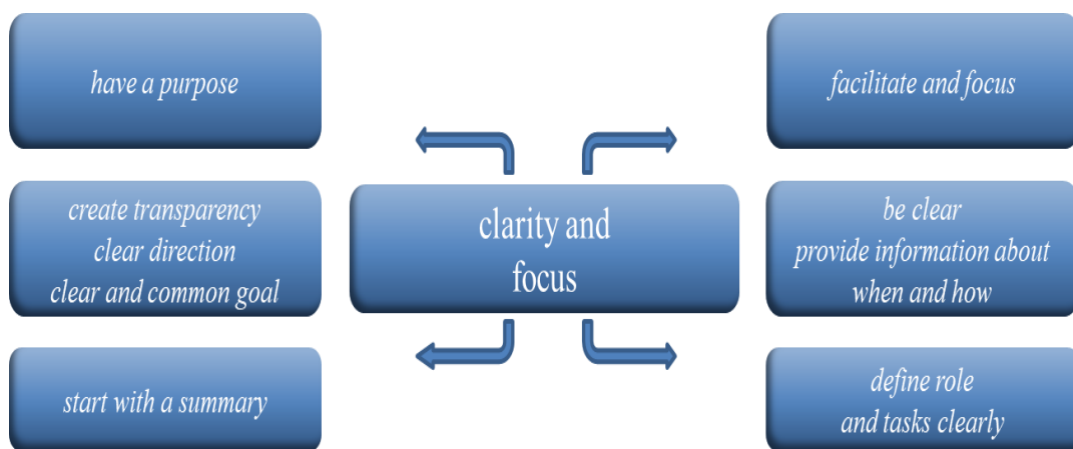
Fairhurst & Connaughton (2014) support communication as a conduit for achieving a desired behaviour and describes communication as the transmission channel. The communication context leads through dialectics via. discussion, reasoning and active dialogue versus the traditional hierarchical leadership styles (of telling) evolving willing leadership (Conway & Coyle-Shapiro 2012) and engagement within the team members through *having a clear direction, focus* and *providing information to the team about when and how.* Table 4.7 compares Fairhurst & Connaughton (2014) six communication conduits with interview data as a means of achieving the desired behaviours.

Table 4. 7 Fairhurst & Connaughton - Communication Conduits with Representative Interview Data

Fairhurst & Connaughton (2014) Six Communication Conduits for Developing Desired Behaviour	Representative Interview Data
being meaning centred	be clear about when and how, start with a summary
being relational with no bias on parties communicating	create transparency, common goal, non-judgmental
creating influential acts of organising	define roles clearly, know work priorities
leading with and through dialectics	having clear direction, robust dialogue, have a coaching conversation, start conversations
creating diversity and being global	creating transparency, and facilitating focus and communicating on their level
communication should be alive with the potential to reflect and bring about moral accountability and change	facilitate, provide information to the team on how and what, be in the moment, reflect and be reflective

An important point from Fairhurst & Connaughton (2014) endorsed by the data relates to language referencing the use of *correct language and reflecting back in their own language.* The data revealed associated facets such as *using metaphors and stories, framing for understanding,* plus *investing in all forms of communication* and *starting conversations*. These all display advanced forms of communication and language patterns which can be exploited if the manager knows and understands individual team members. These advanced communication skills are associated with coaching skills which are further explored in the following section.

4.4.4 Coaching, Interpersonal Focus, Problem Solving and Enhanced Learning

The following quotation was an interviewees opinion (ID 20) of managers as coach:

> *"I think you can be trained in anything, I could probably learn Russian if I had to and put my mind to it. But I think people who are in positions of management and they are competent and they're competent as managers and when we do coaching skills for managers training internally, I've seen some managers stick all the way through a coaching course and at the end of it saying- now I know what I need to tell my team! And you just think, you haven't quite got the gist of it. So, I think you can be competent but I think to be good at something, it has to be part of you and you have to have a passion for it."*

And (ID 16):

> "*Don't restrict their thinking – or they will always expect you to tell them what to do….. Help them change with cognitive restructuring.*"

Figure 4.16 highlights statements from the data as part of the team effectiveness element relating to coaching, interpersonal focus, problem solving and enhanced learning. The coaching characteristics relate to some of the skills required to fulfil the role of a coach. A definition of coaching from the data is *it's about helping an individual or a team through active listening*. The data revealed listening as an important attribute, as *listen* was referenced 7 times, *listening skills* 3 times with *listen and reflect* and *listen to your team* and finally *completely listen*. The importance of listening featured prominently amongst the communication skills listed in the data as part of *coaching conversations*. Listening is an integral part of the *personal approach*.

Figure 4. 16 Coaching Category

Action-focused dialogue develops a change in thinking, behaviour, learning and emotions (Berg & Karlsen 2015) as in cognitive restructuring and relies upon advanced communication skills as within *coaching conversations* for addressing unproductive or dysfunctional behaviour. Berg & Karlsen (2015) stated that coaching is about asking the right questions; the data listed *ask the right questions* in addition to *ask questions, ask good questions, talk to staff and question them, ask what their challenges are*. The data expanded with *question for clarity* and to *break*

down problems, to learn as you go. This ability to question *to get them* (staff) *to the point of answering their own issues* is an essential skill of the MAC and a crucial requirement in bringing about change (*cognitive restructuring*) and a harmonious team climate mentioned earlier. The focus of questioning from the data was to *gain understanding* which allowed *reasoning* with the individual to enhance awareness. Understanding was viewed as a basic tenet for the manager as coach in correctly addressing team challenge. Phrases like *understand the drama behind the behaviour, understand characteristics and know when to step in, intervene with the appropriate solution when you understand* endorsed the observation from Berg & Karlsen (2015) that a coach must possess effective communication skills, be a good observer, an excellent listener and know when and how to provide feedback. This approach from the manager is aligned with a coaching style explained by Karacivi & Demirel (2014) which lists the following required characteristics; emotional intelligence, self-awareness, self-regulation, motivation, social skills and empathy, coach-like leadership, asking powerful questions, listening, providing direct communication feedback, creating trust, awareness, goal setting and accountability of process. All these factors contribute towards the ability of the team to problem-solve and learn together. According to Berg & Karlsen (2015), achieving this coaching role is challenging, demanding and may explain data references such as *be tenacious, don't allow emotions to derail, be impartial,* and *be passive*. These are characteristics expected of managers in a highly dynamic context with multiple team players to *transmit information* to and *gain perspectives* whilst at the same time *achieving balance* and maintaining an individual focus. *Creating opportunities for staff* amongst other demands may seem impossible but if effective collaboration and teamwork is to be achieved, the manager must *enable and develop people* by *connecting their individual ambitions* with the *opportunities* within the team, *capitalising upon team intelligence* to solve problems and enhance team learning in synchronicity. To achieve this level of collaborative teamwork is discussed below.

4.4.5 Collaborative Teamwork and Trusted Environment

The following quotation captures the essence of teamwork and its importance within the team effectiveness models as supported by Edmondson (2012) in that organisations rely increasingly upon teamwork and collaboration (ID 7):

"This requires the commitment of those involved to give themselves the space to be together and learn together and a belief that whatever time they spend together will pay for itself many times over in performance once they have achieved a level of teamwork that only that kind of space can generate."

However, Karlgaard (2013) detected that collaborative team members can work smarter and faster through sharing tacit and implicit knowledge and leveraging knowledge-sharing which exists simultaneously at the individual, collective or organisational level (Kivipõld 2015). The established knowledge was further endorsed by the data analysis as illustrated below in Figure 4.17.

Figure 4. 17 Collaborative Teamwork Category

The above actions by the manager as coach impact the perception of team members as follows.

4.4.6 Perceived Outcomes, Improved Learning and Capabilities

The following statement supports an established team role excepting that the MAC ventures into individual-based aspects of team effectiveness in supporting a more personal appreciation for team members, individual skills and the promotion of self-expression (ID 7):

"I had a team in a local newspaper and the newspaper was on its last legs and was going to be closed and I brought the group together to get them to better understand each other and the values that they were bringing and the qualities that they had, and asked them to work differently as a result of the need to rescue the paper but also to express themselves. And that newspaper

was not only saved but two years later won a national award for being the best written newspaper."

4.5 Summary

Table 4.8 indicates which behavioural issues (Table 2.1) are linked directly with the summary listing of the Team Effectiveness Models (Table 2.2) and those individual behavioural issues not addressed by the models yet endorsed by the interview data. The latter listing represents a void in the application of the models to address the breadth of behavioural challenge and highlights the need for a more personal focus as referenced in Table 4.1 where most challenges now experienced within a contemporary team environment relate to individual behaviour.

