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ISCTE Business School

Dynamic Team Leadership Coaching Towards Business Results

Maria Alexandra Rebotim Barosa Pereira

Thesis specially presented for the fulfillment of the degree of
Doctor in Management

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January, 2020

Success is not a matter of mastering subtle, sophisticated theory but rather of embracing common sense with uncommon levels of discipline and persistence.

Patrick Lencioni

To my mother,

who taught me to embrace common sense
with uncommon levels of discipline and persistence.

ACKNOWLEDGMENTS

RESUMO

A investigação sobre os processos envolvidos na função de coaching de equipa é ainda escassa. Através de uma sistemática revisão da literatura, esta investigação explora o coaching de equipa e propõe um novo construto, adicionando a meta-teoria Dynamic Team Leadership (Kozlowski, Watola, Nowakowski, Kim e Botero, 2009). O conceito de Dynamic Team Leadership Coaching é definido, demostrando a complexidade inerente à utilização de processos de coaching de equipa enquanto função de liderança, onde todos os membros e o contexto devem ser considerados.

Três estudos empíricos foram conduzidos para responder à principal questão de investigação sobre o que essa função implica na prática. Entrevistas semiestruturadas realizadas junto de trinta e um coaches foram analisadas através de análise de conteúdo. Os dados recolhidos da investigação qualitativa foram utilizados para definir o construto Dynamic Team Leadership Coaching (primeiro estudo) e para identificar e descrever as características de um dynamic team leadership coach (segundo estudo). Os resultados apoiaram o desenvolvimento da escala Dynamic Team Leadership Coaching (DTLCS), que pretende medir competências de um dynamic team leadership coach na prática (terceiro estudo). Os resultados mostraram que a DTLCS possui propriedades psicométricas adequadas e que pode ser utilizada para avaliar, junto à liderança da equipa, competências de coaching de equipa.

As conclusões sugerem potenciais resultados do dynamic team leadership coaching para resultados de negócios, indicando quinze comportamentos de team Leadership coaching que preveem o desempenho, satisfação e viabilidade da equipa, nomeadamente ao empregar a adaptação em equipa como uma variável mediadora. Esta investigação contribui para os avanços no coaching de equipas e para a investigação em liderança de equipas, e apoia o desenvolvimento de estratégias de gestão de equipas.

ABSTRACT

Limited published research has examined team coaching function processes. Through an extensive systematic literature review, this research explores team coaching knowledge and proposes a new construct by adding the Dynamic Team Leadership meta-theory (Kozlowski, Watola, Nowakowski, Kim and Botero, 2009). The concept of Dynamic Team Leadership Coaching is defined, showing the complexity when using team coaching as a leadership function, where all the members and the context must be considered.

Three empirical studies were conducted to answer the main research question about what does this function implies in practice. Semi-structured interviews done next to thirty-one coaches were analyzed through content analysis. Data collected from the qualitative research was used to define the Dynamic Team Leadership Coaching construct (first study), and to identify and describe the characteristics of a dynamic team leadership coach (second study). Results served the development of the Dynamic Team Leadership Coaching Scale (DTLCS) which intends to measure dynamic team leadership coach's competencies in practice (third study). The results showed that DTLCS has adequate psychometric properties and can be used to access team coaching competencies next to team leadership.

Findings suggest potential outcomes of dynamic team leadership coaching to business results with fifteen team leadership coaching behaviors predicting team performance, team satisfaction, and team viability, namely when using team adaptation as a mediator variable. This research contributes to advancements in team coaching and team leadership research and supports the development of team management strategies.

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GENERAL INTRODUCTION

"One man can be a crucial ingredient on a team, but one man cannot make a team"

Kareem Abdul-Jabbar

Over the years and throughout different historical marks, leadership has been pointed out as a crucial variable, not only due to its social and organizational impact but also to its effect on People. Nevertheless, for the last one hundred years, leadership has been studied as an isolated element (Bernard, 1926; Blake, Shepard and Mouton, 1964; Drath and Palus, 1994; Fiedler, 1967; House and Mitchell, 1974), mainly focusing on the leader's individual characteristics or differences. As we came into the twenty-first century and observed all the dynamics and complexity arising, researchers realized that context matters (Marion and Uhl-Bien, 2001). Despite the agreement around leadership being a crucial element to organizational performance and results, followers, peers, teams, work setting/context, and culture, will have to come into the equation when demanding about leadership effectiveness (Avolio, 2007; Avolio, Walumbwa and Weber, 2009; Bushe and Marshak, 2016; Dinh, Lord, Gardner, Meuser, Liden, and Hu, 2014; Hall and Rowland, 2016; Morgeson, DeRue, and Karam, 2010; O'Connell, 2014; Yammarino, 2013).

Synthesizing the team leadership, team development, and team processes literature, Kozlowski, Watola, Nowakowski, Kim, and Botero (2009) developed the Dynamic Team Leadership meta-theory, which maps the team development process by crossing task and skill development dynamics. This model intends to support leaders guiding teams "to acquire successively more complex skill sets as they make developmental transitions" (Koslowski *et al.*, 2009: 120) throughout four phases: team foundation, task and role development, team development and team improvement. At the team development phase, the Dynamic Team Leadership model refers to coaching as the function used by the leader, while focusing on developing teamwork capability.

Coaching is endorsed by many as an essential managerial activity and is being considered as "a significant part of many organizations' learning and development strategy" (Joo, 2005: 463). Findings also indicate a positive association between coaching behavior and employees' job satisfaction and performance (Ellinger, Ellinger and Keller, 2003; Hannah, 2004).

As organizations become more technological and workforces are more qualified, structures got flattered (Dahling, Taylor, Chau, and Dwight, 2016), and shared leadership, as

well as self-managed teams (Buljac-Samardzic and van Woerkom, 2015; McLean, Yang, Min-Hsun, Tolbert, and Larkin, 2005), are turning out to be desirable organizational designs. Organizations are understanding that organizational goals must include group interactions and team development because results come from internal networks and teamwork. Therefore, organizational dynamics are now requiring coaching approaches to become more scalable so that the impact felt through one-to-one approaches could be translated into a group and team settings (Brennan and Hellbom, 2016).

Team coaching is a relatively new concept and not yet well defined (Brown and Grant, 2010; Carr and Peters, 2012; Hackman and Wageman, 2005). Few researchers explored team coaching empirically as support of team effectiveness (e.g., Brown and Grant, 2010; Carr and Peters, 2012; Hackman and Wageman, 2005; Liu *et al.*, 2009; Wageman, 2001), while some practitioners designed models to be used by external coaches in team coaching interventions next to leaders (e.g., Clutterbuck, 2007; Giffard and Moral, 2007; Hawkins, 2011; Thornton, 2010). To date, the link between research and practice remain.

As a starting point, the current research gives a clearer understanding of what is team coaching as a function of team leadership and reflects on what this function implies. Building upon the Dynamic Team Leadership meta-theory (Kozlowski *et al.*, 2009), this work explores the team development phase in more depth. As such, the research journey departs with a systematic literature review around dynamic team leadership and team coaching, which will lead to the proposal of a new construct - Dynamic Team Leadership Coaching.

From there, some questions were raised, and the research journey continues with three empirical studies. The first study with the intent of testing the construct proposed, and the following two studies focusing on exploring how coaching is operationalized, specifically as a team leadership function.

Who is the dynamic team leadership coach? Which competencies relate to a dynamic team leadership coaching function? How can those competencies be developed and measures? How can we assert that this function contributes to business results? Exploring these questions, the current research has the primary goal of contributing to the reflection and evidence of the team coach function in mature global teams, and to the advancement of team coaching research.

Although this study is founded by nature in the social constructionist approach, it is also inspired by grounded theory, where analysis and data collection are used interchangeably, and new theoretical understandings will come by continuously matching theory against data gathered from the perspective of relevant coaching stakeholders. Thus, the study also embraced deductive methods for the theory to begin to evolve more sustainably.

This research journey will support future team coaching research, by adding resources to a deeper exploration of what does explicitly this function implies and how can this function be developed. At the same time, this research consolidates a practitioner coach approach for a better understating and definition of boundaries whenever team coaching functions are being used within organizations. This work proposes also some guidelines to be used by educators and organizations when training and assessing professionals to use coaching with teams.

CHAPTER ONE - LITERATURE REVIEW[1]

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[1] Dynamic Team Leadership Coaching – contribution to a new concept (partially presented as a paper at EURAM 2019)

1. Dynamic Leadership

Past research around Leadership has focused on formal leaders who have specific characteristics, and who are supposed to develop certain activities within an expected role (Lord and Dinh, 2012). Coming close to the twenty-first century, researchers realized how leadership should adjust to context complexity to be effective. Traditional concepts of leadership are not accurate to the current world's needs for constant learning and adaptation.

Leadership in the twenty-first century is the leadership of organizations that will have to compete or to partner at a transnational level (Hall and Rowland, 2016). It is a leadership to which context and time should matter. Each situation, each group, and each individual will shape leadership styles, approaches, and learning development (O'Connell, 2014; Osborn, Hunt and Jauch, 2002; Porter and McLaughlin, 2006). A lot has been researched around leaders and leadership. However, modern times require holistic approaches to leadership. "More and more leadership is being distributed and shared in organizations", and "leadership is being viewed as a complex and emergent dynamic in organizations" (Avolio *et al*., 2009: 442).

The new approach to leadership claims that the leader has to promote contextual ambidexterity, encouraging a supportive organizational context that generates simultaneous capacities for alignment and adaptability (Gibson, 2004), by supplying the necessary planning and control of tasks as much as stimulating bricolage whenever the situation would ask for it (Cunha, 2005). It would imply that the leader knows well the resources they can count on, and promotes institutional entrepreneurship beyond actors that fulfill two conditions (1) initiate divergent changes and (2) actively participate in the implementation of these changes (Battilana, Leca & Boxenbaum, 2012).

Research on leadership is now focusing not only on the leader but also on how the follower, the team, the organization and the culture impact on the leadership effectiveness (Avolio, 2007; Avolio *et al*., 2009; Bushe and Marshak, 2016; Dinh *et al*., 2014; Hall and Rowland, 2016; Kozlowski and Bell, 2001; Morgeson *et al*., 2010; O'Connell, 2014; Yammarino, 2013). A multi-level analysis should be considered when studying leadership, as all players and events contribute to the success of the desired outcomes (Lord and Dinh, 2012).

As such, the dynamics of the context matter. In times where digital is the primary context, quick information gathering, and processing, fast problem solving, and rapid adaptability will make the difference, namely within the organizational setting. According to Zaccaro, Rittman, and Marks (2001), effectiveness will come through a conjunction of

influencers, being leadership one of those. Leadership will be not only the individual leader who carries specific knowledge, skills, and attitudes. Leadership is more complex since it should regard all the dynamics (individuals, team, organization, environment), which will contribute to effectiveness. Thus, team leadership should include different functions adjustable to specific circumstances.

Uhl-Bien, Marion, and McKelvey (2007) referred to this approach as "Complexity Leadership Theory", adding "a view of leadership as a complex interactive dynamic through which adaptive outcomes emerge" (Uhl-Bien *et al.*, 2007: 314). Yammarino and Dansereau (2008) pointed leadership as having a multi-level nature that will emerge if leaders and followers link together. Moreover, Dinh *et al.* (2014) argued that leadership phenomena could only be understood if different level of analysis are considered: "leadership involves the contribution of multiple actors and bidirectional influence (top-down and bottom-up) that unfolds throughout different time scales (from minutes to years)" (Dinh *et al.*, 2014: 37).

The present research will follow Yammarino's (2013: 150) definition of Leadership:

"Leadership is a multi-level (person, dyad, group, collective) leader-follower interaction process that occurs in a particular situation (context) where a leader (e.g., superior, supervisor) and followers (e.g., subordinates, direct reports) share a purpose (vision, mission) and jointly accomplish things (e.g., goals, objectives, tasks) willingly (e.g., without coercion)".

2. Dynamic Team Leadership

The speed introduced by transportation's development and mainly by technological innovations made the world smaller, expanding markets, and shifted the work into knowledge-based tasks where career paths are no longer stable (Savickas, 2012). Individuals, teams, and organizations must learn and adapt not only to their current location and reality but must consider a broader context that is now part of their effectiveness. Many organizations are using project teams enhancing teamwork as a strategic tool for competitiveness (Reich, Ullmann, Loos, and Leifer, 2008). Along this track, team leadership is critical and have to consider different structures and processes where leaders will play the needed role in a specific event, promoting team learning and adaptation (Kozlowski, Gully, McHugh, Salas, and Cannon-Bowers, 1996; Morgeson *et al*., 2010; Wageman, 2001) and supporting sensemaking (Lord and Dinh, 2012; Wakkee, Elfring, and Monaghan, 2010).

The leader comes in as a crucial functional player ("functional leadership theory suggests that the leadership role is 'to do or get done, whatever is not being adequately handled for group needs'", MacGrath, 1962: 5, in Morgeson *et al.*, 2010: 8), but the focus is the team as a unit (Morgeson *et al.*, 2010).

Kozlowski and Bell (2001:6) define work teams and groups as entities which "(a) are composed of two or more individuals, (b) who exist to perform organizationally relevant tasks, (c) share one or more common goals, (d) interact socially, (e) exhibit task interdependencies (i.e., workflow, goals, outcomes), (f) maintain and manage boundaries, and (g) are embedded in an organizational context that sets boundaries, constrains the team, and influences exchanges with other units in the broader entity".

The leader is responsible for the development of integrated taskwork ("task-relevant knowledge and skill development", Kozlowski and Bell, 2001: 22, therefore individual job and technical skills) and teamwork ("knowledge and skills that enhance the quality of team member interactions, i.e., coordination, cooperation, communication", Kozlowski and Bell, 2001: 22), for the team to perform as a unit (Koslowski *et al.*, 1996). Along the developmental process, this leader plays different roles (mentor, instructor, coach, and facilitator) (Koslowski *et al*., 1996) towards an external context that sets the pace, the tempo, and cycles of team activities (Kozlowski and Bell, 2001). The focus of this leader is to promote team coherence, i.e., shared affect, complementary cognition, and compatible behavior, between team members, leading towards coordination and adaptation within the team. Through this team leadership process, members will then develop a shared mental model (cognitive structure), which allows interdependent task situations and actions that serve collective purposes (Koslowski *et al.*, 1996).

Indeed, team effectiveness must regard a dynamic process where the leader plays the function of the 'orchestra conductor'. However, team effectiveness is not measured by individual interaction (how the leader or each team member perform), but instead, it should be assessed using three criteria (Hackman, 1987): (1) *team performance,* i.e., the tangible output produced by the team should meet or exceed the foreseen objectives; (2) *team viability*, i.e., the social processes used to carry out the tasks should promote team integrity as a performing unit, so that team members want to continue working together; (3) *team satisfaction*, i.e., individual members should feel the team experience as a satisfactory impact towards their personal needs.

This research will rely on this three-dimensional conception of effectiveness while contributing to complement research around organizational work teams, as defined above. Thus, this work will explore the leadership of intact social systems with clear boundaries and

moderate stability whose members work together interdependently and with collective accountability to achieve a common purpose (real teams as described by Hackman and Wageman, 2008) as a dynamic component where anyone can be considered contributing to effectiveness.

3. The Dynamic Team Leadership Model

Being aware of the importance of teams as "basic building blocks of organizations" (Kozlowski and Bell, 2001: 4), facing highly competitive and changing environments, Koslowski *et al.* (2009) propose a model sensitive to the teamwork context, task cycles, and developmental processes.

This model is formulated around task and skill development dynamics through four-phase transitions - Team Formation, Task and Role Development, Team Development, and Team Improvement. Each phase focus on ideal development targets - Team Identification and Commitment, Individual Taskwork Capability, Teamwork Capability, and Adaptive Capability - which are developed throughout a task engagement cycle relating to an iterative three-phase process of preparation, action, and reflection. This task engagement cycle considers the context of low load and high load of tasks. Although some thought can be made along with action (monitor / develop) in high load context, moments of setting developmental goals, briefing action strategy (in the preparation phase of the engagement cycle), diagnosing deficiencies and facilitating process feedback (in reflection phase of the engagement cycle) occur more in low load contexts.

Team leadership supports the development process within each engagement cycle and throughout phase transition, initially at an individual level transitioning to team adaptation along the way.

Morgeson *et al.* (2010), ensuring that team leadership enhance team effectiveness, conceptualized the sources of leadership along structural dimensions of locus of leadership (internal or external) and formality of leadership (formal or informal). According to Morgeson *et al.* (2010), the leader plays a specific role (e.g., team leader, coach, shared, mentor) towards a specific team satisfaction need. Also, Koslowski *et al.*'s (2009) model considers different leader's functions throughout different team developmental phases, to enhance the unique skills and abilities of each team member towards team performance. Thus, the leader uses different leadership functions needed at a specific phase, namely:

(1) at a formation phase (new team, new member or new leader), when there is the need of starting to work together or aligning initial expectations, the leader plays a mentor role; this leader-mentor (a) in the preparation engagement task phase supports team orientation and socialization and provides action strategy, (b) in the action engagement task phase monitors member's interaction, develops commitment, cooperation, and team identity, as well as intervenes through task assistance and team coordination, (c) and reflection stands at an individual level; "by serving the role of mentor, the leader prompts the development of social structure, sets an example by modeling appropriate behavior, and promotes an orientation to the team, its mission, and objectives" (Koslowski *et al.*, 1996: 263).

(2) at a task and role development phase, team members have already the social structure in place, and can now concentrate more on their tasks (Koslowski *et al.*, 1996); therefore the team leadership role needed at this stage is one as an instructor, who will (a) focuses on taskwork and role socialization as development goals, and provides rationale for action strategy, (b) this leader monitors individual performance, develops self-efficacy, taskwork and individual mental models, and continues to intervene through task assistance and team coordination, (c) also reflections promoted by the leader will continue to be at an individual level, facilitating member's identification of areas to improve.

(3) at a team development phase, it is supposed that members have considered capability, but still need to "learn the interdependencies among individual positions, task priorities among positions, and the tempo and pacing that enables coordination" (Koslowski *et al.*, 1996: 263); at this stage, the leader's focus will keep away from the individual capability and will turn to team performance, requiring, according to Koslowski *et al.* (1996 and 2009) a coach's role; as a coach, the leader (a) supervises teamwork and cooperation as developmental goals, and facilitates action strategy selection at the preparation engagement task phase, (b) monitors team performance, develops team efficacy, teamwork and shared mental model, and intervenes in team coordination, and task, strategy and goal revisions at the action engagement task phase, (c) facilitates team reflection and provides team-level developmental feedback at the reflection engagement task phase.

(4) at a team improvement phase, the team has a higher expertise, and is now performing and functioning smoothly, being able to adapt to any incoming event; the leader shifts to a facilitator role, making the best use of team's shared affect, cognition and behavior, and supporting the team to maintain coherence, by (a) keeping adaptation and social cohesion as developmental goals and facilitating development of new action strategies at the preparation engagement task phase, (b) monitoring adaptive performance, developing team potency,

adaptation, and compatible mental model, and intervening in situation updates and final decisions at the action engagement task phase, (c) monitoring team reflection and developmental feedback at the reflection engagement task phase.

In this research we assume the Dynamic Team Leadership model to be an advancement in team leadership research as it comes close to a description on how team effectiveness, and consequently, organizational effectiveness happens, taking into account the dynamic present in a wide system that sets constraints and influences team and organizational processes and outcomes. Team's developmental sequences and cycles of task contingencies are not to be dismissed when studying team leadership, and more specifically when dissecting the leader's role towards team effectiveness. The leader must consider the team level development at a specific time and facing a particular event and must function accordingly, shifting roles.

Although researchers recognize, theoretically, the importance to look at the team leadership dynamical perspective, it is overlooked in empirical research, and even in research overall. We conducted a "Dynamic Team Leadership" keyword search of peer-reviewed articles at ProQuest database in April 2017, and we were able to find only seven references.

All of those article (Berlin, 2015; Lin, Liu, Joe, and Tsai, 2017; London and Sessa, 2007; Naidoo, Scherbaum, Goldstein, and Graen, 2011; Nicolescu and Nicolescu, 2014; Rao and Abdul, 2015; Rousseau, Aubé, and Tremblay, 2013) only mention "Dynamic Team Leadership" as such in its references. Nicolescu and Nicolescu (2014) present a conceptual typology of dynamic management studies. Berlin (2015), Lin *et al.* (2017), Rao and Kareem Abdul (2015) explore essential relationships within the team process. Nevertheless, their empirical studies have not considered task cycles and team developmental processes. Berlin (2015) even missed the flexibility inherent to the leader's roles in the dynamic team leadership model.

Berlin (2015) argues that Kozlowski *et al.*'s (2009) model proposes a static leadership role, although Kozlowski and colleagues reflected on several of their conceptual approaches (2010 and 1996) that describe how leader adjust the role played in a specific moment in time to the team's needs upon the context. Moreover, Kozlowski *et al.* (2009) also differentiate a leader's functions in task engagement upon high or low load contexts. London and Sessa (2007) propose a detailed model to identify and to understand the development of learned group interaction patterns, supported by the task engagement cycle described in Kozlowski *et al.* (2009) work, but they do not address the functional role of team leaders within the group interaction process. Rosseau *et al.* (2013) build upon the functional perspective of leadership to explore team coaching as a motivational and behavioral process that is conducive to innovation. However, these researchers do not go into detail on how the dynamic works.

The present research wants to go deeper into the dynamic team leadership model and show its applicability, namely in what it relates to the team leader function as a team coach. Therefore, the focus is on the third phase of the model - Team Development - and the leader function as a coach towards team effectiveness, and consequently, business results.

4. Managerial Coaching

In the literature, we are able to find multiple definitions of Coaching (for some of the coaching definitions see, for example, Hamlin, Ellinger, and Bettie, 2009), despite coaching's relative new entrance to the management practices (Bond and Seneque, 2013). ''Academic research on coaching has lagged far behind the practitioner literature'' (Feldman & Lankau, 2005: 830). Indeed, although some attempts to theorize the concept have been made, we cannot yet talk about Coaching as a unanimous construct. In a literature review about Coaching, Barosa-Pereira (2006) was able to identify as key-elements of its definition: (a) a practice, i.e., an intervention focused on action, (b) achieved through a relationship between two entities, one of which or both may be a person or an organized group of people, (c) aimed at professional and personal development and improvement of each beneficiary, (d) drawing up of prior learning that promote unused potential, (e) which is planned by the actors at a specific time, (f) but shall be continued by the receiver in their day to day, even after completion of the process, (g) and which aims primarily to increase productivity at the same time it provides well being.

Like Evered and Selman (1989) explained, coaching was introduced in management literature back in the 1950s much more directive and with a focus on job skills development. In the mid-70s, consultants began to translate sports coaching into managerial situations, and coaching began to be connected with management training. Only after 2000, practitioners and researchers start to observe the potential of partnering instead of controlling techniques that coaching was bringing to the relationship between the manager and the managed (e.g., Ellinger, Hamlin, and Beattie, 2008; Hamlin, 2004; McLean *et al.*, 2005). It is not a place where a hierarchical level pushes the other to accomplishment, but rather a place where the other is willing, committed and partnering toward achievement and results (Ely, Boyce, Nelson, Zaccaro, Herney-Broome, and Whyman, 2010; Evered and Selman, 1989).

Although some researchers still stressed an advisor role of coaching used by managers (e.g., Vidal-Salazar, Ferrón-Vílchez, and Cordón-Pozo, 2012), most of the empirical studies around the necessary skills for managers act as coaches are multidimensional and very interpersonal developmental focused as coaching used by a manager is expected to encourage

and motivate employees performance improvement (e.g., Ellinger *et al.*, 2003; Ellinger *et al.*, 2008; Elmadag, Ellinger, and Franke, 2008; Hannah, 2004; Heslin, Vandewalle, and Latham, 2006), having the potential to contribute to the development of learning organizations and organizational performance (Hagen, 2010). McLean *et al.* (2005) emphasized the importance of the dichotomous character of coaching used by managers, where open communication style should be used instead of a closed one, the approach to task should focus on the team rather than on the individual, the value should be of people versus task, and the belief of ambiguity should prevail over certainty in the working environment. Ellinger *et al.* (2008), while comparing three empirical managerial coaching studies (Ellinger, 1997; Beattie, 2002; and Hamlin, 2004), pointed out not only effective managerial behaviors but also raised the awareness to the importance of including ineffective behaviors (such as autocratic, directive, controlling, dictatorial style; ineffective communication and dissemination of information; inappropriate behaviors like not spending enough time with employees) in programs that seek to build managerial coaching skills.

Grant, Passmore, Cavanagh, and Parker (2010), supported by Whitherspoon and White (1996) categorized coaching applications within skill coaching when it applies to a specific skill set development, performance coaching when the concern is improving performance, and developmental coaching when the approach is more strategic and coaching is focused on "enhancing the individual's ability to meet current and future challenges more effectively via the development of increasingly complex understanding of the self, others and the systems in which the person is involved" (Grant *et al.,* 2010:127).

Dahling *et al.*, 2016, distinguished managerial coaching from other types of related constructs (executive coaching, training, performance appraisal, and performance feedback) used in organizations for professional development, by defining it as a "multidimensional [(a) providing continual constructive, developmental feedback to subordinates, (b) serving as a behavioral model for good performance, and (c) working collaboratively with each subordinate to set engaging, challenging goals that motivate performance] and deeply personalized based on the needs of each individual subordinate" (Dahling *et al.*, 2016: 867).

Kim (2011) suggested that managerial coaching has a direct impact on employee satisfaction with work and role clarity and an indirect impact on satisfaction with work, career commitment, job performance, and organizational commitment.

In the present research, we will use managerial coaching, as the construct that will describe coaching used by people with any leadership role in an organization versus coaching done by professional coaches (the formal coaching as Grant *et al.*, 2010, differentiate it). In the

literature, we can find research addressing leaders using coaching named as managerial coaching (e.g., Chong, Yuen, Tan, Zarim, and Hamid, 2016; Dahling *et al.*, 2016; Ellinger *et al.*, 2008; Kim, 2011; Hagen, 2010; Hannah, 2004; Ladyshewsky, 2010; McCarthy and Milner, 2013; McLean *et al.*, 2005; Noer, Leupold, & Valle, 2007), as employee coaching (e.g., Heslin *et al,* 2006), or as supervisory coaching (e.g., Ellinger *et al.*, 2003; Joo, 2005; Pousa and Mathieu, 2014).