Table 4. 8 Comparison of Team and Behaviour Models with Interview Data

Summary Team Effectiveness Models	Behaviour Issues addressed by Team Effectiveness Models	Behaviour Issues not addressed by Team Effectiveness Models	No of Supportive interviewees
trust, accountability & commitment as enabling structures	discord, seek a scapegoat (Keyton) does not trust colleagues. does not communicate well, fails to follow up, works too few hours to produce desired output (Aquilla) not trusting, dissent (Kaufmann) Disconnected, not engaged (Keifer) absence of shared responsibility (Kaufmann)	never their fault (Aquilla) primary provoker in disruption (Keyton) lacks emotional intelligence (Aquilla) hoards work, unwilling to delegate (Aquilla)	16
organisational support create a safe environment	increases stress for whole team (Keyton) increased risk, increased operational issues (Kaufmann) reduces energy, diminished Psychological health (Keifer)	conflict allowed to spiral (Kaufmann) false threats (Aquilla) emotions unregulated (Keifer)	13
clarity of direction meaningful purpose minimise distractions focus on goals	unable to deliver (Aquilla) interactions create confusion,. confuse situation (Keyton) increased implementation problems (Kaufmann) attention away from task (Keifer)	toxic to whole team (Keifer) does not participate in team events (Aquilla) insecure (Aquilla)	18
coaching interpersonal focus problem solving enhanced learning	want to be centre of attention, negative attitude, deviant behaviour, problematic (Keyton) abnormal or impaired behaviour, sub-optimal performer, prone to disagreements, lack lustre decision-making, passive-aggressive, prone to quarrelling (Kaufmann) becomes overly aggressive (Aquilla)	draining for whole team (Keifer) creates attentional demands (Keifer) polar opposite of functional (Kaufmann)	7
collaborative teamwork trusted environment	lets the team down (Aquilla) drives away, isolates (Aquilla) prevent team being effective, ineffective, frustrating (Kaufmann) things can only be done their way (Aquilla) displace others (Keyton)	not a team player (Aquilla) manipulative (Aquilla) unrealistic promises (Aquilla) often accepts wrong type of work (Aquilla)	14
perceived outcomes improved learning and capabilities	plant doubts (Keyton) difference of opinion (Kaufmann)	unable to sustain the role in isolation (Keyton)	18

As indicated from the data, the greatest challenge in modern teams relates to conflict, toxic attitude and unregulated emotions. How managers as coach support and create a more conducive environment to address unproductive and dysfunctional behaviour in a time efficient manner appears essential for a team to function at full potential, as analysed further in the following Chapter.

Chapter 5 New Insights

While Chapter 4 covered the findings and presentation of the data with reference to academic theory to validate the primary data, commonality in approach and complementarity of findings (ref. section 1.8); Chapter 5 will review new insights and recommendations evolved from the interview data with potential implications for theory and practice. The inclusion of fresh quotations in *italics* derived from the interviewees are included to reinforce the key findings and are not representative of new findings as referenced specifically in Chapter 4.

Figure 5. 1 Elements
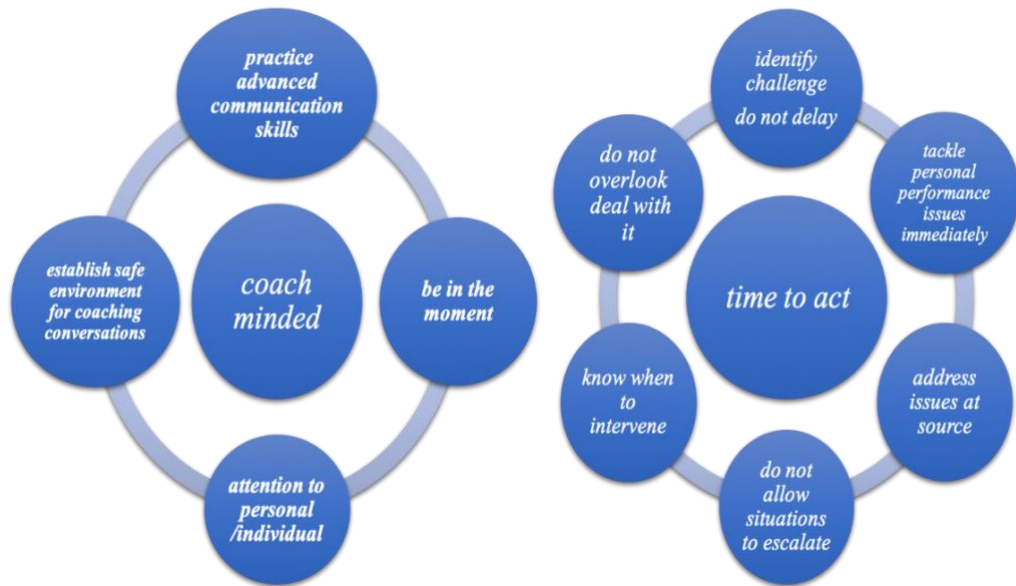

5.1 Discussion

5.1.1 Evolution of Team Challenge Framework

Two themes evolved from the data related to the experience of MAC as distinct to other supportive points aligned within the conceptual framework of Figure 2.5; namely *be coach minded* and *time to act* with their characteristics outlined in Table 5.1 and Figure 5.2 below.

Table 5. 1 Characteristics of Being Coach-Minded

Data Analysis – Being Coach Minded	
be a leader role model (2)	prevent chaos
address issues at source	manage conflict
have professional expertise - be credible	be confidential when required
be open and honest (3) - admit when you are wrong	empower as much as possible
be professional	be credible (2)
lead from within	be impartial (2)
don't pretend you have not seen something - deal with it	don't allow situations to escalate
know when to step in	be humble
empathise	be principled
don't be manipulative	start with self
tackle performance issues immediately	draw upon your inner resource
mitigate pain for them	have EI
be tenacious and have self belief	be self aware / own awareness
deal with challenge - don't put it off	get them to the point where they answer the issue

Time to Act	Potential Impact	Conduct
address issues at source	prevent chaos/ manage conflict	be impartial be professional
know when to step in	prevent chaos/ manage conflict	be confident when required have self-belief
don't allow situations to escalate	risk loss of credibility	mitigate pain for team members draw upon inner resource
don't pretend you have not seen something - deal with it	risk loss of credibility be seen to be open and honest	be principled don't be manipulative
deal with challenge – don't put it off	lead from within	start with self have self belief
tackle performance issues immediately	gain tenacity and credibility	get them to the point where they answer the issue be humble have EI / empathy

Figure 5. 2 Themes: Being Coach-Minded and Time to Act

5.1.2 Being Coach-Minded

The coach-minded approach is representative of how the interviewees respond to team challenge and presents clear guidelines relating to this activity. Pulakos *et al.* (2015) reiterate that the manner with which a manager conducts themselves in an everyday performance issue should be reflective of their required behavioural standards. The interviewees noted that emotional stability enabled them to face challenges, as endorsed by Hur (2011) when facing unfavourable conditions with emotional intelligence (*be tenacious and have self-belief*) requiring empathy (*having EI*) motivation and self-awareness (*start with self*). This concurs with the research from Radley & Chamberlain (2001) that emotionally stable people tend to use successful conflict-resolution strategies to resolve disagreements by involving other team members. One interviewee (ID 1) expressed this as *coach minded managers* as:

> *"Instinctive psychologists understanding personality and motivation as the main building blocks of the individual psyche, they understand what they are dealing with in terms of personal profile and traits and how to use the human factor."*

5.1.3 Time to Act

Time to act is representative of how the interviewees view the urgency with which to address team challenge to prevent escalation and negative impact upon the team whilst maintaining the reputation of the team leader. The speed of action protects the credibility of the manager in confronting the challenge scenario and is perceived as supportive of all team members with an expectation that the right course of action has been undertaken for the benefit of the team.

One of the pivotal requirements of a coach is to place the interest of the coachee first and a speedy response may be viewed as protecting the well-being of all team members. Team functionality is maintained by not overlooking issues, addressing them at source and if deemed of a personnel nature, not allowed to escalate and be dealt with immediately. The need to *intervene*, *when to intervene* and *how to intervene* was regarded as an essential requirement to divert an individual team member from potentially unproductive or dysfunctional behaviour. Interviewees placed the responsibility for maintaining team functioning with the manager with statements such as; *being a manager means you are responsible, take decisions, govern, sometimes you have to just take control.* Accordingly, the following framework encompasses the contributory factors reported by the data for being coach minded *and* the need for immediacy in maintaining a functioning and responsive team. The framework as illustrated in Figure 5.3 can be viewed as offering the manager a practical guide for dealing with team challenge.

Figure 5. 3 Team Challenge Framework

The support framework encompasses the interviewees response within the conceptual framework of the team effectiveness models (Table 2.2) and the contributory factors leading to unproductive or dysfunctional behaviours (Table 2.1). If these behaviours are left unaddressed, the impact of the individual upon team functioning can impair organisational purpose and credibility of the manager in terms of their abrogation of responsibility and letting the team down, as endorsed by an interviewee (ID 19):

> "Back stabbing and bitching behind backs without even having a conversation is a no-go in my team. We just do not do it. I just don't tolerate that at all. So, if those sorts of things come to me, I stamp them out really early."

From the analysis of data, the evolution to Coach-Minded Conduct is illustrated in Figure 5.4 with emphasis upon the need to display a leader role model when

addressing behavioural issues. The consequences and contributory factors relating to this analysis will be examined further. When analysing contemporary literature, it is clear why the expectation and investment in the training of MAC is high, as illustrated in Table 5.2. which presents the required competence and abilities of MAC as specified in the literature.

Table 5. 2 MAC Anticipated Abilities

Authors	Yr.	Anticipated Abilities of MAC
Batson & Yoder Ewen *et al.* Fairhurst & Connaughton	2012 2013 2014	To *form good relationships*
Anderson Kim	2013 2014	Role model – esp. tasks and skills, requires *occupational self efficiency* (OSE) Role model – *most important ability* *Behave to influence desired change*
Auer *et al.*	2014	*Manage and mitigate different sources of uncertainty*
Engelbrecht *et al.*	2014	*Self regulate, motivate self and others and be socially adept*
Karacivi and Demirel	2014	*Be empathetic and have emotional intelligence*
de Hann *et al.* Fairhurst & Connaughton	2013 2014	Provide *regular informal feedback* Be able to *give constructive developmental feedback*
Fairhurst & Connaughton	2014	To manage *receptors of meaning* when communicating with team members
Petrie	2014	To possess a *global mind-set*
Al Nasser & Mohamed	2015	*Enable people to work together*
Dello Russo *et al.*	2016	To *reduce organisational politics in teams*
Gerrard	2017	Be a vital cog in organisational sustainability through dialogue focused leadership
Engelbrecht *et al.*	2014	Ability to self regulate, motivate self and others and be socially adept
Salas *et al.*	2015	To *encompass thoughts, feelings and behaviour towards joint goals*
Savelsbergh *et al.*	2015	*Be supportive and provide non-defensive responses to questions and challenges*
Sun *et al.*	2017	Be able to communicate for *each team member to understand team purpose*
Yang	2015	*Influence social sharing*
Zoltan	2015	Deliver a *higher order of leadership*

From this analysis, conduct and personality are key enablers to achieve the anticipated outcomes, as endorsed by the interview data. In this exploration, half the interviewees were not formally coach trained (Table 3.2) but nevertheless employed an instinctive coach-minded style, as an interviewee (ID 1) states:

> *"The manager today has a much more important task, they need to do everything, including walking on water; because they need to be psychologists, they need to be technically sound, they need to have all the soft skills."*

Appropriate leader role modelling should be imbedded within the culture of the
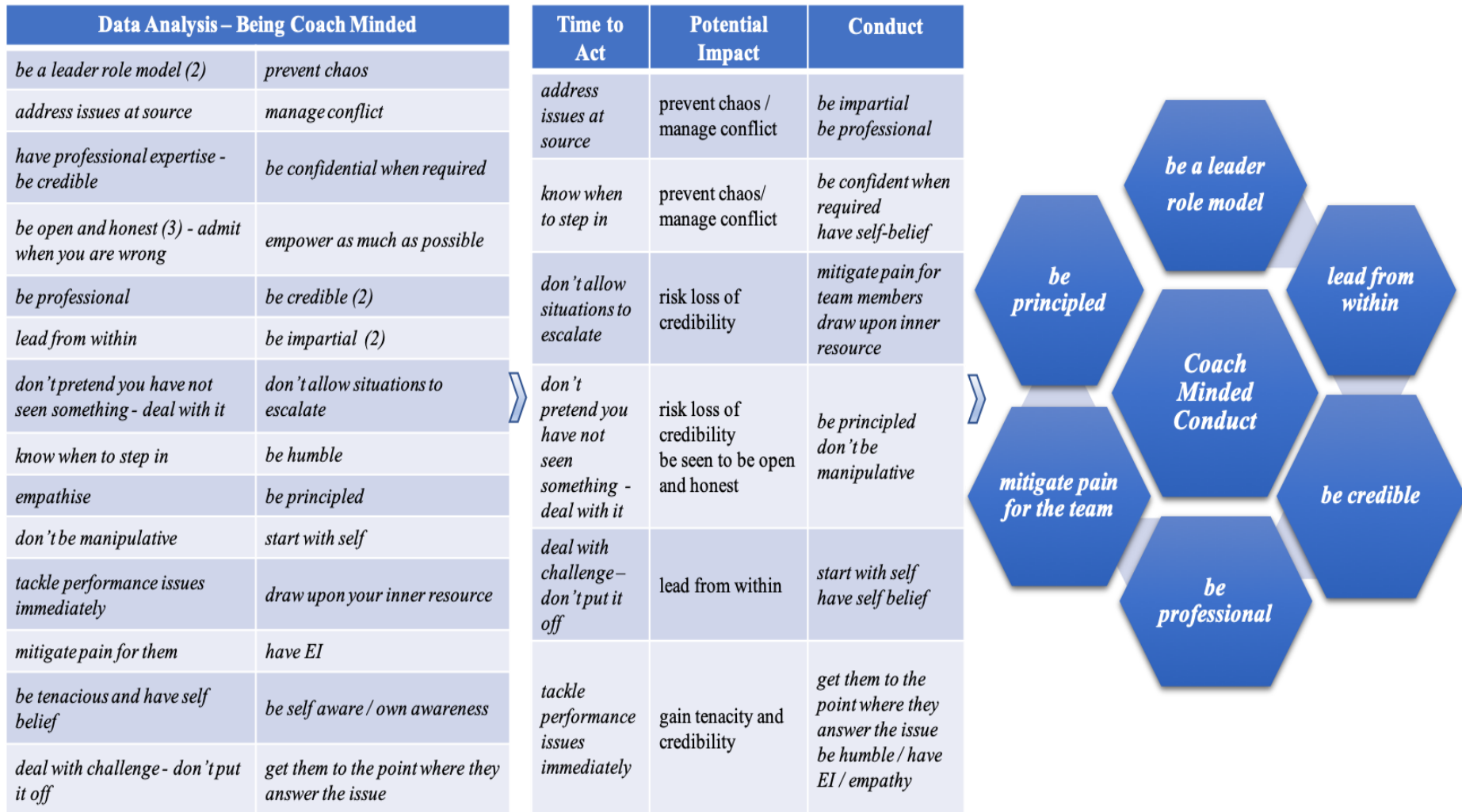
organisation to act as an antecedent and benchmark for employees. The characteristics listed in the data and Table 5.2 should be a template for the organisation and their managers to create an equivalence in mind-set to achieve organisational goals. Creating this positive mental closeness or shared mind-set becomes part of the managers supportive role in evolving a functional team (Zoltan 2015).

5.1.4 Conduct of Manager in Dealing with Team Challenge

The conduct of the manager and developing a coach-minded approach in dealing with team challenge merits attention as the data supports the requirement for a leader role model as indicated in Figure 5.4 in the adoption of the Team Challenge Framework, Figure 5.3. Being self-aware was identified as an important requirement for the leader role model. Yang (2015) expanded that people develop new insights into attitudes at work by comparing consequences of their own actions with their colleagues. This does not exclude the team leader or manager as one interviewee stated *leaders have followers* thus the need to be self-aware, be humble, to carefully communicate through *role modelling* to others in the team on how to interact is a vital part of *leading from within.* The data reveals characteristics such as being *impartial, open and humble* as a team leader and be *credible* and *professional.* One interviewee (ID 19) reported:

> *"You're open to change as a manager and that change being informed from your team not from a typical management team but actually from people who are doing this role on a day-to-day basis."*

Figure 5. 4 Evolution of Attributes to Coach-Minded Conduct

Data Analysis – Being Coach Minded	
be a leader role model (2)	prevent chaos
address issues at source	manage conflict
have professional expertise - be credible	be confidential when required
be open and honest (3) - admit when you are wrong	empower as much as possible
be professional	be credible (2)
lead from within	be impartial (2)
don't pretend you have not seen something - deal with it	don't allow situations to escalate
know when to step in	be humble
empathise	be principled
don't be manipulative	start with self
tackle performance issues immediately	draw upon your inner resource
mitigate pain for them	have EI
be tenacious and have self belief	be self aware / own awareness
deal with challenge - don't put it off	get them to the point where they answer the issue