But what is, in fact, coaching done by team leaders? A skill (e.g., Chong *et al.*, 2016)? A process (e.g., Dahling *et al.*, 2016)? A leadership style (e.g., Buljac-Samardzic and van Woerkom, 2015)? A tool or business technique (Vidal-Salazar *et al.*, 2012)? A role (e.g., Ellinger *et al.*, 2008; Pousa and Mathieu, 2014)? A human-change methodology (Grant *et al.*, 2010)?

Evered and Selman (1989) called it an "Art of Management", while organizations began moving from a control model of management towards a culture that empowers and invites people to contribute more productively and with less alienation. Hamlin, Ellinger, and Beattie (2006: 328) "situate coaching at the heart of managerial and leadership effectiveness".

Many of the coaching's models are designed for professional coaches and not for managers using coaching (Peterson and Little, 2005), and some researchers (e.g., Chong *et al.*, 2016; Ellinger *et al.*, 2008; McCarthy and Milner, 2013) addressed challenges managers face while using coaching skills many times because of lacking the requisite skills (like listening, questioning, goal setting, feedback delivery) to coach effectively, due to issues of power, that might prevent the manager from being willing to accept the ideas of the employee, or issues of confidentiality, which is essential to promote the needed safe space of trust.

Usually, a professional coach sets a contract with the coachee, which will be the goal for their work together. However, managers might have multiple agendas where coaching might appear as the less important one (Peterson and Little, 2005), and "often, work demands, lack of time, insufficient training, and misaligned reward systems contribute to sporadic or non-existent levels of managerial coaching (Ellinger, 2013)" (Ellinger and Ellinger, 2014: 126). Some researchers pointed that coaching's effectiveness varies mainly according to the willingness of the manager to coach their team (Heslin *et al.*, 2006; McCarthy and Milner, 2013), and of the team members' willingness to be coached (Bacon and Spear, 2003; Hodgetts, 2002; Joo, 2005; Laske, 1999; Vidal-Salazar *et al.*, 2012), as well as of the organizational environment supporting the coaching process (Ely *et al.*, 2010; Joo, 2005).

Empirical research has been done mostly about the delivery of coaching services and the characteristics of the coach and the coachee (Grant *et al.*, 2010). Little published research

exists that identifies specific effective or ineffective coaching behaviors (Ellinger, 2003; Peterson and Little, 2005). Existent studies (e.g., Beattie, 2002; Ellinger, 1997; Ellinger and Bostrom, 1999; Ellinger, Ellinger, and Keller, 2003; Hagen, 2010; and Hamlin, 2004) confirm behaviors of the manager demonstrating coaching expertise (Hagen, 2010). However, these behaviors are very individual-focused. As team coaching is a relatively new approach, the managerial team coaching expertise needs more empirical exploration.

Buljac-Samardzic and van Woerkom (2015) claimed that there are already some studies connecting functional leadership with managerial coaching. This research proposes to study Team Coaching as a team leader's function, as Koslowski *et al.* (2009) explored it, i.e., as the Dynamic Team Leadership model described the need for a team leader coach role for a team to perform as a unit.

Team coaching is a relatively new concept and not yet well defined (Brown and Grant, 2010; Carr and Peters, 2012; Hackman and Wageman, 2005). Few researchers explored team coaching empirically as support of team effectiveness (e.g., Brown and Grant, 2010; Carr and Peters, 2012; Hackman and Wageman, 2005; Liu *et al*., 2009; Wageman, 2001), while some practitioners designed models to be used by external coaches in team coaching interventions next to leaders (e.g., Clutterbuck, 2007; Giffard and Moral, 2007; Hawkins, 2011; Thornton, 2010). To date, the link between research and practice remain.

As a starting point, this research gives a clearer understanding of what is team coaching as a function of team leadership and reflects on what this function implies. Building upon the Dynamic Team Leadership meta-theory, the present research will start an exploration around the team development phase, contributing to the reflection and evidence of the coach function in mature global teams, and to the advance on team coaching research, by proposing the Dynamic Team Leadership Coaching as a new concept.

5. Team Coaching

As Carr and Peters (2012: 18) advocate, "the roots of team coaching are found in sports coaching, group work, process facilitation, psychology, systems theory, and organizational development approaches".

Joo (2005) presents a conceptual framework for successful executive coaching which display four components, i.e., coaching antecedents (coach and coachee characteristics and organizational support), coaching process (coaching approach, coaching relationship and feedback receptivity), coaching outcomes (behavioral change, self-awareness, learning, and

ultimately career success and organizational performance). Moreover, Ely *et al.* (2010) refer to four dimensions as a foundation for understanding the nature of coaching: coach characteristics, coachee needs (the focus of a coaching process), coachee-coach relationship (the environment where coaching occurs), and coaching process.

Following these researchers, the present review analyses team coaching literature supported by five dimensions: the team coach characteristics, the team coaching process, the team coaching context, the team coaching competencies (used by team leadership), and team coaching outcomes.

Through a keyword search using "Team Coaching" and "Coaching d'Equipe" of peer-reviewed articles, full text, and scholarly journals at the ProQuest database in July 2018, 228 references were found. One hundred ninety-three of these articles use "team coaching" only within their references or refer to "team coaching" casually as a methodology to be used with teams, without any further explanation.

After an attentive reading of the thirty-five articles, thirteen were excluded, because the subject of those articles was about work done next to leaders and not within teams. Most of the remaining twenty-two address "team coaching" as a skill, a role or a process used by managers as part of their function as team leaders.

The oldest articles were an approach used in nursing management strategies.

Table 1- First Team Coaching definitions found in the literature review

Joanne, and Wilkerson (1996)	*Team coaching is based on the belief that the ability to coach and develop others is a talent. Thus, identifying individuals with both the talent and the willingness to coach is the optimum combination. Another important element of self-management is asking for feedback and providing feedback for others, so coworker feedback was built into the process. (Joanne, and Wilkerson, 1996:48n)*
Savage (2001)	*Team coaching focuses on two goals: improving executive team effectiveness and enhancing both the leadership and "followership" of the members. Unlike conventional team building or team development, team coaching is event or situation driven and grounded in real-life, realtime issues facing executive teams. Because there is a clearly defined goal in team coaching, you realize three benefits. First, the organizational issue requiring attention is addressed head on. Second, the team learns to work more effectively by working on an actual issue instead of a simulated exercise. Third, individual team members receive direct feedback and gain insight into how they help or hinder the team's operation. (Savage, 2001:182)*

Early on, team coaching meaning included specific elements throughout different dimensions, as presented in Table 2.

Table 2 – Elements of Team Coaching meaning (1987-2001)

Team Coach	Ability	willingness	
Process	has a clearly defined goal		
Context	on-the-job learning		
Competency	asking and providing feedback		
Outcomes	improving team effectiveness	enhancing both the leadership and followership of the members	direct benefits for real-time organizational issues, and how team and individual members can work around them

Only in 2001 "team coaching" as an independent concept began to gain some shape when Ruth Wageman, while researching around team effectiveness, related previous self-managing team effectiveness work (focused on the day-to-day leaders' interactions with their teams), developed by scholars and practitioners, with what she called "hands-on coaching".

> "*Pervading the literature on team coaching is the view that leader coaching behaviours can directly affect team members' engagement with their task, their ability to work through interpersonal problems that may be impeding progress, and the degree to which members accept collective responsibility for performance outcomes*." (Wageman, 2001: 561)

Although Wageman's ways of relating to previous research may raise some questions (e.g., connecting Kaplan reviewed research on the effects of process consultation as a form of coaching), she raised the question of what 'competent' coaching might be. Based on qualitative research done next to thirty-four self-managing teams and on quantitative measures of team performance obtained from organizational archives, Wageman (2001: 570) concluded that "effective coaching helps well-designed teams more than poorly designed teams, and ineffective coaching undermines poorly designed teams more than well-designed teams". Wageman's study was supported by Hackman's (1987) research, a researcher with whom she partners some years later (2005) to build "The Theory of Team Coaching" (mentioned ahead).

Throughout 2002 and 2003 researchers reported team coaching being used to facilitate change within organizations, namely to align personal efforts with organizational goals (Eaton and Brown, 2002), and to "communicate and talk more openly with one another; work in the same department and function together as a team; have policies on their issues from the workshop; have weekly team meetings with their manager; operate a flatter team structure; have

more effective working practices" (Howard, Wall, and Halligan, 2003: 90). It was also in 2003 that Alain Cardon identified the goal of team coaching as supporting "the development of the collective performance of a team, in a continuous and measured way, so that the operational result of the whole exceeds the potential of the sum of its members" (Cardon, 2003:14)

Following the introduction of team coaching as an independent concept, more elements can be added to the team coaching meaning, as described in Table 3.

Table 3 – Elements of Team Coaching meaning (2001-2004)

Team Coach	day-to-day interactions of leaders with their teams	support collective performance development of a team	
Team Processes	Interdependence	more effective working practices	in a continuous and measured way
Context	well-designed teams	flatter team structure	
Competencies	communicate and talk more openly with one another		
Outcomes	facilitate change	align personal efforts with organizational goals	the operational result of the whole exceeds the potential of the sum of its members

In 2005, Hackman and Wageman published "The Theory of Team Coaching", which we can assert being the most important work in this field of research since it is serving as support to researchers and practitioners since then. In this article, the authors assumed team coaching as an act of leadership and not as a leadership style or a leadership behavior, claiming that, besides some articles and books around coaching in sports, "relatively little has been published that specifically addresses the coaching of task-performing teams" (Hackman and Wageman, 2005: 269). With this conceptual model, Hackman and Wageman demonstrate that the impact of team coaching depends on the competent use of coaching functions, at appropriate times and in appropriate circumstances.

"The Theory of Team Coaching" proposed a definition of team coaching task-oriented since it would be performance leading the quality of relationships within the team: "direct interaction with a team intended to help members make coordinated and task-appropriate use of their collective resources in accomplishing the team's work" (Hackman and Wageman, 2005: 269). This theory also proposed three different types of effective coaching related to the development stage and the readiness of the team to be coached: 1) motivational coaching at a begging stage; 2) consultative coaching when the team is at its midway, where the team needs to review their performance strategies and identify new ways of operating; 3) educational

coaching at the end of the teams' work cycle, so the team can learn from their experience together and develop further knowledge and skills. In contrast, poor coaching would be analyzing problems and giving advice on how to solve them and/or trying to fix relational issues within the team, instead of looking for the appropriate moment to support the team to reflect for itself upon how they work together accomplishing specific tasks, reviewing their efforts, their performance strategies and the knowledge and skillset within the team. Nevertheless, even with the best coaching being used, organizational support must be in place.

This conceptual model contributed enormously to the design of the team coaching construct. However, it sounds too rational, and teams as living organisms carry great emotional luggage, which is dismissed in this theory. In fact, for these researchers, members of the team can complete tasks more efficiently just by focusing on those tasks and understanding its correlations with other team members' work. Nevertheless, the satisfaction of team members when considered, can, eventually, reduce effort (therefore increasing motivation), conducting to less energy waste, to less time consummation, and to an increasing happier environment, where people like to work in (Rolfe, 2010). That is the same as saying that satisfaction within a team will lead to the quantity and the quality of team results.

Also, Liu, Pirola-Merlo, Yang, and Huang (2009), who empirically tested the team coaching theory, were only able to support the propositions of this model partially. Their study, with one hundred thirty-seven research and development teams in Taiwan (usually having just a three-month life), confirmed that team coaching has a positive effect on team effort, skills, and knowledge, but not directly in team effectiveness, suggesting that time and culture may influence the use of team coaching as Wageman and Hackman (2005) described it.

As the concept becomes more narrowed, more particular elements can be added to team coaching meaning, as shown in Table 4.

Table 4 – Elements of Team Coaching meaning (2005)

Team Coach	act of leadership	competent use of coaching functions
Team Processes	help members make coordinated and task-appropriate use of their collective resources	
Context	at appropriate times and in appropriate circumstances	organizational support
Competencies	support the team to reflect for itself	
Outcomes	learn from their experience together and develop further knowledge and skills	the satisfaction of team members

Between 2006 and 2010, team coaching research focus in a more relational process, being it used to work with "troubled teams" (Boddington, Howard, Cummings, Mellor, and Salter, 2006), to raise team self-awareness around inter and intra-team work improvement (Horner, 2006), or to create synergies towards culture changes (Cormier, 2007; Rolfe, 2010).

At this point in time, research begins to claim team coaching as an impactful intervention, focused on the process and not the content, towards the development of shared mental models, and shared norms and rules, where unpredictability is to consider since it will be the team designing their ideal stage, and planning accordingly to meet shared goals and objectives (Rezania, 2008; Rezania and Lingham, 2009; Rolfe, 2010).

It is also between this period in time that the "how" starts to take some attention. Researchers and practitioners exhibit team coaching models to describe what should happen during the process. Some of the most popular books about team coaching carry that intention (i.e., Clutterbuck, 2007; Giffard and Moral, 2007; Hawkins, 2011; Thornton, 2010), and contributed to the advancement of team coaching construct, by defining team coaching further (Table 5).

Table 5 - Team Coaching definitions (2006-2010) found in the literature review

Giffard and Moral (2007)	*Le coaching d'équipe envisage l'ensemble d'n groupe d'individus dans leur environnement, dans une vision systémique et non dans une vision linéaire de cause à effet, comme par exemple pour une résolution de conflit entre deux membres d'une équipe. (...) le coach d'équipe est le miroir qui permet à l'équipe de visualiser son propre système de représentation, d'identifier les points forts et les dysfonctionnements dans sa perception de la réalité, de faire évoluer ses processus de fonctionnement et, plus généralement, d'inventer ses propres solutions. (Giffard and Moral, 2007: 7)*
Clutterbuck (2007)	*A learning intervention designed to increase collective capability and performance of a group or team, through the application of the coaching principles of assisted reflection, analysis and motivation for change. (Clutterbuck, 2007: 19)*
Thornton (2010)	*Coaching a team to achieve a common goal, paying attention to both individual performances and group collaboration and performance. (Thornton, 2010: 120)*
Hawkins and Smith (2006)	*Enabling a team to function at more than the sum of its parts by clarifying its mission and improving its external and internal relationships. It is different therefore from coaching team leaders on how to lead their teams or coaching individuals in a group setting. (Hawkins, 2017: 75)*

Unlike Wageman and Hackman (2005), these authors considered team coaching not only task-focused but also relational. Moreover, they all agreed that team coaching is a process very different from individual coaching, where it will be more challenging, but crucial, to create a respectful space of trust, non-defensive attitudes, and confidentiality through a focus on reflection and learning of team's experiences as a unit (Rolfe, 2010).

Kets de Vries (2005) understood team coaching as having a more lasting impact than individual coaching because it deals with both cognition and affects within the organizational system, which will support the change directly in the working environment and prevent the "automatic pilot" from taking over.

Brown and Grant (2010) remarked that the practice of a coaching done within a group setting is different from dyadic coaching since coaches who work with a group "need a strong understanding of group dynamics or group-based dialogue processes, in addition to the individual interpersonal and rapport-building skills necessary for dyadic coaching" (Brown and Grant, 2010: 32). Also, systems-level thinking will stand out in group interventions versus what would naturally happen during dyadic coaching.

Later, Duff (2013) will also argue that team coaching is different from other variations of coaching, like an individual or executive coaching, due to its processual focus on task accomplishment of teams. Moreover, Hauser (2014: 63) will conclude that "coaching a work team is more complex than coaching individuals due to the systemic context", and that "coaching work teams, compared to coaching individuals, requires a broader base of knowledge, skills, and experience, notably related to team performance, group dynamics, team development, and systems" (Hauser, 2014: 64).

Hawkins and Smith's (2006) approach is more systemic than the others, as they argued that team coaching should consider not only internal dynamics to the team but also all the external dynamics that the team will encounter. They even explicit expressed how team coaching is different from coaching done next to team leaders, where coach and coachee work the team leaders' capabilities of working with their teams, or from group coaching interventions, where different individuals come together to work around their developmental areas.

Another consensual characteristic of the construct is that a team coach is someone who will contribute to clarifying the organizational vision without prescribing expectations of the outcome, but instead, through questioning and empowerment, promote reflection and allow decisions emerge from the team itself (Rolfe, 2010).

As we move to a more functional, process focus, and systemic team coaching meaning, we can add some other elements, as presented in Table 6.

Table 6 – Elements of Team Coaching meaning (2006 - 2010)

Team Coach	comfortable with unpredictability	understanding of group dynamics or group-based dialogue processes	a broader base of knowledge, skills, and experience, notably related to team performance, group dynamics, team development, and systems
Team Processes	shared mental models, and shared norms and rules	clarifying its mission	focus on reflection and learning of the team's experiences as a unit
Context	external and internal relationships	deals with both cognition and affect within the organizational system which will support the change directly in the working environment	systemic context
Competencies	create a respectful space of trust, non-defensive attitudes and confidentiality	through questioning and empowerment, promote reflection and allow decisions emerging from the team itself	
Outcomes	contribute to clarify the organizational vision without prescribing expectations of the outcome		

What is not unanimous is if the team coach should be someone from the team, eventually the team leader, or someone external to the team, or even external to the organization (Brown and Grant, 2010). In most of team coaching research, this distinction is not made, and pre-requiring needs on training skills for team coaches are not made (Carr and Peters, 2012). Moreover, despite the International Coach Federation (ICF) stating in 2012 that external coaches conduct 85% of all coaching services, Hauser (2014), while doing her Doctoral dissertation, found no literature about behaviors of external coaches when interacting with a work team.

Buljac-Samardzic and van Woerkom (2015) found that team coaching done by managers is more effective but not necessarily more efficient and innovative. They argued that managerial coaching, being time-consuming, works best next to teams that do not engage in reflection on their initiative "by preventing these teams to waste time caused by for instance unclear values and norms" (Buljac-Samardzic, and van Woerkom, 2015: 291).

Eisele (2013) suggested that cultural differences may determine "who" can play the role of a team coach.

> *"Sometimes, group members in the Swedish sample viewed the team leader as someone outside the team, and sometimes as a team member inside the team but*

with a leadership role. In the sample from the US, it is taken for granted that the team leader is a person outside the team and working as a link between the team and the organization." (Eisele, 2013: 64)

Also, the wording used to describe the team coach's functions may find cultural "resistance". In the literature, we can find an underlying understanding of a coach's role being more or less directive in the way it is addressed. As Wakkee *et al.* (2010: 6), grounded on Ellinger and Bostrom (1999) work, put it:

"coaching encompasses a set of behavioral activities and can take two basic forms: (1) the prescribing paradigm in which a coach directs, controls, and prescribes the employee's behavior and (2) the empowerment paradigm in which a coach develops a learning environment and process that allows the employee to learn and develop competencies".

When researchers used words like "consultative" (Hackman and Wageman, 2005), "educational" (Hackman and Wageman, 2005; Hauser, 2014), "commissioning" (Hawkins, 2011) or "advisory behaviors" (Hauser, 2014), it might be understood as a directive component of a coach's role, mainly in some cultures. Also, Carr and Peters (2012) pointed that the three coaching function terms used by Hackman and Wageman (2005) connote a directive approach, which is not aligned with what professional coaches find their role to be.

Probably, researchers did not have the intention of considering coaching a directive approach (Carr and Peters, 2012). However, while exploring the meaning of team coaching, clarification must be made around what it indeed implies. More than the translation of the words, it will be about the interpretation of the underlying meaning. As for some culture (from a country or even only from an organization), advice or consultancy might mean that the final decision would be at the operational end; within other cultures, these positions might be understood as a "must-do" option.

Just an example of how confusing the terminology around team coaching sounds, is the description offered by Rousseau, Aubé, and Tremblay (2013). These researchers start by acknowledging the proposition of Hamlin, Ellinger, and Beattie (2006) that "team leaders may encourage team members to think through solutions, rather than imposing the solutions on them, which allows room for experimentation and initiative by their team members" (Rousseau, *et al.*: 346), for then ending the paper describing team coaching "as a leadership style that encompasses such behaviors as setting clear expectations, providing recognition, identifying

team weaknesses, giving suggestions, and stimulating problem solving" (Rousseau, *et al.*: 357), i.e., as a very straightforward and directive style of leadership.

For a more precise understanding and boundaries between coaching and other related interventions (e.g., consultancy, mentoring, (on-the-job) training), while clarifying what team coaching looks like in practice, more rigorous research is needed. Research which will question the variety of functions, styles or even intended outcomes, and whether directiveness is or is not a substantial component for leaders coaching their team.

An essential mark for the team coaching construct was the Ph.D. thesis from Carr and Peters (2012), who propose a High-Performance Team Coaching Model empirically validated, adding to the body of evidence-based research in the field.
According to Carr and Peters, team coaching is:

> *"a form of interactive dialogue and interaction over time between the coach and the team, in order to reflect upon, define, anchor, and sustain new ways of working together in the service of collective goals."* (Carr and Peters, 2012: 4)

These two researchers studied the impact of team coaching felt by participants in their business and on the effectiveness and changes noticed after six months of team coaching. They have combined chosen concepts from Hackman and Wageman, and Hawkins, and define the high-performance team coaching as "a comprehensive and systemic approach to support a team to maximize their collective talent and resources to effectively accomplish the work of the team." (Carr and Peters, 2012: 258)

The High-Performance Team Coaching model argues that team coaching can be used throughout all team life-cycle, focusing on six different components: at the beginning of a new task or team cycle the team coach should focus on three components - preassessment, coaching for team design, and team launch; in the middle of the task or team cycle the team coach will focus on ongoing team coaching, by "assisting the team to review current processes and performance, reflect on what they have learned, and refine their strategy to best achieve their goals going forward" (Carr and Peters, 2012: 262); at the end of the task or team cycle the team coach supports the team to integrate learning and successes. This model also suggests that psychological safety is the factor that promotes all team coaching components. Moreover, the model indicates team effectiveness to be the expected outcomes of the team coaching process, being the quality of the outputs, team capabilities and relationships, and individual engagement its measures for success.

This model is a step forward for researchers and practitioners, namely because it integrates all team coaching literature as well as it is empirically sustained. However, the model is aligned with external (to the team) coaching interventions, since it includes a preassessment phase and individual coaching to the team leader. Also, the preassessment component raises the question of boundaries between practices again, due to its consultant connotation.

More special attention to team coaching as a research subject was notorious after 2013 when scientific research papers claiming team coaching being used mainly to foster team effectiveness began to increase. Nevertheless, some of these researchers' work used the terms group coaching and team coaching interchangeably. Thus sometimes it is not clear about the difference between team coaching and individual coaching, team coaching and group coaching, or what is the function managers will play when trained as coaches (e.g., Berg and Karlsen, 2012; McCarthy and Milne, 2013; Rosseau, Aubé, and Tremblay, 2013). Some others contributed to a more precise recognition of some characteristics of team coaching's construct, like the focus needed for its success and the outcomes expected.

Table 7 - Team Coaching definitions (2013) found in the literature review

Britton (2013)	*A sustained series of conversations […]. The focus is on goal setting, deepening awareness, supporting action and creating accountability. The focus of the coaching may be on the team as a system and/or strengthening individuals in the team. Team coaching links back to business goals, focusing on results and relationships. (Britton, 2013: 18).*
Duff (2013)	*By focusing on how coaching needs to be carried out to optimize the output of the team, team coaching shifts from a focus on fostering employee relations for its own sake, to the process by which team coaching supports the achievement of team goals. (Duff, 2013: 207)*

Járdán (2015) pointed to the cooperative willingness that is developed because team members begin to have a better understanding of each other's strengths and tasks. Madden (2015) reinforced how team coaching will assist the design and building of productive collaborations through the development of better communication and shared knowledge within the team.

Buljac-Samardzic and van Woerkom (2015) indicated team psychological safety (as defined by Edmonson, 1999) as a critical factor for team coaching success. These researchers also suggested that team leaders "should not only be trained to improve their coaching skills

but also to assess the reflective capacities of their teams and to adjust their coaching interventions accordingly" (Buljac-Samardzic and van Woerkom, 2015: 293).

More and more, the competencies needed for team coaching to be operationalized are being looked at. Jacox (2016), while doing his doctoral dissertation next to experienced professional team coaches representing several states and a few different countries, identified qualities and skills of a capable team coach, as followed: Qualities: 1. Are aware of themselves and their impact on others; 2. Are attuned to the environment and self; 3. Appreciate differences and engage all members of the team; 4. Do not jump to conclusions; 5. Tolerate emotional tension well; 6. Are not afraid to ask the difficult questions; 7. Read people and contexts well; 8. See things from others' points of view; 9. Treat each team member fairly and respectfully; 10. Are approachable; 11. Align action with words; 12. Maintain an objective focus; 13. Comfortably navigate challenging situations; 14. Find patterns and process complexity effectively; Skills: 1. Facilitate groups well; 2. Have a clear and deep understanding of group dynamics; 3. Hear both explicit and implicit messages; 4. Connect and establish trust with a variety of personalities; 5. Draw people in and engage them with the process; 6. Use a robust toolkit of frameworks, concepts, approaches, and techniques; 7. Know when to hold back; 8. Seek and give feedback; 9. Engage in clear and unambiguous contracting; 10. Celebrate successes; 11. First, do no harm.

In 2018, an increase of Team Coaching models and frameworks was observed (some examples are: Solution-Focused Team Coaching by Kirsten Dierolf; Solution Circle by Daniel Meier; Team Advantage by Darelyn DJ Mitsch and Barry Mitsch), and some consultancy firms were focusing more on developing their team coaching instruments (like The Team Diagnostic™ by Team Coaching International; Team Management Profile by David Clutterbuck Partnership and Lis Merrick, Coach Mentoring Ltd; Shape-Shifting by Hauser). As Bachkirova (2017: 36) described, "these informed frameworks of knowledge and experience are seen as personal theories-in-use (Argyris and Schon, 1974, 1996) or theories-in-practice (Lynham, 2000, 2002)".

Krister Lowe launched, already in 2015, "The Team Coaching Zone", a website with the mission of developing a team coaching field by sharing team coaching content such as podcasts, blogs, webinars, resources, and discussion boards.

Peer coaching is also standing out as an active component of team interventions towards team effectiveness (e.g., Berg, 2012; Britton, 2015; Peters and Carr, 2013). Eisele (2015: 297) pointed out that the "coaching behavior of peers seems to be a neglected research field". Moreover, Peters and Carr (2013: 130) suggested that "team coaches would be wise to suggest

that teams invite team members to take an informal coaching role within their team to initiate, motivate, and encourage their colleagues to bring forward their full contribution".