Time to Act	Potential Impact	Conduct
address issues at source	prevent chaos / manage conflict	be impartial be professional
know when to step in	prevent chaos/ manage conflict	be confident when required have self-belief
don't allow situations to escalate	risk loss of credibility	mitigate pain for team members draw upon inner resource
don't pretend you have not seen something - deal with it	risk loss of credibility be seen to be open and honest	be principled don't be manipulative
deal with challenge– don't put it off	lead from within	start with self have self belief
tackle performance issues immediately	gain tenacity and credibility	get them to the point where they answer the issue be humble / have EI / empathy

be a leader role model · lead from within · be credible · be professional · mitigate pain for the team · be principled · Coach Minded Conduct

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5.1.5 Leadership Characteristics of MAC

The chameleon nature of the MAC became clear when discussing team challenge as the manager in this instance was required to step into a leadership role and queried (ID 14):

> *"Who are you when you are coaching – are you still a manager?"*

The debate of manager versus leader which applies in the context of manager as coach is especially important when dealing with team challenge. Coaching has evolved from the management perspective of a task focussed process to a robust leadership concept with an additional psychosocial behavioural focus according to Zoltan (2015). One interviewee (ID 4) expressed:

> *"The Manager focuses on the what and how, but the Leader focuses on the Why."*

Clarity of when to adopt a coach, managerial or leadership role is fundamental to fulfilling the expectation of the MAC as reflected in the anticipated abilities summarised earlier in Table 5.2. One interviewee (ID 16) explained the role as:

> *"I have a three-pronged approach. In today's business, you cannot function without three hats. And that is the hat as a leader which is being inspirational, influencing and giving people a sense of direction; being a manager which is controlling, understanding what's going on and putting systems in place so that we can actually manage what's going on, manage budgets and manage projects, but also a coach is the third one which is actually about empowering people, engaging people to take them out of their comfort zones and perform at a greater level. So, it's those three hats…of manager, leader and coach. I don't believe you can run todays businesses effectively and really fully maximise the potential of the business and the people unless you've got those three hats on."*

The leadership role model identified by the data to deal with team challenge is reflected in a comparison of the established role of the manager and the leader as illustrated below in Table 5.3.

Table 5. 3 Manager vs. Leader

role of the Manager how and when?	role of the Leader what and why?
tasks, actions, operational management	people, influence, business objectives
short term / operational efficiencies	long term / strategic positioning
doing things right –> first time	doing right things –> in future
plan actions, organise and implement	plan direction, inspire and motivate
follow processes / systems	implement entities / structures

The approach supports the leadership stance with the required focus upon people and influence to address behavioural challenge through reasoning and cognitive restructuring. From Table 5.3 the role of the manager is focused more on tasks and actions than behaviour, whilst the leader is more likely to inspire and motivate which are attributes more likely to counter unproductive or dysfunctional behaviour. While the interview data supports coaching as a leadership skill, the dilemma for some managers is that being coach-minded requires the behavioural attributes of the *leader role model* which may induce a stressful or overwhelming expectation for this higher level of competence. Several interviewees adopted a conscious leadership stance to deal with team challenge which necessitated the action of *taking control*.

The potential confusion and conflict in the role-model expectation of MAC is further illustrated in Figure 5.5 and reflects an inability to address challenge due to the difficulty of switching seamlessly between the respective roles of coach, leader and manager whilst not necessarily possessing the experience to recognise the appropriateness or application of each role.

Figure 5. 5 Role Model Dilemma

One interviewee (ID 7) noted:

"The manager as coach has another role and that is leader."

Dealing with challenge, identifying the primary provoker of conflict and addressing unproductive or dysfunctional behaviour will require the manager to be tenacious and draw upon their inner resource to manage such a situation with surety. Several interviewees were knowledgeable, comfortable leading and positive instigators of the coaching process which enabled them to deal with many of the challenges as presented. In support, Karacivi & Demirel (2014) use the term Coach-Like-Leadership which appears more appropriate for the above interviewees when addressing challenge. The distinction between MAC and leader-as-coach (as per description on p16) is a valuable additional insight which requires clarification, wider communication and acceptance as to its relative importance and significance in the ability to deal with challenge, engender support and create positive outcomes (ref. Section 5.2.3). One perspective could view the MAC as a generic term capturing the elements of coaching from the standpoint of an orderly, task focused, prescriptive, relationship building process. As there will be occasions when a manager needs to take control, the coaching element will follow to ensure that the required process of dialogue and action is replicated to ensure continuity (Table 5.3; ref. process / systems). Alternatively, at times the dialogue of coaching and managing may appear in conflict as the development of the individual may be at odds with attainment of an immediate task within operational management, as expressed by interviewees (ID 7):

> *"I think you can be a leader-coach and you can be a manager and you can be a manager-leader, but I'm not sure you can be a manager-coach. I think being a manager means that largely you are responsible, you take decisions, you govern if you like. But if you adopt the role of leader, then you support others to do that."*

and

> *"One of the difficulties that organisations are having at the moment is in trying to generate the manager-coach, is that maybe no such person can exist. And that you need to separate out these skills so that*

if you're going to be a coach to your people, then you have to adopt the role of leader rather than manager."

These statements describe the quandary that some managers feel when they are expected to coach and is ever likely to continue if this descriptive conflict is not addressed. Accordingly, the modern concept of Coach-Like-Leadership relies upon the MAC being emotionally intelligent and managers being empathetic in fulfilling the requirements of relationship building. Dello Russo *et al*. (2016) listed *coaching leaders* as mitigating organisational politics to enable fully functioning teams. One interviewee (ID 7) elaborates:

> *"If you intend to coach your team members you need to adopt the role of coach-leader, if you are going to take responsibility for their actions vs. allowing them to take their own, then you adopt the role of manager."*

In combination, these expectations suggest a level of competence and leadership ability to best leverage the benefits of coaching when dealing with challenge. Consequently, the coach-like leader will have characteristics such as reflection (*to be able to do the right thing*) asking how to create the optimum environment or space for the team to work collectively (Al-Nasser & Mohamed 2015) how to promote the team to socially share (Yang 2015) build relationships (Batson & Yoder 2012, Ewen *et al.* 2013 and Fairhurst & Connaughton 2014) facilitate knowledge exchange and learn from each other. The interview data supported Engelbrecht *et al.* (2014) who recognised that managers who self-regulate are better able to motivate team members; a further leadership trait as identified earlier in Table 5.3. Therefore, coaching as a leadership rather than a management role seems more fitting. Ciporen (2015) describes coaching as a partnership process (not usual in hierarchical relationships) which guides an individual through personal development and creates alignment between the needs and intentions of the individual and the organisation (Table 5.3; ref. *people and business objectives*). This coaching leadership role is expressed in the data as (ID 3, ID 1, ID3):

> *"Get people to behave in ways that support the organisation needs."*

and

> *"Invest and look for ways to improve individual productivity by understanding what holds them back and create a bespoke solution."*

and

> *"The thing I have learnt is that people don't take ownership if they are managed, if you lead then you are placing responsibility upon them to take ownership. Lead vs. Manage!"*

Taking ownership in a dynamic, fast paced team environment is essential and according to the data, can only be achieved through leadership. Another interviewee was adamant that the level of emotional intelligence required to lead in such a manner is a *layer above just being self-aware, it's about processing in an even, balanced way.* Consequently, from the data s*tarting-with-self;* it is vital to be credible, possessing the required individual focus to *know team members well enough* to *mitigate pain* and *create bespoke solutions.* Additional quotations that place the MAC dealing with team challenge within the definition of leadership are (ID3, ID 7):

> *"When Leaders do not listen, they lose themselves as great leaders. Leadership is as much about listening as it is about giving the narrative, it's about being able to find ways to empower people to be part of the solution, so they have emotional buy-in which then gives you flexibility. Ultimately, it's about finding people you can empower to take the organisation forward. Let them make mistakes, work closely with them and help them recover from mistakes, support them, draw out talent."*

and

> *"Teams need leaders not managers. Management is a function, a task function. Leadership is much broader and much more focused on outcomes vs. task. I think the qualities of a leader are much more required for the person who is involved with the development of the team.....a team can manage itself it does not actually need a manager. Whereas a leader in a team can help to bring out the best in the team members, a manager in a team is much more likely to impose their way of doing things on the team. And that is going to limit the potential of the (individual and) team."*

According to Suiryan (2013) coaching represents a shift in managerial philosophy, challenging the leader-centric model in favour of greater reciprocity; as interviewees stated (ID 19, ID 5):

"Act as a leader from an informed place."

and

"Look after people first from a place of respect."

This shift in philosophy can create internal challenge and lack of focus for some managers. To mitigate further, Table 5.4 provides a prescriptive summary of the specific actions and associated rationale required of the manager to deal with team challenge according to interview data on the basis of the MAC actions formulated in Figure 4.7 (Understanding Your Team).

The action and rationale within Table 5.4 can be condensed into a reference document for managers to self-assess their competence in dealing with team challenge, ref. Table 5.5. Further details and actions can be noted (final column) with each of the MAC Actions (knowledge, appreciation, assessment, intervention) represented within the template.

Table 5. 4 MAC Actions for Dealing with Team Challenge

MAC ACTIONS	ACTION TO DEAL WITH TEAM CHALLENGE	RATIONALE
Knowing (foster confidence) ✓ know your team ✓ know your team well ✓ really know your staff ✓ know their ambitions and drivers knowing	• *start with knowing self – reflect* • *have professional expertise* *Then….* • know your team • know your team well • really know your staff • know their ambitions and drivers • *acknowledge people* • *hold many perspectives*	• to *lead from within* and *be credible* & maintain *awareness* • to understand all facets of team & facilitate full alignment • to *connect* meaning with individual ambitions • to be *empathetic* • to be *professional* • to *have confidence* in decision-making & gain consensus • *be confident to challenge* • to *show commitment* to the team • to *empower* individuals and the team
Appreciating (foster humility) ✓staff are different ✓characteristics ✓people & issues ✓culture ✓grievances ✓what is important to staff appreciating	• *staff are different* • *characteristics* • **people** *& issues* • *culture* • *grievances* • *what is important to staff* • *staff potential* • *if change is required*	• to facilitate appreciative relationships between team members of their differences – to leverage cooperative behaviour • to encourage empathy and build team spirit • to provide clarity of role & responsibility required of each team member to enable increased effort and commitment • *make staff feel valued* • *to be straight and honest*
Assessing (foster learning) assessing ✓clarify details / facts ✓unpick the details ✓soak up what's going on ✓importance	• *details / facts* • *what's going on* • *importance* • *mistakes & learn* • is change required	• to be able to create a safe environment for coaching conversations • to communicate honestly and effectively on their level • to create harmony • to define roles clearly • to enable self-sustainable team
Intervening (foster exchange) ✓when to act intervene	• know when to act • *be in the moment* • *manage conflict* • *deal with challenges- don't put off* • *don't allow situations to escalate* • *be transparent* • *enable and develop staff (partner)* • *balance friendly & supportive*	• *to be a leader role-model* • *to have coaching conversations: discuss, reason, robust dialogue* • *to provide information on when and how* • *to foster collaboration* • *to create open supportive environment* • *to get them to the point where they know the answer* • *to build trusted relationships – interpersonal focus* • *to foster enthusiasm and passion – self and team*

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Table 5. 5 Self-Assessment for Dealing with Team Challenge

MAC ACTIONS	SELF-ASSESSMENT	FURTHER DETAILS /ACTIONS REQUIRED
Knowing	**Do I know?**	
(foster confidence)	• whether my behavior exhibits the desired role model • whether I demonstrate commitment to my team • whether I am viewed as empathetic • how to communicate with each team member (language, tone) • what motivates my team members • individual characteristics and personalities • how to inspire teamwork and collaboration • how to empower individuals • what, how, and when to challenge • whether my approach is viewed as professional	
Appreciating	**Do I appreciate?**	
(foster humility)	• that staff are different • different characteristics & personalities • diversity • how team members interact • staff potential & individual ambitions • the importance of making staff feel valued • and acknowledge individuals • when to be transparent	
Assessing	**Do I assess?**	
(foster learning)	• the environment suitability for learning, privacy, dialogue • how individuals react to mistakes • how the team reacts to failure / success • the contribution of individual team members • how each contribution supports team goals • the nature of the challenge and its importance • role compatibility • inter-team interactions	
Intervening	**Do I need to intervene ?**	
(foster exchange)	• to prevent conflict • to foster collaboration • to prevent escalation of inappropriate situations • to deal with challenge • to enable and develop individual staff • to provide information of when and how • to address unproductive or dysfunctional behaviour	

This form can act as a check-list for the manager and precursor for addressing team challenge by assessing the competence of the manager and the required response.

5.2 Academic and Practitioner Contribution

The insight gained from this research is built from an understanding that individual

team members within the organisation require the manager to possess a global mindset (Petrie 2014) to capture all potential factors that impact the well-being and functioning of their team. From a practitioner perspective, being Coach-Minded and knowing the Time to Act (Table 5.4) as represented in the evolved Framework (Table 5.3) for Dealing with Team Challenge; are two themes that have evolved as further insight to the operational success of the team effectiveness models in addressing unproductive or dysfunctional behaviour. An important attribute of being coach-minded begins with an appreciation of the individual contribution to team success which requires the manager to know their team.

5.2.1 Knowing Your Team

The following interview statement endorses the benefit of knowing your team members through being coach-minded and focusing upon the individual, their characteristics, abilities, needs and attributes while supporting the growth of that individual to achieve the organisational objectives. The added dimension of being person focused with its associated insight facilitates leverage in challenging situations for the manager, as illustrated (ID 19, ID 16):

> *"I would probably when dealing with a challenge, tend to have individual conversations before team conversations. Because of the different personalities I don't know whether I would do that if my team was more aligned in personality traits.... So, what I tend to do, if I know I have different personalities in the team and something needs to be discussed within the team that going to be difficult, I would have individual discussions first to take the initial hit from the fiery ones and brief and compare with the less confident ones. By the time you get everyone together, everyone has had a chance to breath a bit and then have a discussion that's meaningful and productive. If I don't know their personalities, I can't do that."*

and

> *"You have to develop your people. You have to spend time developing them, and if I look back on Toyota, one of the big things that they are driven by, is growth and growth of the company comes from growth of the people."*

Knowing your team is a pivotal means of addressing differences and promoting team sharing, collective knowledge, ways of doing things, information and differences. The data affirmed the need to know your staff to facilitate meaningful conversations, reasoning, persuading, influencing and enabling them as individuals with a potential for broadening their mind-set and creating *cognitive restructuring*. In the absence of an enabling structure, unproductive and dysfunctional behaviour could go un-noticed, unchecked and even spiral out of control affecting the functioning of the team. This exploration established that the primary challenge in modern teams is rooted in personal differences and conflict and supports the need for a capable and confident *leader role model* to have constructive coaching conversations to address differences at the earliest opportunity. Knowing your team members would be the precursor to make this possible by having an interest in the individual. Creating a positive mental closeness or collaborative mind-sets between team members becomes part of the managers contrived role in evolving a functional team (Zoltan 2015).

The data illustrated that the primary challenge in teams is rooted in personal differences and conflict supporting the need for early coaching-style intervention and conversation. As a coach, knowing your team members well acts as a precursor to address differences. One statement from the data related to being coach minded as: *allow people to step into their power* which requires the manager to be aware of their capability and trust the individual. This awareness is only possible by having an interest and understanding of the individual.

5.2.2 Knowing When to Act

To address challenge requires knowledge, appreciation and assessment before taking action as identified earlier (ref. Figure 4.7). This requirement for the manager to know their team members and engage in authentic conversations is considered an added level of insight within the enabling structure of The Team Effectiveness Models with an inference to expert coaching from Hackman (Table 2.2). Knowledge of the situation, appreciation of the facts and assessment of the scenario are assisted by the complimentary coaching skills of listening, questioning and observation. Figure 5.6 illustrates the required steps as revealed from the data.

Figure 5. 6 Knowing When to Act
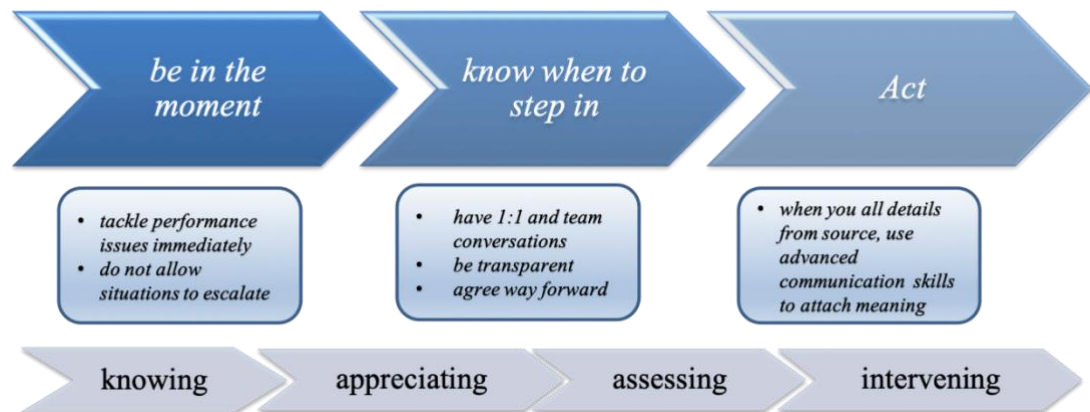
These requirements can be classified as advanced communication skills. In coaching *hearing patterns* in what is being said, *asking the right questions* to get to the facts, *get a feel for things and evaluate;* highlight the level of attention required by the manager for engagement, presence, awareness with the humility to ask the right question to appreciate and assess the important issues prior to intervention. Coaching as actioned by the manager provides a process for role modelling and a template for building the appropriate skill-set within the team to assist in moving towards the *point of them knowing what the answer is* to problem solve for themselves. Knowing when to act (Figure 5.3) adds to the Hall (2013) recommendation that managers need to recognise the triggers that lead to negative outcomes such as unproductive and dysfunctional behaviour to protect and maintain team functionality within a timely manner.