These additional elements will upgrade the question of who the team coach should be, raising the question if team coaching would be an act of team leadership instead of an act of the team leader.

At this point, we end up the team coaching literature review by adding some more elements to team coaching meaning (Table 8).

Table 8 – Elements of Team Coaching meaning (2011-2018)

Team Coach	peer coaching				
Team Processes	interactive dialogue	interaction over time	reflect upon, define, anchor, and sustain new ways of working together in the service of collective goals	cooperative willingness	
Context	team psychological safety				
Competencies	goal setting	deepening awareness	supporting action	creating accountability	assess the reflective capacities of teams and adjust coaching process accordingly
Outcomes	achievement of team goals	development of better communication and shared knowledge			

5.1. Team Coaching Literature Review Summary

5.1.1. Team Coaching Meaning

The current literature review leads to the recognition of the following attributes of team coaching, mentioned in the literature through different timelines (timelines marked in Table 9 with different colors graduation) throughout five dimensions.

Table 9 – Elements of Team Coaching meaning (1987-2018)

Team Coach	Team Processes	Context	Competencies	Outcomes
ability	has a clearly defined goal	on-the-job learning	asking and providing feedback	improving team effectiveness
willingness	interdependence	well-designed teams	communicate and talk more openly with one another	enhancing both the leadership and followership of the members
day-to-day interactions of leaders with their teams	more effective working practices	flatter team structure	support the team to reflect for itself	direct benefits for real-time organizational issues, and how team and individuals members can work around them
support collective performance development of a team	in a continuous and measured way	at appropriate times and in appropriate circumstances	create a respectful space of trust, non-defensive attitudes and confidentiality	facilitate change
act of leadership	help members make coordinated and task-appropriate use of their collective resources	organizational support	through questioning and empowerment, promote reflection and allow decisions emerging from the team itself	align personal efforts with organizational goals
competent use of coaching functions	shared mental models, and shared norms and rules	external and internal relationships	goal setting	operational result of the whole exceeds the potential of the sum of its members
comfortable with unpredictability	clarifying its mission	deals with both cognition and affect within the organizational system which will support the change directly in the working environment	deepening awareness	learn from their experience together and develop further knowledge and skills
understanding of group dynamics or group-based dialogue processes	focus on reflection and learning of team's experiences as a unit	systemic context	supporting action	satisfaction of team members
broader base of knowledge, skills, and experience, notably related to team performance, group dynamics, team development, and systems	interactive dialogue	team psychological safety	creating accountability	contribute to clarify the organizational vision without prescribing expectations of outcome
peer coaching	interaction over time		assess the reflective capacities of teams and adjust coaching interventions accordingly	achievement of team goals
	reflect upon, define, anchor, and sustain new ways of working together in the service of collective goals			development of a better communication and shared knowledge
	cooperative willingness			

This research considers leadership as a dynamic process which will take into account different levels of analysis - event, individual, group and organizational -, and considers compilational (e.g., team transactive memory), as well as compositional (e.g., team mental model) processes (Dinh *et al.*, 2014; Lord and Dinh, 2012).

Teams have different needs at different times of life. Studies around team effectiveness have been proving that business success depends more on the satisfaction of team needs than on team leader's traits (Morgeson *et al.*, 2010). Team coaching appears in research as one of the roles the team leader can play to fulfill team needs satisfaction towards team effectiveness.

The reflection around the team coaching meaning is supported by the approach of functional leadership, introduced by McGrath in 1962: 5, "[the leader's] main job is to do, or get done, whatever is not being adequately handled for group needs".

5.1.2. The Team Coach

The team coach will be the one who ultimately represents the success of the team coaching process. Her / his "job" will be focusing on maximizing progress towards team performance using coaching skills.

This function, like any other team leadership function, can be taken by "whoever (inside or outside the team) assumes responsibility for satisfying a team's needs" (Morgeson *et al.*, 2010: 8).

As we have learned from the previous literature review, it is not unanimous if the team coach should be someone from the team, eventually the team leader, or someone external to the team, or even external to the organization.

As research advanced, we are lead to the thought that the team coach will be a function of team leadership, not exclusively of the team leader (i.e., internal formal team leader, external formal coach, internal informal peer coach, external informal peer coach, as explained by Morgeson *et al.*, 2010).

For the team leader to coach her / his team, some knowledge, skills, and attitudes must be developed. Until now, research is not clear about what they are, and research is even incipient on showing empirically visible behaviors and actions which betoken each different team leadership function.

Following Hackman and Wageman's (2005) Team Coaching model, Mathieu, Maynard, Rapp, and Gilson (2008) raised some interesting questions:

> *"Do we know if people can easily transform from the leader's role to a coaching role? Are those two skill sets likely to reside in the same people, and are they willing and able to transform their behaviours as necessary? Are formal leaders the best source of coaching, or might some third party better fulfill that role? Finally, do team members readily accept their external leader as a coach? Would they prefer that such encouragement come from a third party or perhaps from their teammates?"* (Mathieu *et al., 2008*: 453)

This literature review pointed team coaching as an act of leadership of someone (team leader, external coach or peer) who has day-to-day interactions with a team, and who supports collective performance development of a team, by making a competent use of coaching functions. For that, s/he has to be willing to use coaching functions, as well as having the ability to do so. Some of the abilities mentioned were: being comfortable with unpredictability, having

a good understanding of group dynamics or group-based dialogue processes, having a broader base of knowledge, skills, and experience, notably related to team performance, group dynamics, team development, and systems.

5.1.3. The Team Coaching Process

Team processes are "norms and operating procedures that promote individual and collective flexibility and adaptability" (Zaccaro *et al*., 2001: 457). That means that each member should perform towards collective success by coordinating and synchronizing their individual contributions, "even as team and environmental circumstances become decidedly adverse" (Zaccaro *et al.*, 2001: 457).

According to Zaccaro *et al.* (2001), effective teams integrate four fundamental processes: cognitive, motivational, affective, and coordination.

Team coaching processes are those coaching specific processes promoted by a team coach. The main difference between team coaching processes and other team leadership processes seem to be that unlike these second, which connect to the one-way leader provide cognitive, motivational, affective and coordination structures (Zaccaro *et al.*, 2001), team coaching processes represent how the team, collectively and aligned, make sense of the structures within which they work together. Through team coaching literature review, the following processes were identified:

- Team coaching cognitive processes: are about team shared mental models, and shared norms and rules; these team coaching processes will focus on reflection and learning of team's experiences as a unit, as well as will lead the team to reflect upon, define, anchor, and sustain new ways of working together in the service of collective goals;

- Team coaching motivational processes: when the team has clearly defined goals, coaching can help members making coordinated and task-appropriate use of their collective resources, which will lead to cooperative willingness;

- Team coaching affective processes: after making sense of collective efficacy, the team will bond towards interdependence and interactive dialogue;

- Team coaching coordination processes: This implies clarifying the team's mission, more productive working practices in a continuous (interaction over time), and measured way.

5.1.4. Team Coaching Context

As mentioned above, context matters. The way that teams are asked to adapt while performing in complex and dynamic environments will influence team processes. "A critical task for researchers in team leadership, then, becomes the definition and validation of the contextual influences that enhance the efficacy of some leadership actions and diminishes others." (Zaccaro, *et al.*, 2001: 455).

The team coaching literature review indicates team coaching context being on-the-job learning, within well-designed teams and flatter team structures. Team coaching will happen only at appropriate times and in appropriate circumstances. It will be important that team coaching has organizational support, and team coaching should consider not only internal but also external relationships (i.e., the systemic context). Thus, team coaching deals with both cognition and affect within the organizational system, which will support the change directly in the working environment, as long as team psychological safety is in place.

Like any other team leadership function, team coaching will occur within specific environmental, organizational, and team conditions. The present literature review identifies certain conditions, not all consensual:

a. During the team development phase: at a team development phase, it will be supposed that members have capability individually, but still need to "learn the interdependencies among individual positions, task priorities among positions, and the tempo and pacing that enables coordination" (Koslowski *et al.*, 1996: 263); at this stage, the leader's focus will keep away from the individual capability and will turn to team performance, requiring, according to Koslowski *et al.* (1996 and 2009) a coach's role; as a coach, the leader will (a) work around teamwork and cooperation as developmental goals, and will facilitate action strategy selection at the preparation engagement task phase, (b) monitor team performance, develop team efficacy, teamwork and shared mental model, and intervene in team coordination and task, strategy and goal revisions at the action engagement task phase, (c) facilitate team reflection and provide team-level developmental feedback at the reflection engagement task phase.

b. When "group performance processes that are key to performance effectiveness (i.e., effort, strategy, and knowledge and skill) are relatively unconstrained by task or organizational requirements" (Hackman and Wageman, 2005: 283);

c. When "the team is well designed and the organizational context within which it operates supports rather than impedes teamwork" (Hackman and Wageman, 2005: 283);

d. When "coaching behaviors focus on salient task performance processes rather than on members' interpersonal relationships or on processes that are not under the team's control" (Hackman and Wageman, 2005: 283);

e. When the team is willing (Brown and Grant, 2010) and ready for coaching and able to deal with it (according to Hackman and Wageman, 2005: 283, "that is, at the beginning for effort-related (motivational) interventions, near the midpoint for strategy-related (consultative) interventions, and at the end of a task cycle for (educational) interventions that address knowledge and skill"), since coaching is not a solution for all situations and team members must be willing to be coached (Britton, 2015);

f. When team leadership is involved or engaged with coaching, and understands what it will imply not only for the team but for all the organizational system (Britton, 2015);

g. When the team coach is well prepared to coach a team and not individuals; s/he is aware of the shift and knowledge required for this process, as well as comfortable in doing so, due to their preferences as coaches, and to their understanding and working with the team as a combined entity (Britton, 2015; Buljac-Samardzic and van Woerkom, 2015; Hauser, 2012; Hicks, 2010);

h. When team coaching processes are linked to other organizational initiatives, since a multidisciplinary approach will be critical to a sustainable approach (Britton, 2015);

i. When there is a "match between the intensity of coaching interventions with the team's ability to organize their collective reflection process without interference" (Buljac-Samardzic and van Woerkom, 2015: 292);

j. When team psychological safety (defined by Edmondson, 1999: 354, "as a shared belief that the team is safe for interpersonal risk-taking") is present, and team members will feel safe to notify and discuss their needs, namely with the team leader (Buljac-Samardzic and van Woerkom, 2015);

k. If the team has more than a three-month life – although most of the research demonstrating an indirect positive relation of coaching project teams and team effectiveness, Liu *et al.* (2009) suggested that team coaching next to teams with a small life might be less effective; more research is needed, eventually around the difference between team coaching next to leadership teams versus project teams like Carr and Peters (2012) pointed;

l. In cultures with specific traits (Buljac-Samardzic and van Woerkom, 2015; Liu *et al.*, 2009), although more research will be needed to sustain this argument.

5.1.5. Team Coaching Competencies

In 1973, with the article "Testing for competence rather than intelligence" in the American Psychologist, McClelland opened the academicals discussion around the types of competencies that support successful performances. In the following decade, Richard Boyatzis presented the definition of competency as an underlying characteristic that has a direct relationship with an average or superior performance of a role. This characteristic will be observed through professional ability, a trait, or a set of knowledge that will promote 'effective performance'. This 'effective performance' will lead to specific outcomes through actions and must be aligned with policies, procedures, and conditions of a specific professional activity (Boyatzis, 1982).

The concept of Core Competencies arises to give some answers to the rapid and continuous changes in the marketplace, where a professional learn and relearn, developing competencies through training, improvement, and continuous updating of knowledge. These competencies offer the professional the power of being effective no matter the work environment they are in. Therefore, Core Competencies shall be transversal, that means not related to a specific environment or profession, and shall be transferable, which will allow individuals to adapt facing new situations. The Core Competencies are acquired through educational content, training methodologies, and qualified professional models. Core Competencies are adjustable, and they come from a combination of specific knowledge, evolving within context dynamics (Suleman and Lopes, 2000).

The recognition of Core Competencies for a specific professional activity, give a credible touch that allows defining boundaries and norms. It will integrate professionals, and it offers organizations an optimum delivery and protection (Ahern, 2003). It contributes to professional identity and for alignment of expectations. People will recognize what to know, what to do, how to be, and what to count on.

Coaching should be something we can observe, and for that, we will need tangible indicators: How would someone know that what they are applying is coaching? How would someone know how to develop themselves as (team) coaches? How would someone know how to train or what to look for when being trained? How would someone know what to look for or what to find when searching for a partner in their development journey?

However, very little research has focused on tangible indicators that assess what the competencies of a coach should be.

The International Coach Federation (ICF), the largest non-profit coaching professional organization in the world, has done some huge steps towards coaching credibility, and one of those steps was to identify a set of Core Competencies (competencies that professionals could bring from their experiences and that are transferable to coaching at the same time as having the ability of being developed). This need was felt first by the increase of people calling themselves coaches and after with the proliferation of coaching training schools. It was time to begin setting alignments.

In ICF, various committees were formed over time to address the development of standards, ethics, defining coaching, and so on, as Pam Richarde explained in her article posted in the magazine Coaching World of ICF (2006). Richarde was one of the chairs for the "Portfolio Committee" formed in 1998. The committee was made up of the founders or senior faculty of eight of the existing coach training schools known at the time, all based in the US. From this committee came out the list of the eleven core competencies published on the ICF website in March 1999 (Auerbach, 2005; Richarde, 2006).

Auerbach (2005) explained that the determination of this set of competencies was "based on an expert model where a group of experts determined, based on their experience, which competencies are most important" (Auerbach, 2005: 57) for a coach to have and develop.

The competencies identify were[2]:

1. Meeting Ethical Guidelines and Professional Standards - Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations

2. Establishing the Coaching Agreement - Ability to understand what is required in the specific coaching interaction and to come to an agreement with the prospective and new client about the coaching process and relationship

3. Establishing Trust and Intimacy with the Client - Ability to create a safe, supportive environment that produces ongoing mutual respect and trust

4. Coaching Presence - Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident

5. Active Listening - Ability to focus entirely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression

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[2] By the end of the present doctoral research (November 2019), ICF updated these set of coaching competencies. For more informations please visit https://coachfederation.org/core-competencies.

6. Powerful Questioning - Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client

7. Direct Communication - Ability to communicate effectively during coaching sessions, and to use language that has the most significant positive impact on the client

8. Creating Awareness - Ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results

9. Designing Actions - Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results

10. Planning and Goal Setting - Ability to develop and maintain an effective coaching plan with the client

11. Managing Progress and Accountability - Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action

Since then, coaches and training schools that want to have the accreditation stamp of this Federation, which has a worldwide representation, observe and validate the use of those competencies by the candidates of a coach's title. As far as this review of the literature was able to confirm, no other empirical study was done to assess the validity of those competencies next to the ICF community that extended its geographical boundaries, and that increased its diversity of specialties.

Each individual has in themselves a source full of data obtained over life, which can be translated into actions when well-adjusted to the environment they are in. This process will drive to higher levels of performance, which will profit the organization as a whole.

Thus, coaching requires competencies (knowledge, skills, abilities, and other characteristics) that enable coaching behaviors, and therefore, can be observed and developed. Team coaching competencies integrate coaching competencies while including knowledge, skills, abilities, and other characteristics related to the work done next to teams (Brown and Grant, 2010; Hauser, 2014).

Throughout the team coaching literature review, only one specific study referring to team coaching competencies was found (i.e., Jacox, 2016). Moreover, although some researchers show behaviors, competencies, and leadership styles that will demonstrate the practical use of a team leadership function, their description is more focus on possible outcomes

that on specificities the team leader has to practice on a daily base while applying a team coach function. The literature review was not able to find any research at all on how to train team coaches to develop specific competencies or on how leaders develop this function as a component of their leadership strategy.

Therefore, besides the team coaches abilities which are related to specific work done next to groups and teams, literature refer to competencies very similarily to the International Coach Federation core competencies: asking and providing feedback; communicate and talk more openly with one another; support the team to reflect for itself; create a respectful space of trust, non-defensive attitudes, and confidentiality; through questioning and empowerment, promote reflection and allow decisions emerging from the team itself; goal setting; deepening awareness; supporting action; creating accountability; assess the reflective capacities of teams and adjust coaching process accordingly.

5.1.6. Team Coaching Outcomes

The current literature review indicate the following team coaching outcomes: improving team effectiveness; enhancing both the leadership and followership of the members; direct benefits for real-time organizational issues, and how team and individuals members can work around them; facilitating change; aligning personal efforts with organizational goals; operational result of the whole exceeds the potential of the sum of its members; learning from their experience together and developing further knowledge and skills; satisfaction of team members; contributing to clarify the organizational vision without prescribing expectations of outcome; achievement of team goals; development of a better communication and shared knowledge.

Team effectiveness ("generally conceived as multifaceted, with an emphasis on both internal (i.e., member satisfaction, team viability) and external (i.e., productivity, performance) criteria (Hackman, 1987)", in Kozlowski and Bell, 2001: 26) has been broadly researched and leadership literature is abundant. It is unanimous that leaders are the critical pin for team effectiveness (Likert, 1961, in Koslowski *et al.*, 2009).

We can assume that team coaching, as one of the functions of team leadership, will lead to team effectiveness. However, research is yet anecdotal in what team coaching outcomes may be (Brown and Grant, 2010). Studies point directions of what the outcomes look like, but most of those are not considering the variety of conditions that determine those outcomes.

Hackman and Wageman (2005: 294) suggested that "instead of asking, 'How much difference does team coaching make?' scholars might more productively expend resources in further research on the structural and contextual conditions under which competent team coaching does (and does not) significantly affect team performance".

More empirical research is needed, not only around the results of a team coaching process but also around the overall impact of using team coaching as a function of team leadership strategy – the impact for the team coach, for the team, and the organization as a whole.

6. Dynamic Team Leadership Coaching – a proposal for a new concept

As research around team coaching advance, we can learn that it is a dynamic process which shall consider internal and external contexts and non-linear team processes. This process is promoted by team leadership, not necessary by a team leader or a team coach, which needs to have a set of knowledge and skills that differentiate this function from other team leadership functions.

Through a literature review, different concepts are used, attempting to describe what team coaching implies, like "Team Coaching", "Leadership Team Coaching" (i.e. team coaching done next to a leadership team), "Systemic Team Coaching" (i.e. team coaching process which will consider towards team reflection not only the team as a system but also external elements/stakeholders which contribute and are part of the larger system). Indeed, all these concepts are to be acknowledged for the development of a better understanding of team coaching definition.

This research wants to complement team coaching literature by adding the team development process detailed by the Dynamic Team Leadership model, which proposes the "how" of leadership when using a coaching approach, with the intent of developing teamwork and cooperation, monitoring team performance, and intervening only for team coordination.

By adding the structured knowledge introduced with the Dynamic Team Leadership meta-theory to the team coaching concept, this research proposes a new concept that designate not only the function as team coaching but also describe this function as a dynamic process, where coaching shall be a function that any member of the team can use to promote team capability towards team effectiveness and adaptability. It is not a process of a singular user

(therefore, "leadership coaching" and not only "leader coach"), nor is a process directed to a single task or an individual competency (therefore dynamic).

Dynamic Team Leadership Coaching has the intention to show the complexity when using team coaching as a leadership function, where all the members and the context are considered.

This new concept proposition supports future team coaching research, by adding resources to a more in-depth exploration of what does explicitly this function implies, in which conditions does it occur, and what outcomes can be expected.

At the same time, this new concept consolidates a practitioner coach approach for a better understating and definition of boundaries whenever team coaching functions are being used within organizations.

7. Research Goal and Approach

Researchers, as Koslowski *et al.* (2009) are advocating the importance of team leadership functions, as team coaching, impacting on team effectiveness and adaptability, and accordingly, on business outcomes. In 2005 Ruth Wageman and Richard Hackman presented "The Theory of Team Coaching", a task-driven conceptual model. They argue that competent team coaching can affect team effectiveness upon certain structural and contextual conditions. Their work has been focused on identifying those conditions and not on specific behaviors that translate what competent team coaching would be. In 2012 the High-Performance Team Coaching model (Carr and Peters, 2012) reframed the perspective that team coaching happens only in certain phases of the team development. Carr and Peters' (2012) empirical doctoral research focused on the impact of team coaching in business and on the effectiveness and changes, using external coaching initiatives to collect data, argued that team members continue using coaching throughout the team life cycle.

Thus, there are conceptual models that pointed out managerial team coaching as a function that promotes team effectiveness and team adaptation under certain conditions and team life cycle, and there are empirical studies that demonstrated team coaching impact. However, it is taking some time for coaching to be acknowledge as a priority for organizational development and as a strategy to prosper in complex times, most probably because scholars and professionals were not able to sustain this relation with evidence of a standard set of team coaching skills and attitudes that should be developed not only next to managers but by team members and the organization as a whole.

In summary, team coaching research is still in its earlier stages, and despite some researchers have tried to conceptualize how team task dynamics and team skill development progression are considered while leaders build team capabilities with a coaching approach, there is still a gap on how it is operationalized.

This doctoral research is an exploratory journey where questions were coming along the way, as a more precise definition of Dynamic Team Leadership Coaching become real, and priorities began to be adjusted from an operational stance. The researcher understood the definition and the operationalization of a construct as two critical marks, which could be enhanced by a measurement to allow this operationalization to become visible. A scale that gives practitioners and organizations to scientifically measure the use of this function within a team context.

The questions of the present research are as follow:

1. What does Team Coaching mean?
2. How is Team Coaching definition related to the Dynamic Team Leadership approach?
3. How to identify the dynamic team leadership coach?
4. How can someone develop the capability of relating and working with a system using a coaching approach, where the team is setting the agenda and the developmental process?
5. How to measure the dynamic team leadership coach's competencies?
6. Does dynamic team leadership coaching predict team performance, team satisfaction, and team viability?

The philosophical stance impacts upon the perspective and approach to how research is carried out, how the problem is conceptualized, and how data is gathered and analyzed. Therefore, before moving to methodology, it is essential to reflect upon the position of the researcher, particularly in the coaching field of research.

Moreover, the researcher's observation of coaching reality is dependent on what the visual experience and previous conceptualization of coaching taught her to observe (Kuhn, 2009). Throughout the current research, the researcher assumes an interpretivism stance. It is impossible to get away from knowledge, and therefore the researcher used a more personal process while observing and understanding reality. Also, the incipient literature around team coaching is interpretivist – social phenomena have different interpretations, and observers

interfere most of the time on the system they are describing. According to Galliers (1991), interpretivist paradigms argue that in this case, "scientific" approaches cannot be considered.

Although positioning this research along the interpretative paradigm lines, due to its character of continuous construction of science, where scientific production promotes a permanent critical discussion and truth is not absolute, and although the study will make use of the inductive method for the construction of scientific knowledge, the research may lose some rigor if it does not contemplate the use of methods that confer more analytical objectivity. Too much demand for scientific rigor through the method being used and through the overuse of quantitative methodologies might limit a realistic observation. Thus, the complementarity between quantitative and qualitative methodologies will enrich any research.

The researcher, when presenting a contextualized understanding of reality using the inductive method, and opening space for critical reflection that will lead to new ways of observing the same reality, can and should be provided with qualitative but also quantitative methodologies, in order to focus her/his analysis and thus to clarify the specific outlines of the reality that is observed.

The researcher aligns with Minayo (1994) as she suggested that a quantitative research can lead the researcher to choose a particular problem to be analyzed in all its complexity through qualitative methods and techniques and vice versa, and while moving between methodologies the researcher cannot lose sight of the fact that the social is qualitative and that quantitative is one of its forms of expression.

The research design is based on this reflexion and supported by a critical analysis looking to make sense of what is happening in the field of team leadership coaching. Moreover, since science is not a collection of definite facts and theories, but a rational, conjectural, and provisional knowledge, always capable of being questioned and corrected (Gewandsznajder, 1989), research questions were found throughout the journey.

As Bachkirova (2016: 35) argues, theories of coaching "provide dynamic frameworks in which a constructive discourse allows for, or facilitates a creative, pluralistic approach out of which the knowledge base emerges". The current research will take this pragmatic approach, i.e., fallible and open to abandonment if better strategies to explain the practice become available, and where knowledge and practice is a relational process.

The purpose of this research is not to obtain the 'true', but to continue the journey some have already started by joining coaching practice with research. Thus, it will be possible to overcome coaching 'popularism', mainly emerging from the domination of opinion-based

literature on coaching and the uncritical acceptance of representations that 'sell' happiness through coaching[3].

As shown in Figure 1, in order to be surgical exploring what the team leadership coaching function implies, the research started with a literature review, which presented the state of the art, and supported the specificity on Dynamic Team Leadership and Managerial Team Coaching, while contributing to a clear definition of the research questions and allowing sustainability to build the research instruments.

The overall research was designed and used qualitative research methods and techniques, which played a role of discovery (study one and study two), and quantitative research methods, which played a confirmatory role (study three).

Indeed, the literature review was followed by three empirical studies. A qualitative study, done next to thirty-one team coaching experts, was conducted, and content analysis of semi-structured interviews was used to define the Dynamic Team Leadership Coaching construct (study one), and to identify and describe the characteristics of a dynamic team leadership coach, which can be observed and consequently developed (study two).

The quantitative study complemented preview work by developing a scale to measure specific behaviors observed in a dynamic team leadership function. This third study had the purpose of developing and testing an instrument that is able to assess team coaching behaviors within the team leadership component of a team function, contributing to team effectiveness and adaptation.

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[3] Reflection from Bachkirova at the 3rd International Conference on Graduate Coaching Education, 2019

Figure 1 – Research Design with respective methods and techniques

Presents the state of the art, and supports the specificity on the subject under analysis, while contributing to a clear definition of the research questions and allowing sustainability to build the research instruments.

Done next to coaches, who work in partnerships or are members of a team, in order to:
1. Identify or confirm the centre lines discovered through the literature review;
2. Answer to research questions;
3. Find out if culture would be a moderator to consider.

The quantitative study wants to complement preview work by developing a scale to measure specific behaviors observed in a dynamic team leadership function. This study has the purpose of developing and testing an instrument that assesses team coaching behaviors within the team leadership component of a team function, contributing to team effectiveness and adaptability.

Literature Review

Content Analysis of Semi-structured Interviews

Scale Development

Chapter One

Study 1

Study 2

Study 3

An extensive review of the literature was conducted around Dynamic Team Leadership, Managerial Team Coaching

A qualitative study done next to thirty-one team coaching experts was implemented in Study I, and the construct Dynamic Team Leadership Coaching was defined

The qualitative piece of the research was used in Study II to identify and describe the characteristics of a dynamic team leadership coach, which can be observed and consequently developed.

Study III presents the third study of the doctoral research around Dynamic Team Leadership Coaching, moving the research from a theoretical stance to a practical approach of the construct.

CHAPTER TWO - STUDIES OF DYNAMIC TEAM LEADERSHIP COACHING

Study 1 - Dynamic Team Leadership Coaching Definition

I.   Introduction

Supported by the preview literature review (Chapter One), this work understands that functional leadership is crucial for the effectiveness (Hackman and Walton, 1986; McGrath, 1962) of work teams (Kozlowski and Bell, 2001) that generate business results, being team coaching one essential but overlooked leadership function (Hackman and Wageman, 2005; Wageman *et al*., 2005).

The big and rapid changes noticed in the collective and individual universe caused a transformation in the way reality is perceived. The social and organizational world begins to decentralize its financial vision and to realize that productivity and economic transformations will have to take people into account (Chong *et al.*, 2016). Thus, company management starts to understand the need for investing in individual and collective needs (MacGrath, 1962), which give space for people to have their potential emerged since it will be these people the real source leading to effective productivity in a competitive and global society.

On the one hand, more qualified individuals are needed to face more technological contexts and unexpected events. On the other hand, those individuals have to be more aware of the impact and interdependencies of their work. It is no longer about one person managing and setting the direction of others. This new reality requires leadership that is capable of understanding and supporting others in making sense of their work (Lord and Dinh, 2012) and understanding its interdependencies so that they can learn and adapt (Kozlowski, Gully, McHugh, Salas, and Cannon-Bowers, 1996; Morgeson *et al*., 2010; Wageman, 2001), feeling that their needs are being satisfied (Morgeson *et al.*, 2010) and only then they are willing to continue working in the same setting (Hackman, 1987).

This leadership must be versatile in using different functions upon different contexts and different tasks and in knowing how to lead teams focusing on performance, satisfaction, and viability (Hackman, 1987) which are crucial to getting results. Therefore, researchers are leaving behind the individual characteristics of a leader and turning their attention toward leadership functions that contribute to team effectiveness (Morgeson *et al.*, 2010) by identifying which leadership function serves specific structural and contextual conditions best (Hackman and Wageman, 2005).

In line with this perspective, Kozlowski *et al.* (2009) presented the Dynamic Team Leadership meta-model pointing four main leadership functions over four different phases -

team formation, task and role development, team development, and team improvement - each of which has a preparation component and an action component. According to those researchers, in the team formation phase, there is a need for an instructional function. During the task and role development phase, the conditions require a mentoring function. In the team development phase, it is required a team coaching function. In the last phase, a facilitation function will serve the needs of the team. This study will address the third phase of this model.

From the literature review (Chapter One), we have learned that team coaching research is still in its earlier stages, but some researchers have already pointed out this function as crucial to team effectiveness, regardless of being the function less used by the team leadership (Hackman and Wageman, 2005; Wageman *et al.*, 2005).

The Team Coaching Theory (Hackman and Wageman, 2005) and the Dynamic Team Leadership model (Kozlowski *et al.*, 2009) address the team coaching function grounded by research, but as a conceptual proposition. Supported also by a literature review, this work proposes the concept of Dynamic Team Leadership Coaching as an advancement in team coaching research. Yet, what exactly does team coaching mean? And, in what way is team coaching related to the dynamic team leadership approach?

Considering the limitation of an empirical approach while defining team coaching and testing the team development phase of the dynamic team leadership model, the current research intends to explore what Dynamic Team Leadership Coaching is about, starting with a study that explores the concept by answering to these exploratory questions.

Moreover, by analyzing data collected in qualitative research, this study contributes to a deeper understanding of how can the team development phase be translated into practice, i.e., what exactly is a team coaching function when the team leader is acting as a coach in the team development phase.

In the present study, the concept is studied from the eyes of experts in team coaching, and empirical pieces of evidence of Dynamic Team Leadership Coaching is presented.

II. Method

The use of qualitative research methods will play a role of discovery while answering the research questions:

1. What does Team Coaching mean?
2. How is Team Coaching definition related to the Dynamic Team Leadership approach?

The primary purpose is to uncover what exactly is a team coaching function when the team leader is acting as a coach in the team development phase.

This study offers the first phase of a more in-depth research study around Team Coaching used by managers in organizations.

1. Research Procedures and Population

An extensive literature review was made before data collection to present the state of the art of the dynamic team leadership theory and more specifically of team coaching as a dynamic team leadership function. This literature review also served as a support to build the research instruments.

The research proceeded using semi-structured interviews done next to coaches, who work in partnerships or are members of a team, to: identify or confirm the center lines discovered through the literature review, answer the research questions, and find out if culture would be a moderator to take into account. These coaches, participants of the qualitative research of the present work, were chosen due to their knowledge and experience in offering external team coaching services and/or to be considered experts in the team coaching field.

Graça and Passos (2015) remarked that studies in team leadership about coaching did not compare different team contexts. Therefore, this study had also the concern of identifying two or more participants from the same country/culture, to check if national culture plays any moderator factor. Fifty-seven professionals/experts were invited to participate, from which thirty-one accepted.

The invitation process started by the beginning of January 2018 with a formal email (Appendix I), and the first interview occurred on the fifth of January 2018. A pilot interview was conducted to pre-test and refine the data collection instrument, procedures, and trustworthiness of the study. The last interview happened on the sixteen of February 2018. By that time, the researcher stopped inviting professionals/experts, since from the interviews over time we were learning less and less. When the researcher stopped learning new information from the questions being asked, it was considered having reached a saturation point.

The interview protocol was structured according to three main areas: first, the interviewer set the context of the study and made sure that no questions about the purpose and set up of the interview were remaining, at the same time that interviewees gave their verbal consent to participate in the research project before beginning the interview; second, introduction questions, such as experience in coaching; and third, came the main questions

designed from the literature review and opening the space for anything that was not considered. A semi-structured interview script of open-ended questions was used to guide data collection (Appendix II). Eight primary areas of inquiry were covered during each interview, although these questions were made open and broad enough to understand which concepts emerged from the participants more deeply, and to avoid directing them to a specific type of answers. The interviews were semi-structured allowing new questions to be introduced throughout the interview as a result of interviewee responses (Ghiglione and Matalon, 2005).

Data collection took place through a recorded (as suggested by Silverman, 2000) video and audio call interview, where each study participant was in environments that provided privacy and freedom from distractions. The minimum length for these interviews lasted twenty-eight minutes, and the maximum length was one hour and seventeen minutes, also differing on the fluency in English of each participant. All interviews were conducted in the English language. The video and audio call interviews were used because participants were geographically dispersed throughout the world – Argentina (1), Brazil (2), Canada (3), Germany (2), Greece (1), India (2), Netherlands (1), Portugal (2), Romania (1), Russia (1), Singapore (2), South Africa (1), Spain (2), Switzerland (1), USA (9). A verbatim transcript was created for each interview. The transcribed documents were imported into MAXQDA for analysis as a means to help organize the data, codes, and categories and visualize relationships among and between the data.

For this study, only the analysis of the first question of the interview guide was considered.

2. Data analysis

The incipient literature around team coaching is interpretative – social phenomena have different interpretations, and observers interfere most of the time on the system they are describing. According to Galliers (1991), interpretative paradigms argue that, in this case, "scientific" approaches cannot be considered. As Bachkirova (2017: 30) explains

> *"if coaching is understood as a process of 'joint meaning-making' between coach and client this places it automatically in a hermeneutic context – it is a complex interpretative process and, as such, falls outside of any methodological approaches that seek to limit it to linear-causal relationships. The 'hermeneutic flexibility' of the creative, interpretative dynamic of the coach-client relationship naturally places the theoretical foundations of*

coaching as a 'knowledge-based discipline' in sympathetic alignment with a postmodern epistemological attitude".

The ontological, epistemological, and methodological stance of this study is grounded on the belief that reality is socially constructed although it recognizes empathic neutrality, where assumptions will be made open and transparent.

Therefore, when presenting a contextualized understanding of a phenomenon, this study will start by using the inductive method, which will be provided by qualitative methodologies, and opening space for critical reflection that leads to new understandings of team coaching phenomena.

Although this study is founded by nature in the social constructionist approach, it is also inspired by grounded theory, where analysis and data collection are used interchangeably, and novel theoretical understandings will come by continuously matching theory against data gathered from the perspective of relevant coaching stakeholders. Thus, the study also embraced deductive methods, so the theory began to evolve more sustainably.

The analysis from data collected during the interviews began by dissecting the explanation participants used to describe the Team Coaching concept (pieces of the interviews that address team coaching definition can be found in Appendix III). The intention was to capture, empirically, how practitioners and experts in team coaching understood the concept, using a phenomenological approach. Therefore, open-ended exploration of participants' words was made without any set of selected coding categories. As Denzin and Lincoln (1994: 4) would put it, this study emphasizes "the value-laden nature of inquiry", seeking answers to the question that stresses how team coaching is created and given meaning.

Using thematic analysis (Braun and Clarke, 2006), the researcher (1) became familiar with the data by reading and re-reading each interviewee's answer to the question "what is team coaching?". (2) The participants' answers were analyzed using an initial open coding scheme devised by the researcher. Developing the coding scheme to be used for the analysis proved to be one of the most labor-intensive and time-consuming pieces of the study. As the codes were being developed, the researcher had to continually reflect upon the purpose of coding; was coding going to be done to capture everything that the interviewees mentioned, or was coding going to capture a small number of concepts. As the number of codes increased and, consequently, became unmanageable, it became evident to the researcher that a smaller number of codes would be most effective. (3) Therefore, the researcher began to look beyond the words and began to search for themes and to group the codes into meta-categories (Flick, 2009). At this stage, the researcher looked to discover patterns in the data and conditions under which

they apply (Strauss and Corbin, 1990). Grouping the data according to the coding paradigm gave theory specificity and enabled the researcher to identify what was coming out of the interview when the interviewee was addressing (a) the definition of team coaching *per se*; (b) the receiver of a team coaching process; (c) the presence of the team coach; (d) the team coaching process; and (e) the expected outcomes of a team coaching process. After identifying the five main themes, the analysis proceeded with the identification of the sub-categories for each meta-category. This time resourcing to an Excel sheet, where the several codified segments were divided among the five themes, the researcher painted related segments with the same color and segments with other directions with other colors (e.g., concerning the team coaching process theme, some of the interviewees mentioned that they start a team coaching process with a diagnosis, and in a different direction, other interviewees pointed out not having any agenda for the team coaching process, since the agenda will be set by the team). The next step was to name the subcategory, with the same color, that was emerging. Using her knowledge around coaching and the structure defined in the previous literature review (Chapter One), the researcher completed a schematic set of subcategories for each of the five categories as shown in the section "Results" of the current study (e.g., for the subcategory "real team", and taking into account what was learned from the literature review, the researcher related the following segments: "a group of individuals that operate as a team in their work" (I1)[4]; "a real team that works together" (I3); "a work team" (I21); "they are functionally connected, and working together on a common goal" (I27); the researcher pointed out that all this subcategory was indicating one way of presenting who is the beneficiary of the team coaching process while the interviewee was answering the question of what is team coaching). (4) "Credibility of research findings also deals with how well the categories cover the data (Graneheim & Lundman 2004)" (Elo and Kyngäs, 2008). Hence, the researcher, after walking away for some weeks, came back to the analysis and reviewed if the categories and sub-categories were accurately identifying "the 'essence' of what each theme is about" (Braun & Clarke, 2006: 92). (5) After doing the necessary adjustments and refinements, the researcher began to describe the meaning of each subcategory, using some of the segments wording, but also resourcing, once again, to descriptions used in the literature review of the current research (e.g., team effectiveness has been the primary outcome of team coaching as suggested in the team coaching literature review summary – Chapter One, page 35 and 36 -, also the interviewees of the present study while describing what is team coaching, mentioned: "getting the team to be more effective" (I3);

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[4] The number following the letter indicates the specific individual respondent; for example, I1 is one interviewee, I2 is a second interviewee and so on.

"helping that team become effective" (I19); "attending to all these three dimensions of team effectiveness" (I24); "to come to a higher level of team effectiveness" (I28); "only 10% of the teams are effective teams. So we have a huge opportunity to help the other 90% of the teams." (I30)). (6) Finally, when harmony was felt within categories and subcategories, the study had the conditions to engage in detailed descriptions of each subcategory, complementing with examples of segments to which the description relate to. In the next section ("Results"), tables are presented to demonstrate links between the data and results. A guiding description with concrete examples of interviews where that description shows up (between brackets the interview number - pieces of the interviews that address team coaching definition can be accessed in Appendix III: Interviewees Definitions of Team Coaching) demonstrates those links for each subcategory.

The second round of analysis started from the Dynamic Team Leadership model as a categorization matrix, and all the data that came from the interviews were "reviewed for content and coded for correspondence with, or exemplification of, the identified categories (Polit & Beck 2004)" (Elo and Kyngäs, 2008). Tables 14-19 included in the next section ("Results") present a sum-up of all relevant segments concerning each targeted knowledge and skills presented at the team development phase of the Dynamic Team Leadership model.

III.   Results

Phase one – open coding:

A general inductive methodological approach was used to analyze transcripts, meaning that in phase one, codes and analysis was driven by the data. Qualitative data were organized according to participants' responses. The coding procedure started with general coding by reviewing the answer to the question "what does Team Coaching mean?" transcripts, and coding text passages that proved to be relevant, which leads to an initial code structure. After some reviews and comparisons with the literature review, as mentioned in the data analysis section of the current study, five different categories were identified, some subcategories emerged and described as follow:

1. Ten out of the thirty-one participants gave a clear definition of what Team Coaching is: six describing it as a PROCESS (a series of actions or operations conducing to an end one of Merriam-Webster definitions) and four using the word INTERVENTION (the act of interfering with the outcome or course especially of a condition or process, as to

improve functioning – adapted from Merriam-Webster dictionary) - one of the participants (I30) used both words - to describe what Team Coaching is.

2. A second category that emerges from this analysis was that the interviewees refer to the receiver while explaining team coaching. In Table 10, the sub-categories that emerge are described, and the interviews that link to each description are identified.

Table 10 – The receiver description: subcategories and description

	Sub-Category	Guiding Description of the Category
The receiver description	Real Team	The beneficiary is a group of individual that work together (I1, I3, I21, I27) to accomplish a common purpose, vision or goals (I8, I11, I12, I17, I22, I23, I26, I27), that can have the same hierarchical report (I2) or that are from the same organization (I11, I12), and that exist for a reason (I10).
	Collective system	(I25) An entity (I10) with their own dynamics (I1), an individual with many voices (I4).

3. Another emergent category while describing Team Coaching was around the place they take as team coaches. The sub-categories that emerge are presented in Table 11.

Table 11 – Team coaches' presence: subcategories and description

	Sub-Category	Guiding Description of the Category
Team Coaches' presence	Helping Relationship	The team coach help on creating awareness (I6), keeping the focus on common objective (I11), the members of the team to come to an agreement (I20)
	Peer Position	The team coach has a collaborative focus (I10), being in an equal position, partnering with the team (I4, I9).
	Reliability	The team coach sets the environment (I6), creating the space (I24) where team coaching work can happen openly and safety.
	Relating to the System	The team coach is engaging the team at the level of the collective (I8, I24), relating to the team as a system (vs. individual focus) (I19, I22, I24)

4. A fourth category that emerged from the interviews was that participants while explaining the Team Coaching meaning addressed the process by which Team Coaching is implemented. The sub-categories that emerge are introduced in Table 12.

Table 12 – Team coaching process: subcategories and description

	Sub-Category	Guiding Description of the Category
Team Coaching process	Initial Diagnosis	Four of the interviewees (I4, I7, I16, I26) description mentioned the need for making some previous diagnoses before starting Team Coaching.
	No Initial Agenda	Six of the interviewee indict no need of "an absolute set agenda" (I3), since the team is the one defining their purposes" (I29), or mentioned that the direction is set up by the team (I6, I9, I24), that "they are the ones who are creating their action plans and accountability to move forward" (I10).
	Team Development	The Team Coaching process is described as having a "strong developmental component" (I3), where the team becomes aware of how to best work together around a common goal (I6) and developing interpersonal and communication work (I29). "Often it is to understand their role within an organization and their individual role within the team and their role as a team moving forward" (I13), or "it is much more about how the team communicates, how they assign roles, what interaction does the manager have" (I15), or even it is about improving "the way they work together, improving their group dynamics, improving their norms and their habits" (I31). Though Team Coaching "the team gains the ability to read that themselves and advance on the areas that are critical to its performance and development" (I24).
	Systemic Approach	Some of the interviewees described Team Coaching process as having a systemic approach versus an individual focus (I1, I5, I14, I16, I24, I25, I31), "and as part of a transforming cultural movement" (I14)
	Coaching Approach	Some of the interviewees reinforced the use of coaching during the Team Coaching process (I18, I21, I22, I28): the use of coaching guidelines, coaching ethics (I20), the transformative power of coaching, the skills and competencies of coaching (I25), and coaching principals like "the system is naturally creative, resourceful and whole" (I24), "expand their possibilities and they are blind about these possibilities" (I30).
	Setup	Some interviewees also talked about the setup of a Team Coaching process, like: "is working with a group of individuals either in the same room at the same time or over the phone at the same time" (I12)

5. A fifth category identified on participants' Team Coaching description was concerning the expected outcomes from Team Coaching. In Table 13, the sub-categories that emerge are presented, and the interviews that link to each description are identified.

Table 13 – Expected outcomes: subcategories and description

	Sub-Category	Guiding Description of the Category
Expected Outcomes	Team Effectiveness	Some of the interviewees expressed that Team Coaching will contribute to Team Effectiveness (I3, I19, I24, I28, I30), meaning the team interacting and relating in a way they will function well together and create value together (I18, I13), achieving "a certain amount of synergies" towards the common purpose, ultimate goals and objectives (I5, I7), collaborating and communicating effectively (I28), and reaching higher performance (I4), by recognizing their barriers (I13) and getting "to the highest level of readiness" (I23).
	Business Results	By educating the team about systems thinking (I25), the system will improve as a whole (I31). Therefore, Team Coaching is also described as contributing towards business results (I6, I20), improving the customer experience (I11), and accelerating "a team's process of learning maturing all in services of helping companies adapt" (I18).

Phase two - comparison and theoretical guidelines:

A deductive or concept-driven approach was used in a second phase, based on the Dynamic Team Leadership model. The aim was to test this model with the statements from the respondents at hand.

Thus, starting with expressions highlighted by the respondents, and subsequently grouping those "free" concepts with targeted knowledge and skills as presented at the Team Development Phase of the Dynamic Team Leadership model, the categories were confirmed.

The researcher, using MAXQDA software (as a method of organization and coding), coded the interview transcripts individually with the categories identified. The system grouped the coding across participants, giving the researcher the themes that would inform the research question: "How is Team Coaching definition related to the Dynamic Team Leadership approach?". Pieces of evidence were found for each targeted knowledge and skills presented at the Team Development Phase of the Dynamic Team Leadership model, as shown in Tables 14-19.

Table 14 – Pieces of evidences for targeted knowledge and skills presented at the Team Development Phase of the Dynamic Team Leadership model

Categories		Evidence
Teamwork	Task Role Interactions	"must be a real team that works together" – I3
		"team is much more united goal oriented"- I6
		"what is specific about the team is they have a common agenda they have an objective to meet together"- I9
		"this kind of situation that can able to a team to work better together" – I11
		"they have a common purpose and maybe a common project, a goal"- I12
		"working with a team that each one is linked and have shared objectives" – I16
		"they need to have some kind of working relationship, and I would go one step further and say they need to achieve something" – I17
		"the more challenging the team is and more diverse, the more opportunities there are for team coaching" – I17
		"are designated to be working in a specific project together for a specific period, where they do have frequent, if not daily contact with each other, where they do usually have some kind of formal goals and objectives, a designated leader, a deputy leader with clear roles and responsibilities" – I19
		"a group of people with the same kind of objectives and goals which the organization and the leadership wanted to really develop inside those people in the team and which will directly or indirectly benefiting the objective of the organizations" – I20
		"team that is working together in a day-by-day. That has one leader and a group of people that are working together on a project, or in a company" – I21
		"they are working together; they know each other, so they have some task they want to work together" – I26
		"they are functionally connected, and working together on a common goal" – I27
	Task Role Revision	"they are working in a common objective, an aspiration, something that represents for them a step forward as a team" – I1
		"often it is to understand their role within an organization and their individual role within the team and their role as a team moving forward" – I13

Table 15 - Pieces of evidences for targeted knowledge and skills presented at the Team Development Phase of the Dynamic Team Leadership model

Categories		Evidence
Cooperation	Role Interaction	"setting common objectives and satisfying individual needs together with the team needs" – I6
		"at the team context it means that people are too much interdependent and the outcome that the organization get, depends on the quality of their interaction and how they are aligning to reach the objective and how... they create the chain in a certain way" – I6
		"have some structure, some rules, some governance, to pursuit that they feel is common and of importance to them" - I8
		"team coaching which to me is much more collaborative focus" – I10
		"there may still be individual team development, but as a team coach, I am coming in to meet the team, they are together, even if it is a virtual team, they are bound together somehow" – I10
		"the relationship between people, in order to work better" – I11
		"working with a team to recognize their barriers and to look at ways where they can perform better as a group" - I13
		"there is actually some evidence that teams need this kind of coaching relationship to enable them to be able to function well together and you know to create value together" – I18
		"how they interact, how they communicate, how they get results is as same much... the end results and the goals that they have as a team" – I23
		"we are talking about people who necessarily have a shared purpose for their works, and whose work itself is interdependent of... dependent on collaboration" – I24
		"to align from themselves how they can work together" – I24
		"collaboration and communicating effectively" – I28
		"the coaching is around how can we work best together to accomplish that objective" – I29
		"helping them improve the way they work together" – I31
	Mutual Trust	"They say "we want to build a team" but through funny things like jumping in the trees but to build real team interaction where people are interdependent and where they have synergy. Team coaches are a person who triggers synergy in the group of people and make them feel united" – I6
		"setting up the environment where the concerns and the conflicts that arise, while reaching these objectives, can be sorted out constructively" – I6
		"sustainability parameters of the goals, and establish psychological safety and dependability" – I7
		"establish psychological safety" – I7
		"it is not just that the work is interdependent, it is also that the team is bounded, that the people know who is in the team and who is not" – I24

Table 16 - Pieces of evidences for targeted knowledge and skills presented at the Team Development Phase of the Dynamic Team Leadership model

Categories	Evidence
Facilitate Action Strategy Selection	"supporting the system progressing to the next level that they previous designed, as a team, and not as individuals" – I1
	"does not have an absolute set agenda" – I3
	"I do not think it is such a goal orientated that you can set a predeterminate team coaching" – I3
	"partnering" – I4
	"it always has a direction, and the direction is set up by the team" – I6
	"ability to engage the group and identify goals and objectives for the group to be involved in accomplishing" – I8
	"they are the ones who are creating their action plans and accountability to move forward" – I10
	"mixing people from different departments and work like one team. One team is not my team from my department; it is one team from my company or my leadership in this case. And also to let them be real people where everyone count, everyone count in the company and everyone have an important role in this company, voice too, and involve them in different workshops or different situation in order to put actions, actions teams, let me say, I'm calling that action team, in order to help the company to solve different issues that they have in their own organization, in order to deliver a better experience to the customer." – I11
	"it is a group that works together to reach that goal" – I13
	"they have to take decisions together" – I16
	"during that time, we push the team to think of what would be an extraordinary goal, what would be something that they want to achieve related to their business" – I27
Team Performance	"linked to performance" – I3
	"Partnering with the team to move it to high performance" – I4
	"when we are at the team context it means that people are too interdependent and the outcome that the organization gets, depends on the quality of their interaction and how they are aligning to reach the objective and how they create the chain in a certain way. So this chain affects the total result of the whole business process" – I6
	"getting more into those elements of team performance" - I10
	"The purpose is that the performance of the team is much higher than the individual performance, but you are working with that" – I22
	"team coaching is getting a group of people to develop themselves to the highest level of readiness" – I23

Table 17 – Pieces of evidences for targeted knowledge and skills presented at the Team Development Phase of the Dynamic Team Leadership model

Categories		Evidence
Team Efficacy	Team Task Focus	"has a very strong development component, so it is about people grow as a team and their insight about how they function" – I3
		"to think, to reflect, to grow, to be more effective" – I3
		"become more effective" – I3
		"getting the team to be more effective" – I3
		"is collective for the team to be more effective" – I3
		"the team gets more aware of their objectives, be more aware of the ways and means they can reach those objectives" – I6
		"raising the awareness within the systems of a company from, let's say, from individual and silos type of thinking, you know, "my role is this, my responsibility is that, and the problem is this", towards understanding the context, the relationships, the system first, you know, the live of a system without taking things personally" – I14
		"requires awareness of all the parts" – I14
		"in teams, the awareness is reached in some kind of organic way. So it is not a linear process. It is some kind of complexity which requires alignment of primary, secondary and sometimes even more other processes that are running at the same time" – I14
		"one of the six big conditions of team Effectiveness is team coaching" – I18
		"more of a team focus in the sense of helping that team become effective" – I19
		"supports a team to increase its effectiveness" – I24
		"We are looking at: client satisfaction, like to what extent is this team delivering on what it needs to, to what extent it is impacting it is beneficiaries, serving its stakeholders, ... That is one dimension. Another is to what extent are the team members satisfied with the outcome, or with the process, so in other words, the wellbeing of the members is another dimension of effectiveness. And in third is beyond the wellbeing of the team is the process the team is using contributing to the growth and the learning of the team. So it is the capacity to address more complex issues increasing over time, which is the third measure of effectiveness. And so team coaching as I hold it is about attending to all these three dimensions of team effectiveness" – I24
		"to come to a higher level of team effectiveness" – I28
		"effective teams" – I30
	Mutual Trust and Respect	"help a team to expand their possibilities, and they are blind about these possibilities" – I30
		"you establish some trust relationship between the coach and the team and they have a sense of where we are going with this, is it safe, will it be an outcome that is beneficial for me and the team as a whole" – I25
		"we cannot do an intervention and expect a big change that's not how systems work. Systems are self-protective, so they need to grow a little feel safe, and coaching provides the structure for both the safety and the ongoing process, the structure over time." – I25
		"a real high-level team is they communicate very easily; they give each other feedback very easily, they have conflicts, they shout, they scream, they laugh, they cry, that is all in a mature team. But in the end they are there as a basis of trust that you have to establish. And from there down you get certain next phases of team development." – I23
		"sometimes is a scary place for people, because you do not know where it is going to go" – I3