5.2.3 Clarification of Role Definition

The use of the term MAC infers that responsibility for coaching rests with the team leader. To aid clarity, the term Coach-Minded-Leadership more aptly supports the notion that responsibility and encouragement for dealing with team challenge rests within a leadership role. The interview data takes the role of Coach-Like-Leadership by Karacivi & Demirel (2014) a step further by defining the term *coach-minded* as having the right mind-set with specific attributes associated with a state of being. While the adoption of titles, labels or descriptors do assist the characterisation of specific tasks and function, being a coach-minded leader relates to the choice of manager with a capability to assume the role at a level of competence deemed as

essential in dealing with challenge, Table 5.5. As one interviewee (ID 2) conveyed:

> *"Enthusiasm (for coaching) is far more important than qualification."*

The importance of coaching and its successful application relies upon a team leader being person focussed as supported by the following account (ID 16):

> *"That is a different organisation now; they cut their cost support for poor quality down from 16% to 4% as a result of his leadership through my* (coaching) *guidance. It wasn't that he wasn't capable of doing it, he just wasn't focusing on the right things."*

Irrespective of title, being coach-minded is required to achieve success in the desire to support and enable others, to be collaborative, to be humble and to address unproductive and dysfunctional behaviour. Being coach-minded has implications for the choice of manager who may be worthy of a more focused investment in coach training; as follows.

5.2.4 Coach-Minded Training Requirement

Competence in coaching requires assessment, training and support in the creation of a coach-minded manager. Managers who do not possess an interest in people or the requisite soft skills or desire to attain them may never have the capacity to be coach-minded and should be allowed to opt out of undertaking a coaching role. For those who do not have the capacity to be coach-minded may forever be in conflict which may justify the introduction and use of an external coach. The recommendation here supports these observations and favours the requirement for training of managers to develop the necessary skills in dealing with team challenge. Following this research, the manager requires a combination of skill sets to deal with unproductive or dysfunctional behaviour within the modern team environment. This fine balance is explained further by an interviewee (ID 6):

> *"There is a tricky point around motivational leading and managing risk….especially with maverick personalities – not wanting to come across as too controlling ….if you do this around the framework of 'I am in charge' then you have lost."*

Management training needs to include practical sessions on how to deal with challenge from its recognition and observation of the interactions between team members whilst conducting active conversations with those identified as primary provokers. While the credibility of the manager may be at risk, the ability of the team to function will be irreparably damaged if conflict is not addressed in the correct manner within a prescribed time period. In 2008 CIPD reported that 370 million days are lost each year due to conflict issues and highlighted the critical need to deal with issues in a timely manner. As relayed by the interview data, the training of managers to adopt the required mind-set would enable them to address issues to mitigate pain and uncertainty for the team members, as outlined by Auer *et al.* (2014) with acknowledgement and personal focus. The training schedule will include an assessment and focus upon the required competence as in Table 5.4 with a self-assessment appraisal as in Table 5.5. The outcome would support the adoption and alignment of a coach-minded approach with the required skill set in dealing with challenge.

5.3 Limitation of the Study

The interviewees may create a potential bias towards the role of MAC within this exploration due to their direct interest and preference for coaching within a management and leadership environment. The sampling approach was primarily achieved through UK-centric professional networks, whose members may well be aware of the need to add to the body of knowledge for our shared profession of coaching. However, this ensured a level of expert opinion that added considerable insight to this exploration. In some instances, any predisposition towards MAC was offset by interviewees lack of preparedness. While the limitation of the audio and AV approach was highlighted previously in section 3.5.1; further potential limitations relating to culture, personality types, role of professional training and employment sectors have formed the basis of opportunities for future research.

5.4 Future Research Opportunities

This research has identified further themes for consideration such as the role of humility in leadership, the role of coach-minded-leadership, an understanding and

Manager as Coach: An Exploratory Study into the Experience of Managers Dealing with Team Challenge

exploration into brave and courageous leadership, an exploration into the impact of coach-minded-leadership upon perception and interpretation within a team and the exploration of context and environment for coaching. To consolidate and support the research findings, further exploration could be expanded as follows:

- investigation of the nature and impact of different cultures, economic environment, ethnic origins and organisational structure in the response to dealing with team challenge (all interviewees were UK centric),
- investigation of the nature and impact of personality types or assessment of the resilience of managers with potential impact upon their capability to be coach-minded in dealing with team challenge
- investigation from the perspective of managers who are professionally coach trained and accredited vs. non coach trained managers
- investigation of specific sectors (manufacturing, administration, commerce) to check consistency of output and variability
- investigation of ability to address team challenge for an external coach vs. and internal MAC

The following research opportunities focus upon practitioners, human resource managers and professional coaches to assess, evaluate, refine and develop a robust tool-kit from the trial and evaluation of:

- Team Challenge Framework (Figure 5.3)
- MAC Actions for Dealing with Team Challenge (Table 5.4),
- Self-Assessment (Table 5.5).

5.5 Summary

The aim of this research was to gain an appreciation of what presents challenge in a modern team environment and how the MAC addresses challenge with the following objectives:

- to explore team challenge as experienced by MAC
- to explore the experience of MAC in responding to team challenge
- to develop a framework to support managers in dealing with team challenge

These objectives have been addressed through the following contributions.

5.5.1 Team Challenge Framework from a Practitioner Perspective

This framework (Figure 5.3) fulfils an objective of this research in meeting the need for managers to be alert to and aware of the importance of dealing with team challenge *in the moment*. From early observation and recognition of potential *fault-lines* (Section 2.4), there is a need to create a favourable environment and utilise advanced communication skills. This research has established that being person focused can address challenge in understanding the mechanisms that lead to unproductive or dysfunctional behaviour.

5.5.2 MAC Actions for Dealing with Team Challenge

The MAC Action Table 5.4 can be used for management training, organisational development and budget holders as pre-assessment of management competence by offering a blueprint for dealing with challenge in a coach-minded manner. The output can be utilised further by managers as a guide to highlight the required knowledge, appreciation, assessment and time to act when dealing with challenge. The rationale presents the reasons and logical basis for the required actions before intervention.

5.5.3 Self-Assessment - Evaluation and Training

Self-Assessment (Table 5.5) can be used as an appraisal of the challenge scenario to generate discussion on what needs to be known, what needs to be appreciated and assessed and the nature of any potential intervention. The final column can be used as a personal development plan (PDP) for skills evaluation and training requirement.

5.5.4 Clarification of the Coaching Role

The coach-minded approach has evolved into an appreciation on how the MAC deals with team challenge. Clarification of the role and its responsibility would benefit the coaching profession especially within the area of manager as coach where potential conflict of role identity is evident. If the expectation is for managers to fulfil the role requirements outlined in Table 5.2., a re-think is required on the assessment and

appointment of managers acting as *link-pins* (ref. CIPD) to generate business success. Role clarity is an enabler to mitigate role conflict.

5.5.5 Importance of Knowing Your Team

This insight acknowledges that a better understanding of knowing your team is a precursor to mitigate the major contributory factors of conflict and bad attitude as experienced by managers as coach and has advanced beyond the matching of individual to tasks (manager role) to matching of individual to personal drivers (leader role) whilst achieving organisational goals.

In conclusion the CIPD reported in 2015 noted that 'workplace conflict is a major issue for organisations that should not be brushed under the carpet. Both ongoing difficult relationships and isolated incidents of conflict can have serious ramifications for employees' personal well-being and morale, which has clear knock on effects for the organisation through demotivation, absence, unworkable relationships and people leaving the organisation; not to mention the management and HR time it takes to help resolve disputes'.

Kolb (2016) stated that the nature of a theoretical contribution is to add a small insight to an area of research previously identified as lacking. Although groups and teams have been the focus of considerable research, few academic studies have focused on dysfunctional behaviour of individual team members and the negative impact of these behaviours upon team dynamics and performance.

This research has aimed to provide a positive contribution to this important area of understanding and will be of interest to scholars and practitioners.

Helen Smith

Appendices

Appendix 1 Approved Participant Information Document

Manager as Coach: An exploratory study into the
experience of managers dealing with team challenge

You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask me if there is anything that is not clear or if you would like more information. Take time to decide whether you wish to take part. Thank you for reading this.

What is the purpose of the study?
The purpose of this study is to explore the experiences of manager as coach as a strategy for achieving the team outputs they require as part of their management role.