Table 18 – Pieces of evidences for targeted knowledge and skills presented at the Team Development Phase of the Dynamic Team Leadership model

Categories		Evidence
Teamwork	Coordination	"cross-team functional communication" – I9 "it is much more about how the team communicates" – I15 "has to do with a lot of interpersonal especially communication work" – I29
	Backup Behaviors	"four months done the road, we finished and if we do our job correctly, that team has advanced to the point that they can support themselves, the things that they have learned they go forward with themselves, the team leader has learned coaching skills, and is a better coach within the company" – I27
Share Mental Model	Members' Task Interaction	"for example when we are talking about management teams, we call them teams but what I sometimes see in my experience is that they are not teams. They are groups of top managers each one of them has their own objectives, and sometimes the objectives of the organization are informal, and they try to follow, but they do not take it with their heart. And this is one of the reasons why team coaches are invited" – I6 "for me, the group becomes a team when there is a certain amount of synergies in terms of ultimate goals and objectives, and there is a certain amount of emotional bonding. So, all coaching of what is called team coaching starts with the group coaching until we are able to establish those parameters" – I7 "in a team, even if the team is virtual, they have some connection point, they exist for a reason. We go back to, but we fight we go back to Katzenbach and Smith, and we look at why do teams exist - common mission, common vision, shared goals, hopefully, shared performance measures hopefully" – I10 "developing some kind of collective intelligence" – I14 "the systemic approach requires alignment" – I14 "helping them to really come to a consensus and agree to what they wanted to do" – I20 "they have a common goal, a common vision" – I22 "over time they are going to be together long enough for them to actually want to invest, be able to invest in learning how to work together" – I24 "more shared leadership" – I31 "share responsibility for the culture, the team's culture, and the team's norms and the choices that the team makes as a system" – I31
Task, Strategy and Goal Revisions		"as a team facilitator I might driving the process versus as a team coach, the team ultimately needs to be the ones responsible" – I10 "take the relationship that we all understand is coaching, the relationship between clients and the coach, the process to build an understanding of what individual wants to accomplish, how to get there, and to hold this individual accountable through a series of planning steps, and expanding it into a group" – I8

Table 19 – Pieces of evidences for targeted knowledge and skills presented at the Team Development Phase of the Dynamic Team Leadership model

Categories	Evidence
Team Coordination	"working with people focused on the purpose and working with the team as a whole. And working with them, so that they can interact in a way that they "achieve the purpose that is common for them" - I5 "ability to engage the group" - I8 "working alongside the team, to kind of push the project ahead. Project as an agenda, but really move ahead healthy in the corporate-speak" - I9 "with customer experience movement, with the purpose there it is to improve the customer experience, but thinking that first, we have to work with people in the leadership with teams, and the commitment and the engagement of the people in the team and the company" – I11 "all other characteristics, all the coaching guidelines, coaching ethics, we are keeping the same" – I20 "so what are the behavioral norm associated with how we show respect how we listen to each other how we... simple things like In some cultures talking over each other is considered very normal in fact it is an indication of energy and engagement in other cultures talking over each other is considered extremely rude. as a team coach, if you have got a multicultural team, you need to be really tuned into there are all kinds of interesting expectations and assumptions on this team that we want to bring to the surface so we can have a conversation" – I25 "A coach is going to take the traditional coaching approach where you are going to (...) be listening, you are going to be asking questions, you are going to be challenging, you are going to be doing those things and keeping yourself out of the minacious which is up to the team to engage in. so it is a difference in approach, it is a difference in attitude" – I27 "engagement" – I29
Facilitate Team Reflection	"aware of as a collective entity" – I1 "to think, to reflect" – I3 "their insight about how they function" – I3 "focus on the team as an entity" – I10 "learning is not as an event but as an ongoing process that requires cycles of, you know, practice Reflection Learning, the doing, Reflection Learning Cycle" – I18 "My role is not as an adviser or as an interventionist, I am eliciting, I am creating a space for the team to reflect, and to find its way forward" – I24 "supporting the reflection of the team is not a democratic process per se, it's not consensus building, and it is not just minor reflection it is also being able to read and track the add and flow of the energy of the team to be able to determine where the points, where the energy is, or the engagement or the urgency is within the team and being able to help the team gain the ability to read that themselves and advance on the areas that are critical to its performance and development" – I24 "engaging the team at the level of the collective" – I24 "observing the team at work and then intervening from time to time to ask them just to take a step back and knowing what is going on. So bringing more awareness to the dynamics within the team" – I29
Provide Team-Level Developmental Feedback	"in individual coaching I see individual coaching providing the space for the individual to think, to reflect on themselves and to ask themselves challenging questions and then to grow and to become more effective. So, I think the definition is the same, except that you now are a reflection on the team" – I3

IV.   Findings

1.   What does Team Coaching mean?

Early on the literature review of this research, we were not able to determine if coaching done by team leaders would be a skill (e.g., Chong et al., 2016), a process (e.g., Dahling et al., 2016), a leadership style (e.g., Buljac-Samardzic and van Woerkom, 2015), a tool or business technique (Vidal-Salazar et al., 2012), or a A role (e.g., Ellinger et al., 2008; Pousa and Mathieu, 2014) since different researchers refer to the concept in various ways. Moreover, along with the scarce literature that addresses Team Coaching construct explicitly, we identified attributes the construct embodies, but not a clear designation of what the concept stands for.

Less than half of the participants in the qualitative research were able to expose a direct answer. Six out of the ten who presented a direct answer pointed out Team Coaching as a 'Process'.

Processes are the way team members interact with each other to accomplish the common goal. Therefore, processes are crucial for team effectiveness since they translate how the member's interactions relate to outcomes (Marts, Mathieu, and Zaccaro, 2001). Hackman (1987: 103) defined team effectiveness as "teams output production that meets or exceeds the performance standard", "and members' affective reactions (e.g., satisfaction, commitment, viability)" (Mathieu *et al.,* 2008: 412). As explored in the previous chapter, team processes "promote individual and collective flexibility and adaptability" (Zaccaro *et al.*, 2001: 457) for team effectiveness even in challenging contexts, and Team Coaching processes represent how the team, collectively and aligned, make sense of the structures within which they work together.

As also revealed by the literature review, Team Coaching definitions appear to be more around the attributes than about what the essence of the concept. Participants in this study are consensual in describing team coaching as a process, orientated towards a group of people who have, in many cases, the same hierarchical report and/or are functionally connected, and working together on a common goal. "A group of people whose work is interdependent, (…) so we are talking about people who necessarily have a shared purpose for their works, and whose work itself is interdependent and dependent on collaboration", as mentioned by one of the interviewees (I24). Most of the interviewees referred to team coaching as being more complex than individual coaching, due to the beneficiary of the intervention being a collective entity, the system as a whole, instead of a singular person. Therefore:

Team Coaching is a process addressed to a real team and a collective system.

Another attribute used by participants to describe Team Coaching is around the Team Coach's role (their role) within the process. The interviews showed that Team Coaching is a helping relationship facilitated by someone reliable who is a partner in setting a space of trust and who is relating to the system as a whole and not to specific individual needs. The team coach is described as a partner in the team coaching process, where the team will set the agenda and goals they want to achieve collectively. These results are most aligned with the description coming out of the literature review which indicates that the team coach should have a good understanding of group dynamics or group-based dialogue processes (Brown and Grant, 2010), having a broader base of knowledge, skills, and experience, notably related to team performance, group dynamics, team development, and systems. Therefore:

Team Coaching is a process addressed to a real team and a collective system, within a helping, partnering, reliable relationship facilitated by someone capable of relating and working with a system.

Only four participants out of the thirty-one noted an individual and directive approach to team coaching while conducting a previous diagnose (e.g. "sitting with the team in their daily work, absolving them, watching the interaction, watching how the entity evolves, which gives you a lot of insight into how to approach it" (I4); "we assess the team, we look at how the team is functioning, we look into each individual on the team" (I27)) or using a survey before starting team coaching (mentioned only by USA based experts).

This finding of a more directive and consultancy approach in Team Coaching is testified by the literature review where we were able to notice this approach in the early days of coaching, but also within some researchers' reasoning (e.g., Hackman and Wageman, 2005; Hauser, 2014; Hawkins, 2011; see Chapter One: 22).

An initial diagnosis within a Team Coaching process might be a cultural approach (national basis or by researchers or professionals who have a consultancy background), or can be a demand of which organizations require some foundations to justify the Team Coaching work.

Nevertheless, this research's literature review showed that Team Coaching differs from other team leadership processes since it is not focused on the leader-coach behaviors or styles which provide cognitive, motivational, affective, and coordination structures (Zaccaro *et al.*,

2001), but how coaching serves the team cognitive, motivational, affective, and coordination structures, collectively and aligned (Hackman and Wageman, 2005).

The initial diagnosis may be put in place, but as a tool for the team to set directions together and in partnership. The interviews suggested Team Coaching process as supporting team members to get aware of the existence of this collective entity and its dynamics so that they can perform better as a whole. "And so, team coaching is working with a team to recognize their barriers and to look at ways where they can perform better as a group" (I13), aligning expectations, and improving operational and relational working methods.

The results of team processes depend on the quality of team interaction and alignment, as described above. One of the interviewees used the term "dependability" (I7) as described within the Aristoteles Project which means that "everyone needs to contribute to the best of their ability and deliver high-quality work. They must do this within the time parameters allotted and agreed upon. Dependability means that they can count on each other to do their job" (https://rework.withgoogle.com/print/guides/5721312655835136/).

In summary, team coaching is described as a process of a system (a word used by eight of the interviewees) / collective entity, with their dynamics, which support members to create awareness on how to promote dependability. It can start with an initial diagnosis that will be used as a tool to facilitate the team's cognitive process. However, the agenda will be set by the team on an ongoing basis towards team development which will consider a systemic and coaching approach. Therefore:

> *Team Coaching is a process addressed to a real team and a collective system, within a helping, partnering, reliable relationship facilitated by someone capable of relating and working with a system using a coaching approach, where the team is setting the agenda and the developmental process.*

The outcomes expected are that team members are more conscious about the meaning of their work, becoming more engage and accountable. It is a process that will lead team members to development, progressing to the next level, and team to better performance and therefore to results. Therefore, Team Coaching is described by many of the interviewees as having team effectiveness as an outcome, but also as contributing towards business results and adaptability, which is very much aligned with the outcomes described in the literature review of this research. Therefore:

> *Team Coaching is a process addressed to a real team and a collective system, within a helping, partnering, reliable relationship facilitated by someone*

> *capable of relating and working with a system using a coaching approach, where the team is setting the agenda and the developmental process, and the expected outcomes are team effectiveness towards business results and adaptability.*

2. How is Team Coaching's definition related to the Dynamic Team Leadership approach?

This study also advocates that the concept of Dynamic Team Leadership Coaching will contribute to advancements in team coaching research and supports the clarification of the "how" team coaching is used in practice for team development management strategies.

Through a literature review, different concepts are used, attempting to describe what team coaching implies, like "Team Coaching", "Leadership Team Coaching" (i.e., team coaching done next to a leadership team), "Systemic Team Coaching" (i.e., team coaching process which will consider in team reflection not only the team as a system but also external elements/stakeholders that contribute and are part of the larger system) (e.g. Hawkins, 2011; Hawkins and Smith, 2006). Indeed, all these concepts are to be acknowledged for the development of a better understanding of team coaching definition.

This research wants to complement team coaching literature by adding the team development process detailed by the Dynamic Team Leadership model (Kozlowski *et al.,* 2009), which proposes the "how" of leadership when using a coaching approach, with the intent of developing teamwork and cooperation, monitoring team performance, and intervening only for team coordination.

Through the qualitative research analysis, this study identified pieces of evidence that support team coaching knowledge and skills present at the team development phase of the Dynamic Team Leadership model, i.e., the team coach focus is on the team level, providing opportunities for the team members to learn how task contributions fit within the team context. Appendix III exposes pieces of the interviews that address team coaching definition directly. Table 14 provides examples of quotes for each component of this phase of the model.

The findings infer that team coaching is a process that can be used as a function which any member of the team can use to promote team capability towards team effectiveness and adaptability. Thus, team coaching is a process part of the team development dynamics, not directed to a single task or an individual competency (therefore dynamic), nor is it a process of a singular user (therefore "leadership coaching" and not only "leader coach"). It positions team

coaching at the dynamic team leadership scope, adding the structured knowledge introduced by the Dynamic Team Leadership meta-theory to the Team Coaching definition. Therefore, we can assume the following definition as valid:

> *Dynamic Team Leadership Coaching is a process addressed to a real team and a collective system, within a helping, partnering, reliable relationship facilitated by someone capable of relating and working with a system using a coaching approach, where the team is setting the agenda and the developmental process, and the expected outcomes are team effectiveness towards business results and adaptability.*

V.   Conclusions, Limitations and Future Research

Dynamic Team Leadership Coaching showed up as a new concept that sustains dynamic team leadership research. Furthermore, defining the Dynamic Team Leadership Coaching construct with empirical support was a considerable contribution to the third phase of the Dynamic Team Leadership meta-model and an advancement to team coaching theory.

The use of qualitative methods supported the current research by confirming the center lines discovered in the literature review and/or adding knowledge. This procedure answered the research questions - what exactly does team coaching mean? In what way is team coaching related to the dynamic team leadership approach? -, leading the way towards further exploration of what implies a dynamic team leadership coaching approach.

Nevertheless, this study has a considerable limitation by having only one researcher doing content analysis. As much as the work has been supervised, reviewed several times along different moments in time, and supported by previous literature review, the analysis would have gained, if it was done simultaneously by at least two researchers to support validity while excluding arguments of the existence of bias throughout the analysis.

At this point in the research, we have a precise definition of Dynamic Team Leadership Coaching, but yet at a general level of reality.

Some more research questions are now added to be explored in the next study (Study 2): How can Dynamic Team Leadership Coaching be operationalized? Which are some behaviors that should be observed so we can say that Dynamic Team Leadership Coaching is the process being used?

Study 2 - Dynamic Team Leadership Coaching Knowledge and Skills[5]

I.   Introduction

This research defined Dynamic Team Leadership Coaching as a *process addressed to a real team and a collective system, within a helping, partnering, reliable relationship facilitated by someone capable of relating and working with a system using a coaching approach, where the team is setting the agenda and the developmental process, and the expected outcomes are team effectiveness towards business results and adaptability[6]*.

Following this definition, more specific questions surface:

1. How to identify the dynamic team leadership coach?
2. How can someone develop the capability of relating and working with a system using a coaching approach, where the team is setting the agenda and the developmental process?

Although some researchers report to the practical use of a team leadership function, their description is more focus on the outcomes than on specificities the team leader has to practice on a daily base while applying a team coach function. Moreover, the literature review of the current research has not found any research on how to train team leaders to develop specific team coaching competencies or on how team leaders develop this team coach function as a component of their leadership strategy.

The purpose of this study is to identify the enabling competencies for dynamic team leadership coaching functions to be operationalized and developed. Inspired by grounded theory, this study has the ambition of identifying and describing the characteristics of a dynamic team leadership coach, which can be observed and consequently developed.

II.   Background

As the literature review of the research pointed out, the team coach will be the one who ultimately represents the success of the team coaching process. Her / his "job" will be focusing on maximizing progress towards team performance using coaching skills. For that, s/he has to be willing to use a coaching function, as well as having the ability to do so.

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[5] Study presented at the 3rd International Conference on Graduate Coaching Education: Theory, Research, and Practice, on June 7-8, 2019 at University of Pennsylvania, Philadelphia.
[6] Definition presented at EURAM 2019, with some adjustments after the feedback received.

This function, like any other team leadership function, can be taken by "whoever (inside or outside the team) assumes responsibility for satisfying a team's needs" (Morgeson *et al.*, 2010: 8). It is not unanimous if the team coach should be someone from the team, eventually the team leader, or someone external to the team, or even external to the organization.

For the team leader to coach her / his team, they need to develop some specific knowledge and skills. Until now, research is not clear about what those knowledge and skills are (see Chapter One), and research is even incipient on showing empirically visible behaviors and actions which betoken each different team leadership function.

Some of the team coaching abilities mentioned in the literature are: being comfortable with unpredictability, having a good understanding of group dynamics or group-based dialogue processes, having a broader base of knowledge, skills, and experience, notably related to team performance, group dynamics, team development, and systems.

Coaching should be something we can observe, and for that, we will need tangible indicators. However, scarce research has focused on tangible indicators that will assess what the competencies of a coach should be. Thus, coaching requires competencies (knowledge, skills, and other characteristics) that enable coaching behaviors, and therefore, can be observed and developed. Team coaching competencies integrate coaching competencies at the same time that include knowledge, skills, and other characteristics related to the work done next to teams, as reported in Chapter One.

Throughout the team coaching literature review, only one specific study referring to team coaching competencies was found (i.e., Jacox, 2016). Although some researchers indicated behaviors and competencies that will demonstrate the practical use of a team leadership function, the overall description is more focus on possible outcomes than on specificities the team leader has to practice on a daily base while applying a team coach function.

Besides the team coaches abilities which are related to specific work done next to groups and teams, literature refer to competencies very similar to the ones presented by the International Coach Federation core competencies[7]: asking and providing feedback; communicate and talk more openly with one another; support the team to reflect for itself; create a respectful space of trust, non-defensive attitudes, and confidentiality; through questioning and empowerment, promote reflection and allow decisions emerging from the team itself; goal

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[7] Comptencies in use until the end of 2019.

setting; deepening awareness; supporting action; creating accountability; assess the reflective capacities of teams and adjust coaching interventions accordingly.

III. Method

The research used semi-structured interviews done next to the thirteen-one coaches, as mentioned in the preview study. These coaches, participants of the qualitative research of the present work, were chosen due to their knowledge and experience in offering external team coaching services and/or to be considered experts in the team coaching field, and were geographically dispersed throughout the world – Argentina (1), Brazil (2), Canada (3), Germany (2), Greece (1), India (2), Netherlands (1), Portugal (2), Romania (1), Russia (1), Singapore (2), South Africa (1), Spain (2), Switzerland (1), USA (9).

This literature review served as a support to build a semi-structured interview script of open-ended questions which was used to guide data collection (Appendix II). Eight primary areas of inquiry were covered during each interview, although these questions were made open and broad enough to understand which concepts emerged from the participants more deeply, and to avoid directing them to a specific type of answers. The interviews were semi-structured allowing new questions to be introduced throughout the interview as a result of interviewee responses (Ghiglione and Matalon, 2005).

Data collection took place through a recorded (as suggested by Silverman, 2000) video and audio call interview. A verbatim transcript was created for each interview. The transcribed documents were imported into MAXQDA for analysis as a means to help organize the data, codes, and categories and visualize relationships among and between the data.

For this second study, three answers given by the thirteen-one interviewees were analyzed. Those questions were : (a) by whom should team coaching be delivered? (b) assuming that a team leader can act as a team coach, how does a competent team leader in a coach role looks like? (c) how to train leaders to develop specific competencies and how they develop this function as a component of their leadership strategy?.

Using thematic analysis, the researcher (1) became familiar with the data by reading and re-reading each interviewee's answers to the questions. (2) The participants' answers were analyzed using an initial open coding scheme devised by the researcher. (3) The researcher began to look beyond the words and began to search for themes and to group the codes into meta-categories (Flick, 2009). At this stage, the researcher looked to discover patterns in the data and conditions under which they apply (Strauss and Corbin, 1990). (4) "Credibility of

research findings also deals with how well the categories cover the data (Graneheim & Lundman 2004)" (Elo and Kyngäs, 2008). Hence, the researcher, after walking away for some weeks, came back to the analysis and reviewed if the categories were accurately identifying "the 'essence' of what each theme is about" (Braun & Clarke, 2006: 92). (5) After doing the necessary adjustments and refinements, the researcher began to connect pieces of evidence from the data collected, resourcing, in part of the analysis, to descriptions used in the literature. This procedure was used in different timings for each of the three questions under analysis. (6) Finally, when harmony was felt within categories, the study had the conditions to introduce the results complementing with examples of segments (between brackets the interview number). In the next section ("Results"), tables are presented to demonstrate links between the data and results.

VI. Results

1. The Team Coach

To answer the question "who is the team leadership coach?", the interviewees were asked about who should deliver the team leadership coaching process. Analyzing the data received, the answers were coded as:

- The team coach should be the team leader;
- The team coach should be a supplier, therefore external to the organization;
- The team coach should be someone external to the team;
- The team coach can be anyone under certain conditions.

One interviewee mentioned that the team leadership coach should be "first of all the team leader" (I23)[8].

Seven participants of the qualitative study perceive team leadership coaching being delivered only by external suppliers, with the following arguments: "if you are participant in the organization you are part of this culture"(I30); "we can have some kind of leader coach in a group, team, but this role is completely different from the role of the external coach" (I30); internal coach "does not have the experience, he dares to ask questions that nobody goes on that direction" (I5); "because they are too much in dread in the system, and they have something

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[8] The number following the letter indicates the specific individual respondent; for example, I1 is one interviewee, I2 is a second interviewee and so on.

to lose" (I16); external coaches "do not carry any judgment before we go into the group" (I26); "the team could feel more confident that there will be a respect for privacy if the coaching is done by someone outside of the organization" (I29).

Here we observed a cultural influence on the answers. Within these seven participants are included the two interviewees from Portugal, the two interviewees from Brazil, the interviewee from Argentina, one of the interviewees from Singapore, and one of the interviewees from the USA, who is living in Germany, but who lived for quite a long time in Portugal.

Five interviewees agreed that the team coach could be someone from the organization who has "a perspective that the external coach practitioner will not have" (I25). However, they cannot belong to the team being coached. Even being someone from the organization, according to these interviewees, the team coach must follow specific requirements like: "someone who can be called a coach who understands the framework of a coach, preferably someone who has attended training to be a coach or credential as a coach" (I7); "having an ICF qualification, and everything else, I think that there is a need to be able to work with a team dynamic" (I19).

Seventeen out of the thirteen-one interviewees assumed that the role of team leadership coach can be played by an external as well as an internal coach. Although, choosing one or another or, even, a combination of both ("what works very well is an internal coach pair with an external coach", "we have had a team run by internal totally; we have had internal/external; we have had all external; so those are three combinations. All have worked at different levels of success" – I27; "it could be a collaboration between an internal and external facilitator or coach" - I28) certain conditions will have to be observed:

- Team coaches should be "fully trained in the ICF Coaching Competencies and hopefully, have had some training in team coaching as well" (I4), people "who has gone through real coaching development, real coaching certification the ICF or another organization and who works with clients" (I17), since "it is a question of skills, competencies to develop, to assimilate, to integrate, to digest, and afterward to put in practice" (I11);

- Team coaches should be "trained in the facilitation of group dynamics, team Dynamics, team development, team building" (I12), should "understand the essential conditions for team effectiveness" (I24), and be "willing to look at the team as a system" (I31);

- Team coaches should "maintain the objectivity" (I4), "have the influence and the neutrality that is required in an organizational context" (I8), and "as long as the person is really able to identify, what I call the different hats" (I17);

- Team coaches should be "be just careful of how contracted, how we hold the group, when we are doing team coaching" (I9), "sort of defining the roles of engagement within the team" (I15);

- "Maybe you need to bring external people for the developmental phase" (I8), "it is really probably a function of the team's level of maturity" (I18), "it has everything to do with the maturity of the team or the capacity of person assuming that role" (I24);

- The organization should "think about giving him [internal team coach/team leader] support because he can get wand up in the dynamics" (I9);

- Also, the "nature of the coaching" (I15) and the context should be regarded, i.e., "for example a very senior executive team needs to be coached by somebody outside because at that level you also have a lot of political issues which makes an external person an ideal candidate to steer the team through the issues that they need to navigate" (I8); "some team coaching, depending upon if it is more positive based, there are not so many issues, probably an internal coach could do that" (I15); "the external depending upon the nature of the coaching, probably needs to have some idea of culture, what is the overall strategy of the organization or the department or both" (I15); "[internal team coaching] will be in lower hierarchy teams and more manageable topics, where also the coach would not get involved and gets in this dynamic (I22)".

2. The Team Coaching Competencies

During the interviews, the participants were asked what makes a team leader a team coach. In other words, how would anyone know that a team leader is functioning as a team coach and how does a competent team leadership coach look like.

Four analytic strategies inspired by grounded theory (with a stance of the constructivist grounded theory, according to Charmaz, 2014) were employed with the interview data. The researcher selected these strategies to analyze the data from different angles and to provide a more in-depth analysis through constantly comparing trends in the coding.

The processes of analyzing the data and of developing a coding structure were as followed:

Phase one – Initial Coding: through open coding, this study grouped the team coach's abilities that came out from the interviews into twenty-five codes/themes (Table 20).

Table 20 - Team coach's abilities: initial coding

CODES	Initial Number of Pieces of Evidence
1. Competencies – general	17
2. Understanding Individual Profiles and Talents	5
3. Other Leadership Skills	3
4. Emotional Intelligence	5
5. Willingness / Commitment / Adaptability	8
6. Questioning Skills	21
7. Accountability for Progress	13
8. Egoless and Presence	30
9. Define / Clarify mission, goals and expectations	11
10. Sense-making	3
11. Empathy	3
12. Trusting and Respecting Others	14
13. Self-awareness	16
14. Listening Skills	27
15. Non-judgment / Facilitates vs Dictates	29
16. Engage in Decision Making and Results	7
17. Promoting / Designing Action	9
18. Giving Feedback	14
19. Setting Agreement / Contracting	11
20. Promoting Reflection Towards Development	9
21. Support Social Climate / Interpersonal Coaching	17
22. Recognition	5
23. Open Up Perspectives	13
24. Creating Awareness	16
25. Challenge	6

During this phase, the researcher noticed that some codes were knowledge-based others were behavioral components.

Some of the interviewees mentioned that this team leadership coach should have specific knowledge (e.g. leadership – I16; psychology – I16; ICF core competencies – "starting with contracting and closing with a plan, and following with the commitments of these plan, and in the middle the feedback, the communication, the presence, the listening" (I5); team dynamics and team effectiveness - I24, I28, I29, I31; systemic theories – I14, I16, I24) and qualifications (I17). Concerning skills, the ICF Core Competencies, and particularly Questioning Skills (I4, I8, I9, I10, I11, I16, I17, I21, I23, I26, I27, I28, I29) and Listening Skills (I2, I3, I4, I5, I6, I8, I9, I11, I12, I13, I15, I17, I21, I22, I25, I26, I27, I28, I30), were largely revealed as essentials skills for team leadership coaching attitudes, behaviors, and cognitions to operate.