A further aim may be to elicit the views of those managers to received professional coach training to determine their perceptions on the value of this intervention.

A written report will be produced at the end of the project. The findings from the study will be used to inform the approach (es) used to further enhance managers' future performance.

Why have I been chosen?
You have been chosen randomly as one member of the group of managers with responsibility for leading a team.

Do I have to take part?
It is up to you to decide whether to take part. If you decide to take part, you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part, you are still free to withdraw at any time and without giving a reason. A decision to withdraw at any time, or a decision not to take part, will not affect the standard of care you receive in any way.

What will happen to me if I take part?
If you decide to take part, you will be given this information sheet to keep and asked to sign the consent form. You will then be contacted by Helen (the researcher) from the Chester Business School and invited to attend a Skype meeting during which the aims and objectives of the project will be reviewed to ensure you are still happy to participate in a discussion about your experiences as a manager All discussions that take place between the coach and yourself will be **entirely confidential**.

What are the possible disadvantages and risks of taking part?
There are no disadvantages or risks foreseen in taking part in the study.

What are the possible benefits of taking part?
You may be able to identify ways in which you might be able to better influence your team members. By taking part, you will be reflecting upon your management style in a variety of scenarios, as a result being better able to assess what works best for you.

What if something goes wrong?
If you wish to complain or have any concerns about any aspect of the way you have been approached or treated during the course of this study, please contact:

Professor Clare Schofield
Chair of Faculty Research & Knowledge Transfer Committee
Faculty of Business & Management, University of Chester, United Kingdom, Chester CH1 4BJ

+44 (0)1244 511000 or c.schofield@chester.ac.uk

If you are harmed by taking part in this research project, there are no special compensation arrangements. If you are harmed due to someone's negligence (but not otherwise), then you may have grounds for legal action, but you may have to pay for this.

Will my taking part in the study be kept confidential?
All information which is collected about you during the course of the research will be kept strictly confidential so that only the researcher carrying out the research will have access to such information.

Participants should note that data collected from this project may be retained and published in an anonymised form. By agreeing to participate in this project, you are consenting to the retention and publication of data.

What will happen to the results of the research study?
The results will be written up into a report for the purposes of the research. It is hoped that the findings may be used to improve the support provided to individual manager and as a result further enhance their professional practice. Individuals who participate will not be identified in any subsequent report or publication.

Who may I contact for further information?
If you would like more information about the research before you decide whether or not you would be willing to take part, please contact:
Helen@enhancing-leadership.com *07855 311393.*

Thank you for your interest in this research.

Appendix 2 Participant Consent Form

<div align="center">

Participant Consent Form

Participant Informed Consent Form

**Title of Project: Manager as Coach: An exploratory study into
the experience of managers dealing with team challenge**

</div>

Name of Researcher: Helen Smith

Please initial box

1. I confirm that I have read and understood the
   participant information sheet, dated ………….,
   for the above study and have had the opportunity
   to ask questions.

2. I understand that my participation is voluntary
   and that I am free to withdraw at any time, without
   giving any reason and without my care or legal rights
   being affected.

3. I agree to take part in the above study.

_____   _____   _____

Name of Participant   Date   Signature

Helen Smith
_____   _____   _____

Researcher   Date   Signature

Appendix 3 Introductory E-Mail sample

Reply Reply All Forward

HS   Helen Smith <helen@enhancing-leadership.com>   2   31/07/20
      FW: assist coaching research - please?

This message was sent with High importance.

PDF Participant Information part 4. approved docx.pdf   W Participant Consent Form UOC .docx
     155 KB   39 KB

Subject: assist coaching research - please?
Importance: High

Hello Sharon,

I hope this message finds you well...
It's been a long time since the EMCC meetings when we last met. I know when we have chatted coaching etc. in the past you are an advocate and therefore I am reaching out to you now to support my Doctoral research if possible.

Obviously, I have all the ethical approval in place and have attached the forms for your information.

It would entail a 30-40 minute chat over Skype, since I am planning on recording the discussions, and this facilitates that as well as saves us both travel time.
My interest is exploring the experiences of *'manager as coach in dealing with team challenge'*....I know you manage in many situations...so your input and perspective would be very valuable.

I am unable to offer any reward for this (since I am self-funding) but will share the outcomes with all who support, hopefully in assisting the development of our profession.

I await your response and if you do agree. I am willing to accommodate date and time of course to suite your diary.
Best regards
Helen

helen@enhancing-leadership.com
07855 311393

Appendix 4 Response e mail sample

Reply Reply All Forward

HS   Helen Smith <helen@enhancing-leadership.com>
      coaching research

This message was sent with High importance.

PDF Participant Information part 4. approved docx.pdf   W Participant Consent Form UOC .docx
     155 KB   39 KB

Hello Derek, Thanks for responding.

Please find attached the description of my research and also a consent form (if you decide to go ahead), just an ethics formality, I am sure you appreciate.

Most discussions are lasting approx. 45 mins, there is no preparation on your part...aside from thinking of some challenging scenarios you experienced when managing a team. It is a reflective discussion, and I must say most respondents state they have gained a lot from the sharing too. ☺

Discussions are over Skype, Zoom or Face time ..so no traveling either.

Await your response keenly.
Best wishes
Helen

helen@enhancing-leadership.com
07855 311393

Appendix 5 Analysis of Philosophical Stance

description	meaning	applicable Y/N
solipistic	knowledge is anything that exists outside our mind, self is all that can be known to exists	N
positivism	naïve realism, social reality is real, knowledge is a thing, believe facts halt at the phenomena, reality exists only in material objects	N
critical realism	social reality is real but knowledgeable only in an imperfect and problematic manner (my ontology of what exists through realists questioning/exploring), reality exists independent of researcher and has roots in behaviour that makes a difference to reality, emphasis on explanation, look for tendencies, examines different mechanisms and how they effect events and behaviour, in context, dynamic, mechanism exist even if not triggered & dependant upon human actions, emphasis on relational and emergent social setting	Y
constructivism	knowable world is that of meanings attributed to individuals	Y
relativism	multiple realities vary with context, form among different groups or culture & evolve understanding as a result – consensus through interviews	Y
interpretivism	looking for interdependence to understand better /comprehend	Y
post positivism	truth exists but not possible to achieve, believe researcher affect outcome	N
phenomenology	to extract meaning from lived experiences: self originally then interviewees	Y
grounded theory	used to underpin exploration & improve existing team effectiveness models	Y
emic	inside view, dig deep through interview process and analysis - consensus	Y
	qualitative to explore and understand mechanisms at play –inductive reasoning	Y
	empathetic interaction / qualitative techniques required	Y

Appendix 6 Sample Interview Script

<u>Introduction:</u> check still willing to participate, establish rapport, reiterate research purpose and recording, confidentiality, reflected on challenge scenarios?

<u>Prompts</u>: can you think of any scenarios that created challenge, felt challenging, made your role more challenging.

> What brought about the challenge in that experience/incident from your perspective?
>
> What was the root cause of the challenge in your opinion?
>
> How did this situation make you feel, what was the impact on the team?
>
> How did you address it?
>
> Upon reflection is there anything different you would have done?

Thank you for sharing those experiences with me. Looking back upon them now would you say there are any specific skills or actions you require to be able to address those incidents.

<u>Summarise</u> key points shared, clarify understanding correct, accurate.

<u>Thank you for your time and insights</u> – share outcomes upon completion.

Appendix 7 Interview Check List

"Hello…Name….., Thank you for offering your time to participate in this research. Can I check you have been able to read the description of the research I sent you and still happy to participate? Thank you for your approval through sending the consent form / or reminder about consent form since we will be unable to use your valuable contribution without it making this conversation void.

If you are happy then we will begin; are you still OK for our conversation to be recorded? (Turn recorder on)

Think about your team experiences; and in particular what created most challenge for you in managing your team.

<u>Prompts</u>*: can you think of any scenarios that created challenge, felt challenging, made your role more challenging.*

> *What brought about the challenge in that particular experience/incident from your perspective?*
>
> *What was the root cause of the challenge in your opinion?*
>
> *How did this situation make you feel, what was the impact on the team?*
>
> *How did you address it?*
>
> *Upon reflection is there anything different you would have done?*

Thank you for sharing those experiences with me. Looking back upon them now would you say there are any specific skills you required to be able to address those incidents.

Finally, if I were to ask you to offer the top five causes of challenge in a team what would they be?

And from your perspective as a leader, what do you think are the top five abilities you require to be able to deal with challenge appropriately?

Summarise for the person they key points they have shared- check – have I captured your discussion correctly.

Thank you for your time and valuable contributions (sign off, turn recorder off) "

Share with them next steps and if they wish to receive outcomes I would be happy to share once submitted.