Although the ICF Core Competencies are very much driven towards individual coaching, this framework is present in the interviewees' mindset and might serve as a support in identifying some skills needed to promote attitudes, behaviors, and cognitions that lead to team leadership coaching towards team effectiveness. These skills will serve different "intents", as described by Boyatzis and Sala (2004). Therefore the researcher considers these skills transversal in the accomplishment of several intents and not a competency *per se*, which require "both action (i.e., a set of alternate behaviors) and intent called for measurement methods that allowed for assessment of both the presence of the behavior and inference of the intent" (Boyatzis and Sala, 2004: 7).

At this point, and moving forward, it is important to reinforce the social constructivist approach of this research. The researcher assumes an interpretivism stance, where it was impossible to get away from her knowledge, and therefore, where she used a more personal process while observing and understanding reality. The researcher is familiar with the language and semantics used in the coaching circle. Thus, even if the researcher is vigilant for bias and judgments, it can happen that, while coding some of the pieces of evidence, the researcher used her coaching knowledge.

Table 21 - Codes related to knowledge and tools

	CODES	Theme
1.	Competencies – general	Knowledge and Tools
3.	Other Leadership Skills	Knowledge
6.	Questioning Skills	Tool
14.	Listening Skills	Tool

Then, what are the competencies which serve as enabling conditions for team leadership coaching to be operationalized?

To answer this question, the researcher compared attitudes, behaviors, and cognitions brought forward by the participants of the qualitative research and the ones exhibited through the findings in the literature review, and more specifically, at the team development phase of the Dynamic Team Leadership model.

Phase two – Theoretical Sensitivity (step one): to get clarity on naming the themes that were showing up and distinguish them into categories of competencies, the researcher fall back on the description formulated by Kozlowski *et al.* (2009) at the team development phase of the Dynamic Team Leadership Model.

Phase three – Theoretical Sensitivity (step two): exploring constantly the relationship of codes to each other, making connections between them, the researcher reconsidered some few of the evidences changing to other codes, and looked for similarities, incorporating concepts whenever they seemed fairly representative of what is being described, or giving specific coding when the items were sufficiently different.

To support the clarification of concepts along the analysis of constantly comparing data with data, data with concepts, concepts with data, and concepts with concepts, organizing the different concepts into categories, the researcher resort to the constructs used by the ABCs of Teamwork model (Salas, Rosen, Burke and Goodwin, 2009).

Out of twenty-five codes, eleven categories emerged from the grouped data based on the themes arising from the data, and they represent the main competencies. "The construction of the specific competency is a matter of relating different behaviors that are considered alternate manifestations of the same underlying construct. But they are organized primarily or more accurately initially, by the similarity of the consequence of the use of these behaviors in social or work settings" (Boyatzis and Sala, 2004: 8).

Appendix IV shows the categorization of the Initial Coding into Competencies connected with the development of Action at the Dynamic Team Leadership's Team Development Phase.

Phase three – Selective Coding: by systematically relating the initial coding to categories, filling other categories that need further refinement, and thus looking for theoretical saturation, the researcher was able to identify eleven core competencies. The researcher formulated descriptions of each competency, supported by literature review references. Table 22 presents each of the competencies found, clarifying the meaning of each competency, and confirming that data collected were precisely describing the competency to each it was connected to.

Table 22 - Set of team coaching competencies description

1.	Team/collective orientation - The team leadership coach acts as a team player focused on the team and not on her/his own needs, offering encouragement and modeling (Kozlowski *et al.*, 2009);
2.	Team/collective efficacy - The team leadership coach fosters team efficacy ("is the shared belief that the team will perform effectively on a particular task", Gullt, Incalcattera, Joshi, and Beaubien, 2002 in Kozlowski *et al.*, 2009: 133) by understanding and encouraging team members' potential and strengths;
3.	Team learning orientation - The team leadership coach provides opportunities for members to enhance performance by encouraging discovery, reflection and learning out of each situation they engage in;
4.	Psychological safety - The team leadership coach fosters a climate of trust, where team members will recognize and protect each other (Kozlowski *et al.*, 2009). According to Edmonson (1999: 354), psychological safety is "a shared belief that the team is safe for interpersonal risk-taking";
5.	Team empowerment - The team leadership coach fosters a shared perception that members will perform particular actions (Kozlowski *et al.*, 2009). According to Mathieu, Gilson, and Ruddy (2006: 98), team empowerment is the "team members' collective belief that they have the authority to control their proximal work environment and are responsible for their team's functioning";
6.	Intrateam feedback – The team leadership coach promotes exchanges of information and mutual adjustments (Marks, Sabella, Burke, and Zaccaro, 2002, in Kozlowski *et al.*, 2009) to enhance teamwork and therefore team performance;
7.	Planning – The team leadership coach facilitates "the process of orchestrating a sequence and timing of interdependent actions" (Mathieu *et al.*, 2000: 367);
8.	Backup/supportive behavior - The team leadership coach acts in ways which promote supportive behaviors between team members (Morgan, Salas, and Glickman, 1993 in Kozlowski *et al.*, 2009), and s/he shows willingness to accept and provide help (Denson, 1981, and Dyer, 1984, in Kozlowski *et al.*, 2009);
9.	Motivation and challenge of others - The team leadership coach generates and maintains "goal-directed effort toward completion of the team's mission" (Salas, Rosen, Burke, and Goodwin, 2009: 58) while challenging the team to come up with new perspective in a supportive environment;
10.	Accurate problem models - The team leadership coach promotes a "shared understanding of the goal or desired outcome, and a shared understanding of the solution strategy" (Orasanu, 1995: 259);
11.	Accurate and shared mental models (transactive memory and team situational awareness) - The team leadership coach promotes "an organized knowledge structure of the relationships among the task the team is engaged in and how the team members will interact" (Salas, Sims, and Burke, 2005: 561).

Phase four – Coding Deviant Cases: some exceptions were found in the data (Table 23). Several iterations of grouping codes resulted in a set of themes that could not be further combined without losing some of the richness of the data. These deviant cases were used to

amended or extended the theory with the introduction of competencies not included in any of the models mentioned.

Table 23 – Codes for deviant cases

CODES	Initial Number of Pieces of evidence
13. Self-awareness	16
23. Open Up Perspectives	13
24. Creating Awareness	16

These three codes can be combined into a singular competency which the researcher named "awareness" – self and social, i.e., the team leadership coach develops consciousness of oneself (according to Jopling, 2000, and to Natsoulas, 1998), supports others to get self-awareness, and stimulates the awareness of the surroundings, promoting to uncover perspectives toward team efficacy.

Goleman, Boyatzis, and McKee (2002:30) argue that self-awareness is "often overlooked in business settings" and describe the self-aware leader as someone who is "attuned to their inner signal" while recognizing "how their feeling affect themselves and their job performance". By doing so, this self-aware leader "will also be tuned out to how others feel". These authors also refer to a self-aware team as a team which is "mindful of shared moods as well as of the emotions of individuals within the group", where members "are attuned to the emotional undercurrents of individuals and the group as a whole" (Goleman, *et al.*, 2002: 178).

Appendix V shows the categorization of the Initial Coding into Competencies connected with the Reflection phase at the Dynamic Team Leadership's Team Development Phase.

Although self-awareness and social awareness are identified as dimensions of the emotional intelligent domain (Boyatzis and Sala, 2004), the researcher noticed a difference between segments introducing emotional intelligence competencies as concrete supportive behaviors, and the segments coded with these three categories, which are related to an abstract reflective theme. Thus, these competencies were defined as shown in Table 24.

Table 24 – Set of team coaching competencies description

12. Self-awareness - The team leadership coach recognizes how her/his feeling affects themselves and their job performance and is also tuned out to how others feel;
13. Social awareness - The team leadership coach fosters team efficacy by encouraging team members to be attuned to the emotional undercurrents of individuals and the group as a whole.

All the competencies identified in the present study will be used as domains for a scale (third study), since analyzing data generated from the interviews can inform a survey designed for larger samples.

3. The Team Coaching Development

The data collected from the interviewees showed that there are professionals that still do not believe that Team Leadership Coaching can be observed as a team leadership function: "I have no idea if this is possible" (I14); "I think it is difficult. I think it can be a real conflict of interest." (I19); "to be honest, I have not seen it yet" (I24).

By analyzing the data coming out from the interviews, open coding was used, and the code that stood out was "training program with practice". Most of the interviewees mentioned that team leaders should go through a training program with a strong practical component, to develop their function as a team leadership coach. Some pieces of evidence are shown in Table 25.

Table 25 - Team coaching development through a training program with practice – pieces of evidence

"training in coaching competencies, practice within a coaching program, where they work their coaching style as a leader" (I1)
"mixed of content and practice" (I2)
"mixed methods, only do training in the classroom we haven't addressed the being and the doing sufficiently" (I3)
"design a training course where you go through (…) all the kind of coaching skills" (I3)
"need to have some grounding, some kind of training in the Coaching Competencies" (I4)
"need to train in being very clear about whether I am managing now, mentoring, or coaching" (I4)
"we put in place it is a coaching cycle. The coaching cycle means that they organize being coach, or being coachee from the people in the room, and during the 2 or 3 months after the workshop, in order to practice what we learned in the workshop" (I11)
"people go through two days coaching skills training" (I10)
"if as a coach I do not have that language, if I do not have that contextual understanding, I am not effective" (I10)
"knowledge in itself does not give you capability, so then I think that the second element is practice and how does someone become a better coach through practice, I think part of it is role-playing… So, I would say role-playing, certainly with experienced coaches, in an environment where the idea is to develop the coach's skill, not necessarily to receive the coaching." (I12)
"I think for leaders to have this sort of a framework like that and you can learn that through training" (I18)
"we really tell them to have some kind of dummy sessions to really facilitate those coaching conversations and then slowly we expose them to this kind of coaching conversation while practicing, and we mentor them, and they are exposed to this kind of situation after the coaching classroom practices and all. Near about one year to one and a half years, they are exposed to this kind of demonstrations and practices. And once we really see good feedback from the coachees and others whom they have been exposed to, then we see that we can really allow them to go for a team leadership coaching and all. So that they cannot only be a team leader but at the same time they can coach their teams." (I20)
"they need to go through training. But here is the thing... that taking the classical training of the coach will not help them much, because in this training, they will learn how to do one on one sessions, but that will not be how they work. They will need to take an adjusted training where they implement the competencies on the job." (I22)
"we have the knowledge; they will get the knowledge. We have the skills, they practice and they do the skills. And then you have to work on attitudes, behaviors, and attitudes. So, it is for them to change their perspective and have a positive attitude towards, actually practicing the skills, the competencies that they will learn." (I22)
"is giving them the language to describe what they are feeling and what they are noticing in the group. And can be in practicing what does it mean to shift the energy of the group, if you will, in the course of the process" (I24)
"I think there is definitely a niche available for training team leaders in team coaching skills" (I25)
"they need some training and some practice" (I26)
"it is actually to have a training or workshop to overview some of the competencies that tend to be important in developing a coaching approach to leadership things like emotional intelligence, awareness, bring that to the table so everyone has some kind of common understanding over a common vocabulary" (I29)

The participants on the qualitative research also mentioned that team leadership coaching is developed through "experiencing coaching" and "supervision and mentoring".

Some pieces of evidence in the category of "experiencing coaching" (eventually as a complement to a formal training program) can be found in Table 26.

Table 26 – Team coaching development through experiencing coaching – pieces of evidence

"they already had a coaching program by an external coach in a way that they've already experienced the coaching power lived by themselves" (I1)
"then you coach a session for them where they watch you, and observe you as an experienced coach" (I3)
"I would work with this person on an individual relation" (I5)
"I believe that the best way to train these things is to have experience of such things themselves" (I6)
"there are people who work with me (experienced coaches) or I give them some basic inputs, but all I can do is to tell them "yey this is the way that I do it" (I7)
"we work in a simple structure what is coaching now and, in the future, obstacles and resources and actions, things that everybody knows in coaching" (I11)
"if they are not going to a coach school it is really setting up that place of curiosity" (I13)
"learning from how our conversation go. So, it is learning from listening and watching to our conversations" (I13)
"practice makes permanent, so I would say practice, practice, practice. Well practice outside of the team, right? It is about finding external opportunities or internal within the company, whatever set up this is, work with experienced coaches and work with them really up to the point where it becomes second nature for the person not to give any advice not to make any suggestions but really stick to that, and you and I know how strict the ICF is on this, and I would say, make it even harder" (I17)
"I have actually trained leaders, again, through one on one coaching relationship and they haven't gone and taken any formal training programs" (I18)
"I think you can learn it by actually having the experience of being coached by an external team coach" (I18)
"to give people some kind of training in leadership, leadership training, and then forward by coaching" (I23)
"part of what we are doing as team coaches are, we are modeling a certain way of interacting with the team. So that is a way that I'm transferring that ability not only to the team leader but to the team as a whole" (I25)
"we are hoping, and it usually does happen through a 6-month process where they are working one-on-one with a coach that they become a better coach leader" (I27)
"best way to develop these competencies in a leader is through coaching where they are encouraged to try the new behaviors out, see what the results are, and keep trying, keep going... It is not something that really can be mastered in a corporate initiative through a training program. It needs to be the one on one overtime experiential, support to make it happen" (I29)

And some pieces of evidence in the category of "supervision and mentoring" (eventually as a complement to a formal training program) can be observed in Table 27.

Table 27 – Team coaching development through supervision and mentoring – pieces of evidence

"put them to act, and then discuss with them… is a kind of supervision, a mentorship" (2)
"then they do it in a way I watch them, and I give them feedback" (I3)
"a mentoring of them throughout the year" (I4)
"bringing in feedback is essential" (I6)
"and afterward we have a meeting, a conversation.... it's a virtual one...to talk about this experience, what worked well, what are I did, what I intend to do, what were the difficulties, what I've learned, what I have to improve" (I11)
"the structure in the sessions is a lot of practice, practice in couple or practice in a group, depending on the situation, with one, is coach, other is a coachee and one observer, for instance, if we work in triads. And there is giving feedback one to another, and also modeling before" (I11)
"and then also using it. Once they learned they kind of develop it. You have to use it in the field with the team, I believe that's how you become masterful. But I would say then, the concept of supervision is important, and how that supervision looks or takes place can vary from one person to another. I certainly believe that is something that people have to set up deliberately to learn, to practice, to apply, and then to have some type of feedback to continue to improve themselves, based on actual results" (I12)
"it is also supporting them in listening... sitting in... I often would sit in some of these meetings, and then we will work back through it" (I13)
"even the training for the formation of the professional individual coach, or perhaps a group coach, requires mentoring and supervision and, let's say, the competence polish towards a more complex understanding of the awareness of the space, the individual space, but then the team dynamics" (I14)
"we all know we need someone to work with, we need someone who observes us, and if you are transparent as a leader about this, I think it sends strong messages of quality, insurance to the team" (I17)

"Self-awareness" was also identified as an existing category on the interviewee's answers to how the team leader would develop team leadership coaching as one of their functions. Some pieces of evidence were put together in Table 28.

Table 28 – Team coaching development through self-awareness work – pieces of evidence

"I think the very first thing is they need to see that this preferred way of working, first and for most. It is not because it is a fact/fashion, it is not because a business review says it is the right thing to do" (I9)
"it starts with self-awareness. If the guy does not realize that something needs to change inside it is hard to move to any direction" (I16)
"the number one skill or competency is self-awareness, and so whatever they can do to develop their self-awareness... taking courses in EI would be important, or doing assessment like ESCI, for example, is a very standard test for EI, and it also measure social competence, to get a read on what their strengths and weakness are... do their own 360 assessment so that they hear from their peers and their reports... how they have been perceived as a leader, and also in a coach or mentor role" (I28)
"putting themselves in uncomfortable situations, practicing stretching themselves, investigating, exploring their unconscious biases, becoming cultural more competent by putting themselves in new situations, moving abroad, living abroad, interacting with people that are not like them but different from them" (I28)
"I like to go into an individual assessment some kind of tool (…) I think that is important for individuals for leaders to do an assessment so that they have a better understanding of who they are and who contributes to a better understanding of just the differences in people" (I29)

Some other interviewees mentioned also that this function could only be developed according to some individual characteristics like commitment/willingness and coaching approach's traits (some pieces of evidence in Table 29).

Table 29 – Team coaching development through individual characteristics – pieces of evidence

"we have to have committed leaders. Otherwise… I can train them, but it is most more about in what they are willing to apply" (I5)
"if they accept such an approach" (I23)
"So, what we are doing is we have identified people in the organization that were already coaches at heart. they were already very positive, they were already taking more of a coach approach, but they have not been trained. (…) And then they would go out and look for others like them (…) hopefully, the people that will not align will get on board because they will see how exciting it is." (I21)

IV. Findings

To clarify how can Dynamic Team Leadership Coaching be operationalized, and which are some behaviors that should be observed so we can say that Dynamic Team Leadership Coaching is the process being used, this study proposed to answer two questions:

1. How to identify the dynamic team leadership coach?
2. How can someone develop the capability of relating and working with a system using a coaching approach, where the team is setting the agenda and the developmental process?

Starting with the literature review and then through the qualitative research, this study identified who the team leadership coach is, and which are the enabling competencies a team coaching process must observe. Answering these two questions facilitates the understanding of what a team leadership coaching function implies, so we can positively assert that we are facing a team where this function is being used.

1. How to identify the dynamic team leadership coach?

According to this study, the team leadership coach can be anyone external or internal to the team or organization, who regards certain conditions: a) has completed a (team) coaching training; b) is trained in group dynamics and systemic approaches; c) is able to maintain neutrality when using this function; d) knows how to set agreements and contracting while using a team coaching function; e) knows how to identify team needs giving its maturity level and how to perform accordingly; f) has organizational support; g) is respectful of the nature and context of coaching, suggesting a colleague or a different solution whenever needed.

The data analyzed also indicated the possibility of anyone in the team acting as a team coach (while regarding the conditions mentioned). This finding might be suggesting the entrance of the fourth phase of the Dynamic Team Leadership model, where shared leadership, as proposed by Pearce and Sims (2000 and 2002), ensure the team's adaptive capability.

To operationalize the team leadership coaching process, this study went more in-depth on the enabling conditions, searching for the competencies teams must have/develop. The literature review only identified one piece of research which pointed a set of team coaching competencies very similar to the ICF Core Competencies. However, with the analysis from the qualitative research's data, we were able to identify the set of competencies of a team leadership coach function, as well as confirm the alignment of this set of competencies with the proposed

development of Action considered at the Team Development Phase of the Dynamic Team Leadership's model, as presented in Table 30.

Table 30 – Comparison between the set of team coaching competencies identified in this research and the attitudes, behaviors and cognitions proposed at the Team Development Phase of the Dynamic Team Leadership's model

		OUTCOMES	COMPETENCIES
TEAM LEADERSHIP COACH ACTIONS DEVELOPMENT		TEAM TASK FOCUS	Team/collective orientation
			Team/collective efficacy
			Team learning orientation
		MUTUAL TRUST & RESPECT	Psychological safety
			Team empowerment
		COORDINATION	Intrateam feedback
			Planning
		BACK UP BEHAVIORS	Backup/supportive behavior
			Motivation and challenge of others
		SHARED MENTAL MODELS	Accurate problem models
			Accurate and shared mental models (transactive memory and team situational awareness)

The team leadership coach will be someone internal or external (confirming Morgeson *et al.*, 2010) who respect specific requirements (identified through this research qualitative research), and who will promote processes that lead to specific outcomes (Kozlowski *et al.*, 2009) which can be operationalized by the use of the eleven competencies (identified through this study).

Additionally, self-awareness and social awareness also showed up as competencies for the team leadership coaching function to be operationalized. Although these competencies might tend to be put in practice at a low load task engagement cycle (when reflection happens more fluid, as described by Kozlowski *et al.,* 2009), results showed them as an important piece for team leadership coaching to happen, if incorporated in a daily basis.

Another reflection these results indicate is if, on the one hand, we can easily connect the social awareness component to the description regarding reflection at the Team Development Phase of the Dynamic Team Leadership model, on the other hand, the team leadership coach self-awareness is not reflected on the model. The Dynamic Team Leadership model, while articulating the process of how leaders should build team capabilities, seem to forget a piece of that process, since it addresses what the team leadership will expect to regard towards the team, not considering what the team leadership should have in place for themselves.

Throughout this study's data analysis, self-awareness shows up as a relevant piece and even as a pillar to the development of other pieces of the team leadership process toward team effectiveness and team adaptation.

2. How can someone develop the capability of relating and working with a system using a coaching approach, where the team is setting the agenda and the developmental process?

The current study pointed out that to develop the competencies needed for a coaching approach, the team leadership coach should use all or some of the following:

1. Participate in a training program with a strong practical component;
2. Experience coaching (eventually as a complement to a formal training program);
3. Request supervision and mentoring (eventually as a complement to a formal training program);
4. Develop self-awareness practices.

Once again, self-awareness is mentioned as an active component of the team leadership coach development, indicating that someone who wants to make use of this function as part of their leadership practice, must start the work with themselves. Using a metaphor: it seems like if the oxygen mask falls during the flight, we first most put it over our nose and mouth before addressing the support to others.

Commitment and willingness of the team leadership coach for the process are also relevant for someone to consider operationalizing this function.

These findings seem to indicate that the use of this function requires a developmental stage. Even though some traits might facilitate the use of the team leadership coaching competencies, being native is not enough. The capability of relating and working with a system using a coaching approach, where the team is setting the agenda and the developmental process, is *per se* a process that needs intention and consciousness.

VII. Conclusions, Limitations and Future Research

The present doctoral research, starting with a literature review around on Dynamic Team Leadership and Managerial Team Coaching, conducted a qualitative study, done next to thirty-one team coaching experts, to define the Dynamic Team Leadership Coaching construct (study

one), and to identify and describe the characteristics of a dynamic team leadership coach, which can be observed and consequently developed (study two).

According to the qualitative research of the present work:

Dynamic Team Leadership Coaching is a *process addressed to a real team and a collective system, within a helping, partnering, reliable relationship facilitated by someone capable of relating and working with a system using a coaching approach, where the team is setting the agenda and the developmental process, and the expected outcomes are team effectiveness towards business results and adaptability.*

The team leadership coach *is someone internal or external to the team and/or organization who respects specific requirements and who will promote processes that lead to certain outcomes that can be operationalized by the use of thirteen competencies, which are developed through training, practice, supervision, mentoring, and self-awareness activities, if the team leadership has the commitment and the willingness to engage in this function as part of their leadership functions.*

This qualitative research has a considerable limitation by having only one researcher doing content analysis, as mentioned in the previous study. As much as the work has been supervised, reviewed several times along different moments in time, and supported by previous literature review, the analysis would have gained, if it was done simultaneously by at least two researchers to support validity while excluding arguments of the existence of bias throughout the analysis.

A definition and the operationalization of a construct are two critical marks of the construct "live". However, questions continued to arise. The next question of this research is: How to identify the presence of Dynamic Team Leadership Coaching competencies and to measure those competencies in practice?

A scale that allows practitioners and organizations to scientifically measure the use of this function within a team context is something this field of knowledge would profit of.

Study 3 - Measuring the Dynamic Team Leadership Coach Function

I.   Introduction

In the preview empirical studies, the construct Dynamic Team Leadership Coaching was thoroughly explored. If, until now we were able to observe the team coaching concept mentioned by very few researchers and practitioners as a process to be used by managers leading team effectiveness (e.g., Brown and Grant, 2010; Carr and Peters, 2012; Clutterbuck, 2007; Giffard and Moral, 2007; Hackman and Wageman, 2005; Hawkins, 2011; Kozlowski *et al.*, 2009; Thornton, 2010), this doctoral project has the intention of narrowing the concept by defining and operationalizing the construct.

As such, after an extensive review of the literature and a qualitative study done next to thirty-one team coaching experts the construct come out as Dynamic Team Leadership Coaching, which is defined (first study) as:

> a *process addressed to a real team and a collective system, within a helping, partnering, reliable relationship facilitated by someone capable of relating and working with a system using a coaching approach, where the team is setting the agenda and the developmental process, and the expected outcomes are team effectiveness towards business results and adaptability.*[9]

In a second empirical study, a set of knowledge, skills, and attitudes considered to enable this process[10] was identified, as shown in Table 31.

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[9] Definition presented at EURAM 2019 and refined after.
[10] Second study presented at the 3rd International Conference on Graduate Coaching Education: Theory, Research, and Practice, on June 7-8, 2019 at University of Pennsylvania, Philadelphia

Table 31 - Set of team coaching competencies identified through study 1

1.	Team/collective orientation - The team leadership coach acts as a team player focused on the team and not on her/his own needs, offering encouragement and modeling (Kozlowski *et al.*, 2009);
2.	Team/collective efficacy - The team leadership coach fosters team efficacy ("is the shared belief that the team will perform effectively on a particular task", Gullt, Incalcattera, Joshi, and Beaubien, 2002 in Kozlowski *et al.*, 2009: 133) by understanding and encouraging team members' potential and strengths;
3.	Team learning orientation - The team leadership coach provides opportunities for members to enhance performance by encouraging discovery, reflection and learning out of each situation they engage in;
4.	Psychological safety - The team leadership coach fosters a climate of trust, where team members will recognize and protect each other (Kozlowski *et al.*, 2009). According to Edmonson (1999: 354), psychological safety is "a shared belief that the team is safe for interpersonal risk-taking";
5.	Team empowerment - The team leadership coach fosters a shared perception that members will perform particular actions (Kozlowski *et al.*, 2009). According to Mathieu, Gilson, and Ruddy (2006: 98), team empowerment is the "team members' collective belief that they have the authority to control their proximal work environment and are responsible for their team's functioning";
6.	Intrateam feedback – The team leadership coach promotes exchanges of information and mutual adjustments (Marks, Sabella, Burke, and Zaccaro, 2002, in Kozlowski *et al.*, 2009) to enhance teamwork and therefore team performance;
7.	Planning – The team leadership coach facilitates "the process of orchestrating a sequence and timing of interdependent actions" (Mathieu *et al.*, 2000: 367);
8.	Backup/supportive behavior - The team leadership coach acts in ways which promote supportive behaviors between team members (Morgan, Salas, and Glickman, 1993 in Kozlowski *et al.*, 2009), and s/he shows willingness to accept and provide help (Denson, 1981, and Dyer, 1984, in Kozlowski *et al.*, 2009);
9.	Motivation and challenge of others - The team leadership coach generates and maintains "goal-directed effort toward completion of the team's mission" (Salas, Rosen, Burke, and Goodwin, 2009: 58) while challenging the team to come up with new perspective in a supportive environment;
10.	Accurate problem models - The team leadership coach promotes a "shared understanding of the goal or desired outcome, and a shared understanding of the solution strategy" (Orasanu, 1995: 259);
11.	Accurate and shared mental models (transactive memory and team situational awareness) - The team leadership coach promotes "an organized knowledge structure of the relationships among the task the team is engaged in and how the team members will interact" (Salas, Sims, and Burke, 2005: 561);
12.	Self-awareness - The team leadership coach recognizes how her/his feeling affects themselves and their job performance and is also tuned out to how others feel;
13.	Social awareness - The team leadership coach fosters team efficacy by encouraging team members to be attuned to the emotional undercurrents of individuals and the group as a whole.