Appendix 8 Contact Summary of Interview

Sample 1 - Contact Summary of Interview
Platform/Framework required for effective team functioning (as per interviewee 3 & 6)
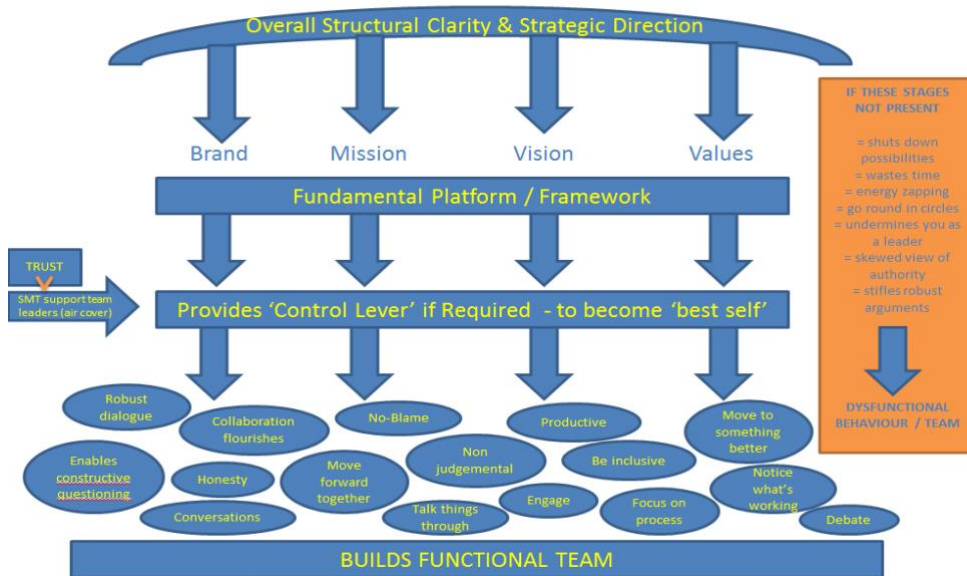
Sample 2 - Contact Summary of Interview

Sample 3 - Contact Summary of Interview

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Appendix 9 Initial Category Sample from Excel Spreadsheet – Challenges

Team challenges - key themes

TRUST	**4**	**ADDITIONAL FACTORS**	**15**
people being different		disjointed team / disconnection	
lack of trust		process - clunky	
uncertainty		resources	3
tension between team members		compliance	
CHANGE	**23**	poor communication skills	
perpetual change		system failure - clunky / complex systems	
rapid change		remote workers	
culture	12	stress	
unexpected		mistakes	
new approach		cognitive restructuring	
restructure		high achievers	
constant		complex organisational structures	
team change		undefined roles	
internal & external			
complexity & shift		**CONFLICT /COMPLEXITY**	**51**
no clarity		conflict within team	
imposed		arguments	
TIME	**9**	tensions	
time to discuss		people being different	
time and energy to drive people		different characters	
to plan		no cohesion	2
pressure		boundary issues	2
fast pace		discord	3
fight for space		entrenched ways	
starved		disagreement	
measurements and timescales		mixed abilities	
distractions		diverse personalities	
BAD / NEGATIVE ATTITUDES	**38**	<mark>culture</mark>	12
bad attitude		pulled in all directions	
reluctance		habits	
resistance	2	standard create tension	
negative attitude	2	traditions	
sabotage	3	bad behaviour	
out of control		over sensitive staff	
defensive		different personalities and ways of working	
not willing to change		team members holding different opinions	
not rational		different value base	
non-reactive		lack of guidance	
ranting and raving		talking behind back	
over controlling		gender	
not willing		politics	
discontented		friction -workload	
undermining	3	bad behaviours and attitudes	
acting like a child		not sharing	
bullies		angry staff	
antagonistic		staff who do not belong	
maverick personalities		upsetting comments	
bad feelings		criticism	
toxic staff		jealousy	
nastiness		heated discussions	
frustration		different skills sets	
lack of respect		**TAKING OWNERSHIP/RESPONSIBILITY**	**8**
being kept in dark		difficult conversations	
unhappy staff		not taking responsibility	
defensive when lack of understanding		bringing team together	
devious		no ownership	
championing own agenda		not responsible - volunteer	
block progress		lack of L&M skills	
task avoidance		tough choices	
behaviour - bothersome		issues not dealt with or ignored	

Appendix 10 Initial Category Sample from Excel Spreadsheet – Responding to Challenge

MAC Attributes required to address team challenge

UNDERSTAND   60

- understand
- understand staff   4
- understand culture
- understanding
- understand ambitions and drivers
- understand concept of importance
- understand grievance
- understand characteristics
- know your team
- know team well
- frame things for understanding
- genuinely understand people and issues
- understand what is really important to your staff
- soak up what is going on
- appreciate staff are different
- hear patterns of what is being said
- hear and take in what staff are saying
- observe, listen get a feel, once you know what you are dealing with ACT
- observe when things go well or not
- assess
- be articulate
- be clear
- observe
- intervene with appropriate solution when you understand the scenario
- make informed decisions
- clarify details and facts of situation
- insist on chatting & talking with team
- get them to tell you their stories
- start conversations
- unpick the details
- ask for help -clarify
- be inclusive and ask questions
- ask questions
- ask the right questions
- use metaphors appropriately
- use metaphors
- talk to your staff and ask questions
- use metaphors and stories
- offer a different perspective
- don't assume
- really know your staff
- don't act on a whim
- double check details
- deal with facts
- completely listen
- listen   7
- listening   3
- listen and reflect
- listen to your team

TRUST   15

- trust   9
- build trust
- establish trust
- gain trust
- trust the process
- commit to your staff
- get people in team to share with one another

ALIGNMENT   50

- gain consensus
- alignment   3
- have clear direction   2
- connect individual ambitions and opportunities
- connecting meaning - WHY
- try to create harmony - reasoning
- know your people
- know each other
- get people on your side
- define roles and tasks
- define roles clearly
- maintain focus
- be explicit
- be clear about when and how
- summarise task from the outset
- start with summary, task , goal
- need to be able to negotiate, influence and persuade
- role model
- involve others to create a work team
- collaborative
- empower staff to step up
- educate and set standards
- engender followers
- share and listen
- gain perspective from all
- assist group perspective
- create partnerships
- facilitate
- keep team from obstructing progress
- motivate and guide
- influence
- engage
- gain buy in
- get people on board & involved
- have conversations containing principles
- common goal
- impose required standards
- allow contribution from all
- get people in team to share with one another
- sharing and connecting
- share
- capitalise on team intelligence involve and engage   2
- collaborate and encourage others
- collaboration
- collective motivating
- observe team behaviours

PROCESS /SYSTEM   16

- have a process
- process
- work with the system not against it
- know work priorities
- establish communication channels
- follow up and document
- focus
- clarity
- match tasks to skills
- plan ahead
- preparation
- lock down milestones
- be sure to measure
- need process
- keep team informed
- measure and assess

ADDITIONAL FACTORS   33

- be a leader role model (2)
- prevent chaos
- address issues at source
- manage conflict
- have professional expertise - be credible
- be credible (2)
- be open and honest (3) - admit when you are wrong
- empower as much as possible
- be professional
- be confidential when required
- lead from within
- don't pretend you have not seen something - deal with it
- be impartial (2)
- have EI
- be humble
- empathise
- be principled
- don't allow situations to escalate
- don't be manipulative
- start with self
- know when to step in
- tackle performance issues ASAP
- mitigate pin for them
- draw upon your inner resource
- be tenacious and have self belief
- be self aware / own awareness
- deal with challenge - don't put it off
- get them to a point where they answer the issue

RELATIONSHIP   32

- don't be too friendly
- create good relationships
- build relationships
- connect
- genuine interest in their goals
- be interested in individuals
- relationship is important
- really know your staff
- balance between friendly & supportive & manager
- take time to get to know your staff
- tackle performance issue immediately
- engage - show interest in them
- be in the moment
- enable
- be supportive
- invest in staff and their needs and development
- personal approach /touch
- enable and develop people
- person not process
- make staff feel valued
- value individuals
- support
- respond to their needs
- honest discussions
- acknowledge people
- have teams best interest at heart
- believe in staff potential
- provide a personal touch
- power is in the relationship
- partner with your team
- allow empowerment
- focus on people

MIND-SET   27

- know what is important
- know about other in the team
- be open to change & robust dialogue
- open and honest
- ability to hold many perspectives
- be straight and honest
- open , balanced and honest
- create an open environment
- encourage open discussion and environment
- admit your mistakes
- accept mistakes and learn
- be confident to challenge
- believe in yourself
- be passionate
- be enthusiastic
- forgiveness VS. permission = empower
- reflect, reflective   6
- non judgemental
- mindful and flexible
- be empathetic
- be self aware
- humble, humility,

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