During the theoretical procedures (literature review, construct conceptualization, and items' exploration – Pasquali, 2001) of the present doctoral research, it became clear the inexistence of an instrument to measure specific behaviors of a dynamic team leadership coach function.

Some practitioners argued having surveys to measure team coaching results (e.g., The Team Diagnostic™ by Team Coaching International; Team Management Profile by David Clutterbuck Partnership and Lis Merrick, Coach Mentoring Ltd). In 2005, Wageman, Hackman, and Lehman presented the Team Diagnostic Survey (TDS), an instrument to measure team effectiveness, which addresses "four aspects of team coaching: (a) the availability of coaching to the team, (b) the perceived helpfulness of the team leader's coaching, (c) the extent and focus of the team leader's coaching activities, and (d) the extent and focus of peer coaching among team members" (Wageman, *et al.*, 2005: 385). This instrument also assesses four kinds of coaching provided by the team leader and three types of peer coaching. While developing the instrument, these researchers encounter pieces of evidence that suggest "leaders focus their behavior less on team coaching than on other aspects of the team leadership portfolio" (Wageman and Hackman, 2005: 269). Later Eisele (2013, 2015) tested the predictive validity of the instrument, finding out that the team-level factors of the instrument predict both performance and satisfaction, while organization and coaching factors do not.

This research recognizes the considerable value of the instruments mentioned as a way to assess conditions to team coaching to operate and to measure results with a team coaching process. The current study wants to complement preview work by developing a scale to measure specific behaviors observed in a dynamic team leadership function.

This Chapter presents the third study of the doctoral research around Dynamic Team Leadership Coaching, moving the research from a theoretical stance to a practical approach of the construct, and answering the following research questions:

1. How to measure the dynamic team leadership coach's competencies?
2. Does dynamic team leadership coaching predict team performance, team satisfaction, and team viability?

This study has the purpose of developing and testing a scale that can assess team coaching behaviors the team leadership is exhibiting as a component of their team coaching function, contributing to team effectiveness (measured by the three criteria proposed by Hackman, 1987) and adaptability ("ability to change in response to some kind of disturbance", as defined by Abrantes, Passos, Cunha and Costa, 2018: 49).

Team coaching researchers and practitioners will benefit from an instrument that measures observable behaviors that can attest that team coaching function is being used or has the potential of being developed.

Companies will also benefit from a tool that allows them to identify and develop team leaders who need team coaching function to enhance team effectiveness and team adaptation (as the process that promotes the ability to change).

II.   Methodology

This study has the intention of developing a scale that will support individuals and organizations on using and developing team leadership coaching as a team leadership function, translating into observable means what Kozlowsky *et al.* (2009) identified as a coach function. This study followed the guidelines suggested by DeVellis (2017) while developing this scale.

The previews two studies were determinant to clarify what the scale will measure, i.e., team coaching behaviors used by team leadership at the team development phase of the Dynamic Team Leadership model.

The item pool was generated out of the segments extracted from the second study. Using this method ensured that the items reflected the construct and exhausted the possibilities for types of items within the construct (DeVellis, 2017).

As suggested by DeVellis (2017), this study considered an item pool of at least four times the number of items found on the final test to have enough test items for any contingency, and the study used a guideline for item-writing.

The researcher started by identifying each target domain based on the competencies categorized in study two, and which showed proficiency in the construct. The pieces of evidence supported the writing of each item as the universe of generalization that can be feasibly tested.

The guidelines for this first step on the item pool development extracted from the thirteen-one interviewees' data, was as followed:

- Items should not repeat ideas of previous items;
- Items should reflect only the target domain they are connected to;
- Items should match or simplify the description of the target domain;
- Items should be the more factual possible, avoiding personal opinions;
- Items should avoid doubts of interpretation, and instead, they should point towards concrete behaviors;

- Items should not be vague in meaning, avoiding subjective evaluation statements (e.g. more neutral is something for one person and might be something else for others) as well as positively and negatively worded items;

- Items should be short, reflecting only one idea (double-barreled items should be avoided, i.e., items that include two or more ideas) or avoiding dispersal while reading;

- Items' language should be appropriate for the group being tested, and since the group can include anyone, anywhere, who belongs to a team, the cognitive demand should be carefully looked up, i.e., language should be clear, avoiding linguistic complexity;

- Items should transmit fairness (Haladyna, 2013), i.e., they should avoid emotionally charged content, they should avoid stereotypes, and they should represent diversity.

The researcher reviewed all the pieces of evidence for each target domain, and following the above guidelines, identified one-hundred and nine items that reflect the universe of generalization that, at this first phase of items development, considered to represent the observable performance tasks of a team leadership coach.

Although redundancy can be used in earlier stages of item development as a way to guarantee a superior version of the item that should be incorporated into the final version of the scale (DeVellis, 2017), the researcher ensured that the items were not misleading the target domain. From the competency structure identified in the preview study, the competency "Accurate problem models", was considered including unnecessary redundancies among all the other target domains, possibly undermining the unidimensionality of the target domain, since its items reflected a mix between accountability and shared mental models. Therefore, this competency was not considered within the items pool.

The competency "self-awareness" was also not included in this initial pool of items, due to its characteristics. Only the self can assess her/his level of awareness. The researcher proposes that this dimension embodies a final questionnaire to be used for an empirical study of team leadership coaching. A questionnaire can be applied to real teams to measure the impact of team leadership coaching. In a questionnaire addressed only to the team leader of those teams, the scale resulting from the current study will be included, as well as the items found to describe the dimension of "self-awareness".

This first step used the English language for item-writing since all data were originally collected in English. Appendix VII presents the final pool of items.

The item pool was then translated to Portuguese, due it was most accessible to run a test within Companies and among a broader range of participants in testing the scale. The translation took into account a cultural adaptation and the intended cognitive demand; thus, the understanding of each item would be accessible for anyone in any organization.

At this early stage, the researcher also chose the format for measurement. A Linkert scale with seven points was considered to be the most appropriate to provide gradation around the belief each respondent would have concerning each item stated.

The next step on the scale development was having a group of experts reviewing the initial item pool.

Three Portuguese experts were chosen based on their professional background and their qualifications to act on this role. The three experts have been working in coaching, one having worked extensively with team coaching processes, and the other two are Ph.D. researchers in related phenomena (DeVellis, 2017).

The experts were given the working definition of the construct and each target domain. They were asked to rate (high, moderate, or low) each item concerning its relevance to describe the target domain (DeVellis, 2017). In addition, the experts would identify the three items that offered a greater representation of the target domain in question and were invited to comment on individual items as they see it would offer more clarity and would eliminate redundancy.

The advice of these experts was considered. However, the ratings were not conclusive since there was a high dispersion between relevance. Two other experts (with the same profile as mentioned above) were called in to overcome the apparent indecision of ratings. The same method was used through a survey monkey questionnaire, where some of the items were adjusted or eliminate due to the new perspectives raised in the previous consultation.

As a result of both expert consultations, the initial pool of one-hundred and nine items became narrowed into sixty items. This method ensured a high degree of fidelity between the target domains and the items, demonstrating evidence in item validation (Haladyna, 2013).

An additional phase was included to ensure that intended inferences from test scores are equally valid for members of different groups of test-takers. This phase consisted of a focus group with five members of various fields of knowledge who work in different companies and industries, with the intent of assessing the cognitive demand of items. The sixteen items which have not had a consensual understanding were eliminated, and the wording in some of the other items was adjusted.

The primary purpose of all these reviews was to improve each item, so it is ready for field-testing and evaluation (Haladyna, 2013). Therefore, a final questionnaire of forty-four items was ready to be tested.

The final questionnaire also included four additional items (see Appendix VII, Q5_6, Q6_1, Q6_3, and Q6_6) with a dimension and respective behaviors not connected to the construct being evaluated. The intention was for these items to serve as a control. After statistical analysis, the researcher concluded that those were not the most appropriate items to be considered for that purpose.

Into the final questionnaire were additionally included five items that measure team performance (see Appendix VII, Q9_1 and Q9_3), team viability (see Appendix VII, Q9_4 and Q9_5), and team satisfaction (see Appendix VII, Q9_2). The two items to measure team performance were adapted from González-Romá, Fortes-Ferreira, and Peiró (2009). The two items used to measure team viability were adapted from Costa, Passos, Barata (2015). And the additional item used to measure team satisfaction was adapted from Standifer, Raes, Peus, Passos, Santos, Weisweiler (2015). This addition will allow the study to test if the final scale will predict the positive behavior of each of these dimensions (team performance, team viability, and team satisfaction).

Team adaptation ("adjustments to the relevant team processes in response to disruptions or stimuli leading to the need for adaptation" as defined by Abrantes *et al.*, 2018: 48) was also included through eight additional items (items proposed by Marques-Quinteiro, Curral, Passos, Lewis, and Gomes, 2019, see Appendix VII, Q8). These items will serve to test if the dynamic team leadership coach scale shall consider team adaptation as a mediator factor that facilitates team performance, team viability, and team satisfaction.

A non-probabilistic convenient sample was considered, with the inclusion criterion being anyone who had been a member of a team in the last year before replying to the survey and who was native in Portuguese (from Portugal) language.

Data were collected through a questionnaire placed at an online platform (Qualtrics) – Appendix VII. Respondents were invited to participate with an appeal on social media, through word of mouth, and with the support of three organizations (Appendix VIII includes the letter sent asking for organizational support) that invited their co-workers to fill in the questionnaire.

The questionnaire presented the aims of the study and ensured confidentiality. The participants provided informed consent stating their voluntary agreement to participate in the study. The participants were free to start and finish the completion of the survey as their availabilities, although fifteen minutes were enough to fill it in. Throughout the questionnaire,

participants were invited to evaluate each item (one mandatory answer) with a Linkert scale from one (strongly disagree) to seven (strongly agree) upon the behavior they perceive that best describes their leader (question three to six with a total of forty-six items), and upon the situation that best describes their situation as a team member (question eight with eight items that intend to measure team adaptation, and question nine with five items about performance, viability, and satisfaction of the team that respondents belong to).

After the pool of items has been administered to an appropriately broad sample, the study continued by evaluating the performance of the individual items so that appropriate ones can be identified to constitute the scale.

Descriptive statistics, construct validity, estimates of reliability, and correlation analysis was performed with SPSS 26. Three hundred fifty-six responses were registered, and after filtering to considered responses with more or equal to 50% completion rate, with expressed consent to participation, and where participants ensured having belonged to a team in the last year, 227 questionnaires were validated.

AMOS 26 was used for confirmatory analysis.

Macro Process model 4 was used to examine mediating effects. The details of the analyses and the statistical techniques used for the data analyses are described in the following sections.

III. Results

1. Dynamic Team Leadership Coaching Scale (DTLCS)

Summary measures, skewness (*sk*), kurtosis (*ku*) and a histogram for each of the 42 items addressing dynamic team leadership coaching behaviors (resourced from the items pool) are presented in Table 32 and were used to judge distributional properties and psychometric sensitivity (Sinval, Casanova, Marôco, and Almeida, 2018).

The pattern of missing data is more important than how much is missing. In this study sample, the missing answers seemed to indicate fatigue and not discomfort with the answer since they showed up sequentially only after item twenty-three and later after item thirty-four. According to Cohen and Cohen (1983), the existence of more than 10% missing data requires researchers to pay special attention to the data. In this case, the small amount of missing (22 missing in total out of 227) was considered acceptable ($< 10\%$) (Cohen and Cohen, 1983).

No significant skew and kurtosis were detected. The skew indexes of the 42 items ranged from -1.096 to -0.298. The kurtosis indexes of the 36 items ranged from -1.03 to 0.31. Both *sk* and *ku* are close to zero in all of the items indicating that the pattern of responses is considered to have an unimodal, symmetrical, and normal distribution (Hair, Hult, Ringle, and Sarstedt, 2017).

Also, all means close to the center of the range of possible scores indicate variances (i.e., individuals might agree or disagree with the leader's behavior perceived presented by the item; none of the items indicates a strong position in one of the scores) and suggests a high correlation with other items.

Thus, the items' distributional coefficients are indicative of appropriate psychometric sensitivity (Sinval *et al.*, 2018).

Table 32 - Distribution proprieties of Dynamic Team Leadership items

item	missing	N	M	SD	min	max	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis	histogram
item 1	0	227	4,93	1,825	1	7	-0,815	0,162	-0,417	0,322	
item 2	0	227	5,16	1,707	1	7	-0,982	0,162	0,076	0,322	
item 3	0	227	5,16	1,667	1	7	-0,976	0,162	0,230	0,322	
item 4	0	227	5,26	1,653	1	7	-1,008	0,162	0,210	0,322	
item 5	0	227	5,07	1,672	1	7	-0,842	0,162	-0,005	0,322	
item 6	0	227	5,08	1,769	1	7	-0,849	0,162	-0,330	0,322	
item 7	0	227	4,94	1,728	1	7	-0,687	0,162	-0,366	0,322	
item 8	0	227	5,14	1,694	1	7	-0,888	0,162	-0,060	0,322	
item 9	0	227	5,19	1,710	1	7	-0,979	0,162	0,085	0,322	
item 10	0	227	5,02	1,645	1	7	-0,822	0,162	-0,082	0,322	
item 11	0	227	5,03	1,629	1	7	-0,706	0,162	-0,325	0,322	
item 12	0	227	5,07	1,783	1	7	-0,858	0,162	-0,277	0,322	
item 13	0	227	4,86	1,601	1	7	-0,687	0,162	-0,186	0,322	
item 14	0	227	4,70	1,724	1	7	-0,508	0,162	-0,682	0,322	
item 15	0	227	4,74	1,731	1	7	-0,529	0,162	-0,738	0,322	
item 16	0	227	4,75	1,773	1	7	-0,640	0,162	-0,594	0,322	
item 17	0	227	5,11	1,665	1	7	-0,896	0,162	0,018	0,322	
item 18	0	227	4,87	1,762	1	7	-0,740	0,162	-0,371	0,322	
item 19	0	227	4,60	1,844	1	7	-0,536	0,162	-0,796	0,322	
item 20	0	227	4,73	1,842	1	7	-0,603	0,162	-0,637	0,322	
item 21	0	227	4,60	1,846	1	7	-0,414	0,162	-0,986	0,322	
item 22	0	227	5,04	1,727	1	7	-0,867	0,162	-0,012	0,322	
item 23	11	216	4,39	1,832	1	7	-0,387	0,166	-1,026	0,330	
item 24	11	216	4,87	1,718	1	7	-0,742	0,166	-0,344	0,330	
item 25	11	216	5,21	1,783	1	7	-0,979	0,166	-0,113	0,330	
item 26	11	216	4,70	1,827	1	7	-0,512	0,166	-0,831	0,330	
item 27	11	216	4,35	1,856	1	7	-0,298	0,166	-1,013	0,330	
item 28	11	216	5,14	1,679	1	7	-0,948	0,166	0,046	0,330	
item 29	11	216	5,19	1,718	1	7	-1,096	0,166	0,309	0,330	
item 30	11	216	4,83	1,709	1	7	-0,646	0,166	-0,439	0,330	
item 31	11	216	4,84	1,735	1	7	-0,761	0,166	-0,256	0,330	
item 32	11	216	4,98	1,798	1	7	-0,939	0,166	-0,154	0,330	
item 33	11	216	4,73	1,833	1	7	-0,700	0,166	-0,561	0,330	
item 34	22	205	4,57	1,724	1	7	-0,449	0,170	-0,715	0,338	
item 35	22	205	4,54	1,822	1	7	-0,527	0,170	-0,790	0,338	
item 36	22	205	4,99	1,740	1	7	-0,886	0,170	-0,177	0,338	
item 37	22	205	4,53	1,984	1	7	-0,458	0,170	-1,102	0,338	
item 38	22	205	4,93	1,746	1	7	-0,813	0,170	-0,223	0,338	
item 39	22	205	4,62	1,738	1	7	-0,494	0,170	-0,664	0,338	
item 40	22	205	4,91	1,802	1	7	-0,791	0,170	-0,382	0,338	
item 41	22	205	4,98	1,793	1	7	-0,790	0,170	-0,434	0,338	
item 42	22	205	4,82	1,762	1	7	-0,636	0,170	-0,650	0,338	

As shown in Table 33, the KMO score for the 42 items combined was .97 (> .60, Kaiser and Rice, 1974), and indicated excellent sample adequacy (> .90, Kaiser and Rice, 1974) to conduct factor analysis. Barlett's significancy score was .00 (< .05, Pedhazur and Schmelkin, 1991). Considering these criteria, the sample met the adequacy and sphericity needs for factor analysis.

Table 33 - KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,974
Bartlett's Test of Sphericity	Approx. Chi-Square	11587,699
	df	861
	Sig.	,000

This study has the intention of identifying a scale to measure specific behaviors observed in a dynamic team leadership function. The research came out with forty-two items that indicate behaviors that the team leadership should demonstrate for coaching to be operationalized within a team. The current study, starting with exploratory factor analysis, tested the dimensionality to understand if these set of items have one or more latent variables underlying it, but also to identify items that are performing better thus information can be condensed, and the substantive content or meaning of the construct can be recognized (DeVellis, 2017).

The process began with a correlation matrix for all the forty-two individual items, examining the patterns of covariation represented by the correlations among items. As shown in Appendix IX, the forty-two items had two significant factors, which had an eigenvalue higher than 1.00. The first factor had an eigenvalue of 30.34 and explained 72.25% of the total variance. The second factor had an eigenvalue of 1.19 and 2.83% of the total variance. The two factors with an eigenvalue greater than 1.00 explained 75.08% of the total variance.

Rotation factors present data in a way that facilitates identifying patterns to determine "what the items within a factor have in common and thus inferring what the underlying causal factor is that determines how the items are answered" (DeVellis, 2017: 180). As shown in Table 34 (orthogonal rotation matrix), Factor 1 contained twenty-nine items, and Factor 2 contained twelve items (> .65, DeVellis, 2017).

Table 34 - Rotated Component Matrix

	Factor 1	Factor 2
Q5_12	0,803	0,412
Q5_4	0,799	0,430
Q4_10	0,785	0,421
Q4_7	0,784	0,438
Q4_9	0,771	0,430
Q6_12	0,769	0,385
Q4_6	0,758	0,433
Q5_5	0,756	0,473
Q6_10	0,756	0,400
Q5_10	0,752	0,460
Q6_8	0,745	0,477
Q5_11	0,745	0,399
Q6_9	0,738	0,440
Q6_2	0,733	0,512
Q5_1	0,729	0,434
Q4_8	0,729	0,458
Q6_4	0,724	0,445
Q4_2	0,715	0,469
Q5_9	0,709	0,507
Q4_1	0,704	0,453
Q6_5	0,699	0,577
Q4_4	0,691	0,583
Q3_1	0,689	0,520
Q5_2	0,680	0,571
Q5_8	0,678	0,526
Q5_3	0,662	0,461
Q6_11	0,654	0,628
Q5_7	0,641	0,557
Q6_7	0,636	0,512
Q3_10	0,370	0,826
Q3_11	0,285	0,818
Q3_6	0,427	0,789
Q3_4	0,512	0,727
Q3_3	0,490	0,713
Q3_8	0,416	0,678
Q4_5	0,572	0,670
Q3_7	0,531	0,663
Q3_9	0,575	0,657
Q4_3	0,578	0,640
Q3_5	0,577	0,618
Q3_12	0,542	0,609
Q3_2	0,527	0,572

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
Rotation converged in 3 iterations.

However, it is also clear from the data that there are items that have characteristics of both factors, i.e., there is not a big difference between the two. Therefore, the researcher ran two additional analyses, excluding, sequentially, items where the difference between Factor 1 and Factor 2 was lower than 0.3, coming out with twenty items (team leadership coaching behaviors) – fifteen items corresponding to Factor 1, and five items to Factor 2. "The result was

a reorganization of a substantial amount of specific information into a more manageable set of more general but meaningful categories" (DeVellis, 2017:158).

The behaviors exposed within Factor 1 are the ones reflecting the partnering relationship that team coaching promotes, where a safe space of trust, confidentiality, and feedback is created, and responsibilities, goals, and actions are explicit and shared by all team members. Therefore, the researchers named this Factor as *Partnership*.

The behaviors connected to Factor 2 are those that the team leadership coach uses to promote autonomy and discovery within team members. Thus the researcher named is Factor as *Proactivity*.

Reliability estimation was conducted using Cronbach's alpha procedure. The results of the reliability analysis were: *Partnership* – .98; *Proactivity* - .93, indicating that more than 90% of the total variance was reliable for each Factor.

After examining the content of each item, a taxonomy of twenty team leadership coaching behaviors grouped into *Partnership* and *Proactivity* Factors were identified. A confirmatory factor analysis was performed on AMOS 26, as depicted in Figure 2 (correlations between latent variables, and factor loadings for each item are shown). The hypothesized two-factor model fit with the data was acceptable, since CFI (.92), NFI (.89), and TLI (.9) were equal or greater than .9 (Awang, 2012, Forza and Filippini, 1998, Hair *et al*., 2010), and RMSEA were .08 (Awang, 2012).

Despite the satisfactory results, the model could be improved. In future research, all missing values should be excluded so that modification indices could be performed, and the model adjusted to a better fit.

Figure 2 - Dynamic Team Leadership Coaching model
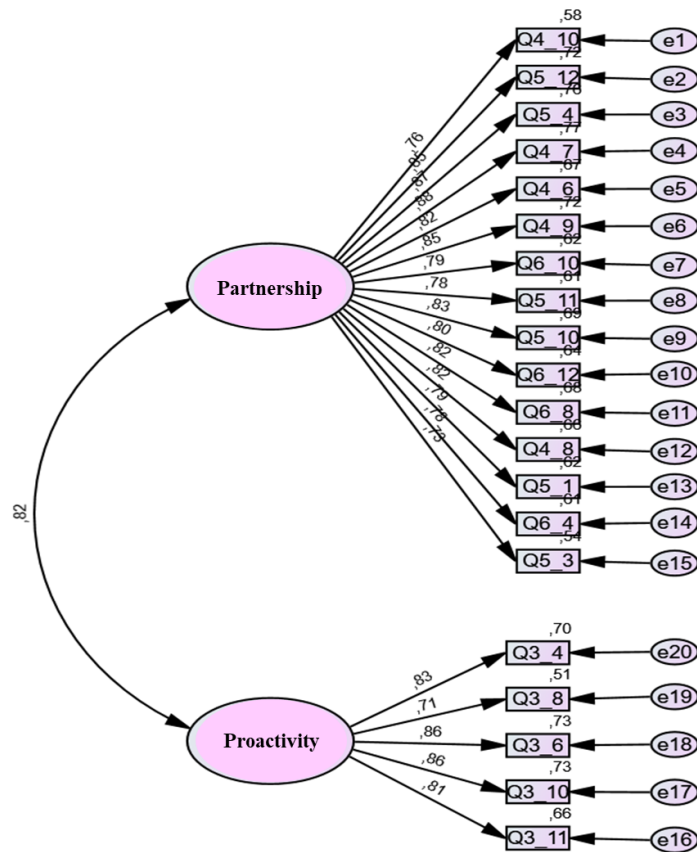
2. Dynamic Team Leadership Scale prediction

Besides this study's purpose of developing and testing a scale that assesses the level of team coaching behaviors the team leadership is having as a component of their team coaching function, this study also had the intention of understanding if those behaviors contribute to team effectiveness and team adaptation.

The questionnaire used eight items to measure team adaptation and five additional items that measure team performance, team satisfaction, and team viability (as described above).

Using SPSS 26 as support, table 35 shows the correlations between the different variables of the study, as well as the means, standard deviations and the total number of responses considered for each variable. Significant positive correlations were found between all the variables of the study.

Table 35 - Descriptive statistics and correlations of the variables of the study

	M	SD	N	1	2	3	4	5
1 Partnership	71,97	23,37	205					
2 Proactivity	25,49	7,40	246	,832**				
3 Team Adaptation	40,17	10,69	199	,805**	,733**			
4 Team Performance	10,93	2,75	197	,671**	,538**	,728**		
5 Team Satisfaction	5,21	1,73	197	,706**	,610**	,705**	,820**	
6 Team Viability	10,71	3,24	197	,608**	,553**	,623**	,700**	,807**

**Correlation is significant at the 0.01 level.

Through SPSS 26, multiple linear regression was used to verify if *Partnership* and *Proactivity* can predict *Performance, Satisfaction,* and *Viability*. A theoretical hierarchical model was created with two hypothetical models – one having only *Partnership* as an independent variable and the second having *Partnership* and *Proactivity* as independent variables.

The coefficients matrixes indicated that multicollinearity (tolerance >0.1; VIF < 10) was not observed. However, it showed relevance ($<.05$) for *Partnership*, but not when *Proactivity* is included in the model. Also, the *Partnership* standardized coefficient Beta (β) is a stronger predictor for *Performance, Satisfaction,* and *Viability* than the *Proactivity* standardized coefficient Beta, as shown in Tables 35, 36, and 37.

Table 36 - Coefficients matrix for Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5,302	,469		11,297	,000		
	Partnership	,079	,006	,671	12,623	,000	1,000	1,000
2	(Constant)	5,435	,531		10,242	,000		
	Partnership	,084	,011	,713	7,528	,000	,316	3,166
	Proactivity	-,019	,035	-,051	-,541	,589	,316	3,166

a. Dependent Variable: Performance

Table 37 -Coefficients matrix for Satisfaction

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1,481	,282		5,253	,000		
	Partnership	,052	,004	,706	13,924	,000	1,000	1,000
2	(Constant)	1,348	,318		4,233	,000		
	Partnership	,047	,007	,639	7,074	,000	,316	3,166
	Proactivity	,019	,021	,082	,904	,367	,316	3,166

a. Dependent Variable: Satisfaction

Table 38 - Coefficients matrix for Viability

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	4,696	,592		7,936	,000		
	Partnership	,084	,008	,608	10,695	,000	1,000	1,000
2	(Constant)	4,208	,665		6,326	,000		
	Partnership	,066	,014	,476	4,726	,000	,316	3,166
	Proactivity	,070	,044	,159	1,580	,116	,316	3,166

a. Dependent Variable: Viability

This analysis resulted in a statistically significant model, i.e. *Partnership* (Model 1) is predicting *Performance* ($\beta =. 671$; $t = 12,623$; $p < 0,001$) *Satisfaction* ($\beta =. 706$; $t = 13,924$; $p < 0,001$), and *Viability* ($\beta =. 608$; $t = 10,695$; $p < 0,001$).

With ANOVA *Partnership* (Model 1) predicting *Performance*, *Satisfaction,* and *Viability* (Tables 38, 39 and 40), the following data was observed:

Performance: [$F_{(1,195)} = 159,340$; $p < 0,001$; $R^2 = 0,450$];

Satisfaction: [$F_{(1,195)} = 193,888$; ; $p < 0,001$; $R^2 = 0,499$];

Viability: [$F_{(1,195)} = 114,373$; $p < 0,001$; $R^2 = 0,370$]

Table 39 - ANOVA matrix for Performance

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	666,490	1	666,490	159,340	,000ᵇ
	Residual	815,652	195	4,183		
	Total	1482,142	196			
2	Regression	667,719	2	333,859	79,527	,000ᶜ
	Residual	814,423	194	4,198		
	Total	1482,142	196			

a. Dependent Variable: Performance

b. Predictors: (Constant), Partnership

c. Predictors: (Constant), Partnership, Proactivity

Table 40 - ANOVA matrix for Satisfaction

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	292,684	1	292,684	193,888	,000ᵇ
	Residual	294,362	195	1,510		
	Total	587,046	196			
2	Regression	293,919	2	146,960	97,262	,000ᶜ
	Residual	293,127	194	1,511		
	Total	587,046	196			

a. Dependent Variable: Satisfaction

b. Predictors: (Constant), Partnership

c. Predictors: (Constant), Partnership, Proactivity

Table 41 - ANOVA matrix for Viability

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	760,275	1	760,275	114,373	,000ᵇ
	Residual	1296,233	195	6,647		
	Total	2056,508	196			
2	Regression	776,742	2	388,371	58,873	,000ᶜ
	Residual	1279,766	194	6,597		
	Total	2056,508	196			

a. Dependent Variable: Viability

b. Predictors: (Constant), Partnership

c. Predictors: (Constant), Partnership, Proactivity

3.   Dynamic Team Leadership Scale prediction with Team Adaptation as a Mediator

After confirming that *Partnership* predicts *Performance, Satisfaction,* and *Viability,* this study went a step forward and hypothesized that *Partnership* might exert an effect on *Performance*, *Satisfaction*, and *Viability*, through *Team Adaptation* (mediator, included in the questionnaire with eight additional items).

To test this hypothesis, some steps must be confirm:1) independent variable predicts dependent variable – path c; 2) independent variable predicts mediator – path a; 3) independent variable related to mediator predict dependent variable – path b; 4) revealed that adding the mediator did significantly reduce (Sobel test) the relationship between independent variable and dependent variable – path c' (inspired by causal steps strategy suggested by Baron and Kenny, 1986).

Since Baron and Kenny's (1986) multistep approach, often used for testing these models, has the limitations of not allowing direct testing of the indirect effect, and given that Sobel's test has the assumption of normality, to test this hypothesis, the analysis of the model and conditional effects was performed through the Macro PROCESS for SPSS (Hayes, 2013). Macro PROCESS uses the bootstrap method to test for indirect effects, which results in output that includes the lower (LCL) and upper (UCLS) limits of the confidence interval. If this confidence range does not incorporate zero this relationship is assumed to be statistically significant, and a mediator effect is observed (Hayes, 2013). 5000 was the number of bootstrap samples for bias-corrected bootstrap confidence intervals, with a confidence level of 95% for all confidence intervals. Figures 3, 4, and 5 show results for each of the dependent value.

Figure 3 - Hypothesized model of Partnership predicting Performance with Adaptability as a mediator factor

path a: *Partnership* predicts *Adaptability*
$F_{(1,195)} = 361,99$, $p < .01$, $R^2 = .65$
$c = 0,37$, $t(195) = 19,03$, $p < .01$

path b:
Adaptability predicts *Performance*
$F_{(2,194)} = 118,36$, $p < .001$, $R^2 = .55$
$c = 0,14$, $t(194) = 6,56$, $p < .001$

path c': *Partnership* no longer predicts (or is lessened predicting) *Performance*
$c = 0,28$, $t(194) = 2,95$, $p = .0036$

path c:
Partnership predicts *Performance*
$F_{(1,195)} = 159,34$, $p < .01$, $R^2 = .45$
$c = 0,08$, $t(195) = 12,62$, $p = .09$

Indirect effect of X on Y: BootLLCI = .0290; BootULCI = . 0730
$z = 6,1943$; $p = .0000$

Figure 4 - Hypothesized model of Partnership predicting Satisfaction with Adaptability as a mediator factor

path a: *Partnership* predicts *Adaptability*
F (1,195) = 361,99, p <.01, R^2 = .65
c = 0,37, t (195) = 19,03, p <.01

path b:
Adaptability predicts *Satisfaction*
F (2,194) = 119,07, p <.001, R^2 = .55
c = 0,37, t (194) = 4,76, p <.001

path c': *Partnership* no longer predicts (or is lessened predicting) *Satisfaction*
c = 0,29, t (194) = 4,85, p = .0000

path c:
Partnership predicts *Satisfaction*
F (1,195) = 193,89, p <.01, R^2 = .50
c = 0,05, t (195) = 13,92, p <.01

Indirect effect of X on Y: BootLLCI = . 0103; BootULCI = . 0353
z = 4,6144; p = .0000

Figure 5 - Hypothesized model of Partnership predicting Viability with Adaptability as a mediator factor

path a: *Partnership* predicts *Adaptability*
F (1,195) = 361,99, p <.01, R^2 = .65
c = 0,37, t (195) = 19,03, p <.01

path b:
Adaptability predicts *Viability*
F (2,194) = 70,34, p <.001, R^2 = .42
c = 0,06, t (194) = 4,12, p <.001

path c': *Partnership* no longer predicts (or is lessened predicting) *Viability*
c = 0,42, t (194) = 3,26, p = .0013

path c:
Partnership predicts *Viability*
F (1,195) = 114,37, p <.01, R^2 = .37
c = 0,08, t (195) = 10,69, p <.01

Indirect effect of X on Y: BootLLCI = .0145; BootULCI = . 0668
z = 4,0192; p = .0001

The analysis showed that adding the mediator did significantly reduce (Sobel test) the relationship between the independent variable and dependent variables, and R^2 increased. The residual path between the independent variable and dependent variables remained significant, suggesting that only partial mediation occurred. Perfect mediation holds if the independent variable has no effect when the mediator is controlled, but it was not the case for any of the

models. Also, the confidence range of minimum and maximum of Bootstrapping values of the three models did not incorporate zero.

From these results, the researcher assumes that the relationship is statistically significant and argues that *Team Adaptation* works as a mediator effect.

IV. Discussion

1. The Dynamic Team Leadership Scale

The Dynamic Team Leadership Coaching Scale (DTLCS) was developed to measure the presence of Dynamic Team Leadership Coach's competencies in practice. The primary purpose was to disclosure which behaviors to look for while identifying if team leadership function is being used within a team.

The results showed that DTLCS has adequate psychometric properties and can be used as an isolated act to detect the existence of these competencies next to the team leadership, or within a more in-depth questionnaire where other variables as self-awareness or other team characteristics can be included.

Fifteen of DTLCS' items (Factor 1 named as *Partnership*, like described above) can predict team's *Performance, Satisfaction,* and *Viability*, becoming even stronger if *Team Adaptation* is included as a mediator effect.

These fifteen items operationalized the teamwork capability as described at the Team Development Phase of the Dynamic Team Leadership's model (Kozlowski *et al.*, 2009), contributing to an empirical approach of this meta-model. Those items also offer specific behaviors that can be added to the Team Diagnostic Survey (TDS) (Wageman *et al.*, 2005), namely by identifying leader coaching activities.

The *Partnership* component indicts that coaching behaviors focus not only on task performance processes but also on members' interpersonal relationships, countering Hackman and Wageman's theory, which indicate that the relational piece of coaching is not a condition to team effectiveness. The current team leadership coaching research confirmed that tasks and relationships are both crucial towards team effectiveness and adaptation.

2. Promoting Proactivity as developmental actions of the Dynamic Team Leadership Coach

The results of the present study validated five additional items as observable developmental actions of the Dynamic Team Leadership Coach. The *Proactivity* Factor, as named in this study, might indicate the presence of specific attitudes, behaviors or cognitions mentioned as part of the facilitator role described at the fourth phase of the Dynamic Team Leadership meta-model.

The *Proactivity* items as competencies of a Dynamic Team Leadership Coach pointed to a team developmental stage where the team leader develops the team's adaptative capability of finding their own solutions and creating new strategies with autonomy. Nevertheless, the Dynamic Team Leadership meta-model refers to team potency (the ability of risk-taking and of finding alternative solutions to problems) as a facilitator function and not a coach function.

Furthermore, in previous studies of the present research, findings indicated a sort of shared leadership where the coach could be anyone in the team, not necessarily the assigned team leader.

Thus, the three studies confirm attitudes, behaviors, and cognitions connected to a team leadership coaching function of the Dynamic Team Leadership meta-model. Although, these studies also suggest that the team leadership coaching function is part of self-managed teams where continuous adaptability through shared leadership and exploration and risk-taking are mandatory.

Further research is needed to test this thesis, namely, through experiential studies next to real teams and within different organizational contexts.

CHAPTER THREE - Lessons learned, recommendations and conclusions

"The art of coaching is something that some men will never learn, and others do not need to be taught. But between these extremes, we can count the vast majority of managers who can be trained to do a better job."

Hoppock, R. (1958: 24)

From the literature review, we have learned that team coaching research is still in its earlier stages (Brown and Grant, 2010; Carr and Peters, 2012; Hackman and Wageman, 2005). Studies around team effectiveness have been proving that business success depends more on the satisfaction of team needs than on team leader's traits (Morgeson *et al.*, 2010). Team coaching appears in research as one of the roles the team leader can play to fulfill team needs satisfaction towards team effectiveness (Kozlowski *et al.*, 2009).

This research considered team coaching as a dynamic process that takes into account different levels of analysis - event, individual, group, and organizational. It is a leadership function that focused on the process and not the content.

The primary goal of this doctoral research is to complement team coaching literature by adding the team development process detailed by the Dynamic Team Leadership model (Kozlowski *et al.*, 2009). The Dynamic Team Leadership model proposes the "how" of leadership when using a coaching approach, which intent to develop teamwork and cooperation, monitoring team performance, and intervening only for team coordination.

By adding the structured knowledge introduced with the Dynamic Team Leadership meta-theory to team coaching concept, this research proposed a new concept that name not only the function as team coaching but also describe this function as a dynamic process.

Dynamic Team Leadership Coaching is a function that any member of the team can use to promote team capability towards team effectiveness and adaptability. This concept is an advancement to both research and practice. It adds to team coaching theory the contributions of dynamic team leadership literature, i.e., the effectiveness of a team coaching process shall observe the dynamics and context, and all members of the team shall be considered potential team leadership coaches (versus only one team leader coach). It is a contribution to the reflection and evidence of the coach function in mature global teams, and to the advance on team coaching research.

Although researchers recognize, theoretically, the importance to look at the team leadership dynamical perspective, it is overlooked in empirical research, and even in research

overall. The present research went deeper into the dynamic team leadership model and showed its applicability, namely in what it relates to the team leader function as a team coach. Therefore, the focus is on the leader's function as a coach towards team effectiveness, and consequently, business results.

The literature review pointed team coaching as an act of leadership of someone (team leader, external coach or peer) who has day-to-day interactions with a team, and who supports collective performance development of a team, by making a competent use of coaching functions. For that, s/he has to be willing to use coaching functions, as well as having the ability to do so.

Also through the literature review, we have learned that the main difference between team coaching processes and other team leadership processes is that unlike these second, which connect to the one-way leader provide cognitive, motivational, affective and coordination structures (Zaccaro et al., 2001), team coaching processes represent how the team, collectively and aligned, make sense of the structures within which they work together. The results of team processes depend on the quality of team interaction and alignment.

Coaching requires competencies (knowledge, skills, abilities, and other characteristics) that enable coaching behaviors, and therefore, can be observed and developed. Team coaching competencies integrate coaching competencies while including knowledge, skills, abilities, and other characteristics related to the work done next to teams ((Brown and Grant, 2010; Hauser, 2014).

Although some researchers indicated behaviors, competencies, and leadership styles that will demonstrate the practical use of a team leadership function, their description is more focus on how coaching process relates to possible outcomes (as suggested by Kampa-Kokesch and Anderson, 2001) than on specificities the team leader has to practice on a daily base while applying a team coach function. The literature review was not able to find any research on how to train team coaches to develop specific competencies or on how leaders develop this function as a component of their leadership strategy.

Through Study 1, and using qualitative research, this research came out with a definition of Dynamic Team Leadership Coaching as:

> *Dynamic Team Leadership Coaching is a process addressed to a real team*
> *and a collective system, within a helping, partnering, reliable relationship*
> *facilitated by someone capable of relating and working with a system using*
> *a coaching approach, where the team is setting the agenda and the*

developmental process, and the expected outcomes are team effectiveness towards business results and adaptability.

According to this research, the team leadership coach can be anyone external or internal to the team or organization, who regards certain conditions: a) has completed a (team) coaching training; b) is trained in group dynamics and systemic approaches; c) is able to maintain neutrality when using this function; d) knows how to set agreements and contracting while using a team coaching function; e) knows how to identify team needs giving its maturity level and how to perform accordingly; f) has organizational support; g) is respectful of the nature and context of coaching, suggesting a colleague or a different solution whenever needed.

The data analyzed also indicated the possibility of anyone in the team acting as a team coach (while regarding the conditions mentioned). This finding might be suggesting the entrance of the fourth phase of the Dynamic Team Leadership model, where shared leadership, as proposed by Pearce and Sims (2000 and 2002), ensure the team's adaptive capability.

Furthermore, with the analysis from the qualitative research's data, a set of competencies of a team leadership coach function was identified, and the alignment of this set of competencies with the proposed development of Action considered at the Team Development Phase of the Dynamic Team Leadership's model was confirmed.

The team leadership coach will be someone internal or external (confirming Morgeson *et al.*, 2010) who respect specific requirements (identified through the qualitative study of the present research), and who will promote processes that lead to specific outcomes (Kozlowski *et al.,* 2009) which can be operationalized by the use of the eleven competencies (identified through the qualitative study of the present research).

Additionally, self-awareness and social awareness also showed up as competencies for the team leadership coaching function to be operationalized. Although these competencies might tend to be put in practice at a low load task engagement cycle (when reflection happens more fluid, as described by Kozlowski *et al.,* 2009), results show them as an essential piece for team leadership coaching to happen, if incorporated in a daily basis, as it encourages "employees to take ownership, to develop and to engage in the organization for which they work" (McCarthy and Milner, 2013: 769). As Buljac-Samardzic and van Woerkom (2015: 293) suggested, "managers should not only be trained to improve their coaching skills but also to assess the reflective capacities of their teams and to adjust their coaching interventions accordingly".

The Dynamic Team Leadership model, while articulating the process of how leaders should build team capabilities, seem to forget a piece of that process, since it addresses what the team leadership will expect to regard towards the team, not considering what the team leadership should have in place for themselves.

Throughout this study's qualitative research, self-awareness shows up as an important piece and even as a pillar to the development of other pieces of the team leadership process toward team effectiveness and team adaptation.

The current research also pointed out that to develop the competencies needed for a coaching approach, the team leadership coach should use all or some of the following:

5. Participate in a training program with a strong practical component;
6. Experience coaching (eventually as a complement to a formal training program);
7. Request supervision and mentoring (eventually as a complement to a formal training program);
8. Develop self-awareness practices.

Once again, self-awareness is mentioned as an active component of the team leadership coach development, indicating that someone who wants to make use of this function as part of their leadership practice, must start the work with themselves.

Commitment and willingness of the team leadership coach for the process are also relevant for someone to operationalize this function.

These findings indicate that the use of the team leadership coaching function requires a developmental stage. Even though some traits might facilitate the use of the team leadership coaching competencies, being native is not enough. The capability of relating and working with a system using a coaching approach, where the team is setting the agenda and the developmental process, is *per se* a process that needs intention and consciousness.

Identifying the dynamic team leadership coaching competencies was an add on to research and a plus to practice. However, the current doctoral research went a step forward by developing a scale to measure those competencies. There are already other scales that measure team effectiveness, which integrates coaching behaviors in a general sense. The Dynamic Team Leadership Coaching Scale (DTLCS) allows assessing specific dynamic team leadership coaching behaviors, contributing to the rigor of the construct. It enables identifying tangible indicators that assess what the competencies of a team leadership coach should be.

Through a qualitative study, the current research validate twenty items to assess team leadership coaching behaviors, divided into two factors which were named as *Partnership*

(behaviors that reflect the partnering relationship that team coaching promotes, where a safe space of trust, confidentiality, and feedback is created, and responsibilities, goals, and actions are explicit and shared by all team members), and *Proactivity* (those behaviors that the team leadership coach uses to promote autonomy and discovery within team members).

The fifteen behaviors included in *Partnership* predict team performance, team satisfaction, and team viability. This prediction becomes stronger when *Team Adaptation* is added to the equation.

The current research presents a clearer picture of team leadership coaching function in organizations, and its potential for the increase of team performance, team satisfaction, and team viability, mainly having team leadership adaptability behaviors as a mediator variable. Therefore, this study provides comprehensive empirical support to the proposed benefits towards business results of team coaching as a function of team leadership in organizations.

The five *Proactivity* items as competencies of a Dynamic Team Leadership Coach pointed to a team developmental stage where the team leader develops the team's adaptative capability of finding their own solutions and creating new strategies with autonomy. This developmental stage is presented in the Dynamic Team Leadership meta-model as a facilitator function and not a coach function. Furthermore, findings pointed to a sort of shared leadership where the coach could be anyone in the team, not necessarily the assigned team leader, position that is held by a facilitator function, according to Kozlowski *et al.* (2009).

Thus, the three studies confirmed attitudes, behaviors, and cognitions connected to a team leadership coaching function of the Dynamic Team Leadership meta-model. Although, these studies also suggested that the team leadership coaching function is part of self-managed teams where continuous adaptability through shared leadership and exploration and risk-taking are mandatory.

Figure 6 presents this research journey with the main conclusions.

Figure 6 -Research journey with the main conclusions

Team Coaching in the Literature
- Team coaching appears in research as one of the roles the team leader can play to fulfill team needs satisfaction towards team effectiveness;
- Team coaching is an act of leadership of someone (team leader, external coach or peer) who has day-to-day interactions with a team, and who supports collective performance development of a team, by making a competent use of coaching functions;
- Team coaching processes represent how the team, collectively and aligned, make sense of the structures within which they work together;
- Team coaching will occur within specific environmental, organizational, and team conditions, as long as team psychological safety is in place;
- Team coaching competencies integrate coaching competencies while including knowledge, skills, abilities, and other characteristics related to the work done next to teams;
- More empirical research is needed, not only around the results of a team coaching process but also around the overall impact of using team coaching as a function of team leadership strategy – the impact for the team coach, for the team, and the organization.

Chapter One

Study I

Dynamic Team Leadership Coaching Definition
Dynamic Team Leadership Coaching is a process addressed to a real team and a collective system, within a helping, partnering, reliable relationship facilitated by someone capable of relating and working with a system using a coaching approach, where the team is setting the agenda and the developmental process, and the expected outcomes are team effectiveness towards business results and adaptability.

Study II

Dynamic Team Leadership Coaching Knowledge and Skills
The team leadership coach is someone internal or external to the team and/or organization who respects specific requirements and who will promote processes that lead to certain outcomes that can be operationalized by the use of thirteen competencies, which are developed through training, practice, supervision, mentoring, and self-awareness activities, if the team leadership has the commitment and the willingness to engage in this function as part of their leadership functions.

Study III

Measuring the Dynamic Team Leadership Coach Function
The Dynamic Team Leadership Coaching Scale (DTLCS) was developed to measure the presence of Dynamic Team Leadership Coach's competencies in practice. The results showed that DTLCS has adequate psychometric properties and can be used as an isolated act to detect the existence of these competencies next to the team leadership, or within a more in-depth questionnaire where other variables as self-awareness or other team characteristics can be included.
Empirical study which implied potential outcomes of dynamic team leadership coaching to business results, since the dynamic team leadership coaching behaviors of Partnership predict team performance, team satisfaction, and team viability, namely when using team adaptation as a mediator variable.

Theoretical Implications

This research presented some findings that can enable a better understanding of the third phase of the Dynamic Team Leadership meta-model, and more detail on what a team leadership coaching function most observe.

Dynamic Team Leadership Coaching showed up as a new concept that sustains dynamic team leadership research. Furthermore, defining the Dynamic Team Leadership Coaching construct with empirical support was a considerable contribution to the third phase of the Dynamic Team Leadership meta-model and an advancement to the team coaching theory.

For the team leader to coach her / his team, some knowledge, skills, and attitudes must be developed. Until now, research was not clear about what they were, and research was even incipient on showing empirically visible behaviors and actions which betoken each different team leadership function. The current research was able to identify the competencies needed for a team leadership coach, empirically.

Peer coaching is also standing out as an active component of team interventions towards team effectiveness (Berg, 2012; Britton, 2015; Peters and Carr, 2013). Eisele (2015: 297) pointed out that the "coaching behavior of peers seems to be a neglected research field". Throughout the current research, it was demonstrated that the team coach would be a function of team leadership, not exclusively of the team leader, enriching the arguments of the value of peer coaching as a topic for further research.

The Dynamic Team Leadership Coaching scale (DTLCS) makes this research unique regarding the potential of its conceptualization of dynamic team leadership coaching as a meta-construct (Kozlowski *et al.*, 2009). The results emphasized that the conception of dynamic team leadership coaching works well when observing teams. There are some other instruments (e.g., Wageman *et al.*, 2005), but the Dynamic Team Leadership Coaching scale has the particularity of addressing specific team leadership coaching behaviors in-depth.

This is the first report addressing the team leadership coaching function validity. Our validity evidence supported a consistent alignment with the dynamic team leadership coaching construct definition, showing good psychometric properties for the study sample. Moreover, dynamic team leadership coaching worked as a relevant variable in predicting team performance, team satisfaction, and team viability.

The fifteen dynamic team leadership coaching behaviors identified as a *Partnership* factor of the team leadership coaching function have a strong interpersonal relationship

component, seeming to contradict Hackman and Wageman (2005: 283) when they claimed that one of the conditions is that "coaching behaviors focus on salient task performance processes rather than on members' interpersonal relationships". Moreover, the additional five dynamic team leadership coaching behaviors named as a *Proactivity* factor of the team leadership coaching function may imply that coaching behaviors focus on strategies to overcome processes that are not under the team's control, also challenging the condition set by Hackman and Wageman (2005) for team effectiveness to operate.

Practical Implications

The construct of team coaching was scientifically defined, allowing team coaching professionals and organizations a better understanding and clarification of what this process implies. Implementing or developing team coaching approaches is from now on more tangible, and decisions about external or internal team coaching processes can be made more transparent.

Although some researchers showed behaviors, competencies, and leadership styles that demonstrate the practical use of a team leadership function, their description is more focus on possible outcomes than on specificities the team leader has to practice on a daily base while applying a team coach function. The literature review was not able to find any research at all on how to train team coaches to develop specific competencies or on how leaders develop this function as a component of their leadership strategy.

The current research specified the team leadership coaching competencies with empirical support and pointed out ways to develop those competencies. Self-awareness is presented as an active component of team leadership coaching development, implying that willingness and commitment are crucial to a team leadership coaching function.

As for practical implications, DTLCS can be considered a tool with good psychometric proprieties that can measure the perception of dynamic team leadership coaching behaviors next to the team.

The findings of the current research provided rationales for emphasis of team leadership coaching in organizations as an effective management and leadership behavior. The empirical impact of team leadership coaching demonstrated through this research can further facilitate organizations to utilize this function as an organization strategy for improving team coaching as a function of team leadership in organizations. Gilley, Gilley, and Kouider (2010) reasoned that coaching competencies should be part of organizational processes like hiring and selection, career planning and development, and performance assessment. With the use of the dynamic

team leadership coaching scale, organizations can better develop managers and leaders to be more effective team coaches, as well as assess future employees in hiring processes and measure the potential for leadership roles.

This finding has practical importance in light of the significant role that team coaching is playing in organizations these days, together with the absence of prior knowledge regarding dynamic team leadership research connected with team coaching theories. There are already some theoretical and practical frameworks of a manager as a coach and team coaching (e.g. Carr and Peters, 2012; Hawkins, 2011; McLean, *et al.*, 2005), that together with the present work, can serve a sustainable team coaching framework design for organizations to evolve to the next level of teamwork management.

Limitations and Future Research

With an exploratory character, this research made valuable theoretical and practical contributions to the team leadership coaching construct and dynamic team leadership research, as explored above. Nevertheless, some limitations are to be considered and pointed out for future research.

First, the limitation of having only one researcher doing content analysis. As much as this work has been supervised, and after reviewed by several experts, the analysis would have gained, if it was done simultaneously by at least two researchers.

Second, the final scale will need further exploration. This research had the intention of releasing the first draft of the scale. However, the researcher is conscious that further analysis as using structural equation modeling is needed before the scale is ready to be used.

Third, the sample for the scale development included only the Portuguese population. The scale should be translated and applied in other languages and countries to verify the DTLCS range of application. The scale must be tested for eventual cultural adjustments, or even to understand if dynamic team leadership coaching will consider the same set of behaviors among cultures.

The present work suggested that team coaching is a process used by the team to promote performance, satisfaction, and viability ultimately showed by specific behaviors of the team leadership. It is an essential function to satisfy the needs felt upon the current global context. Future research is needed at an experimental level to test the applicability of the findings within different environmental, organizational, and team contexts. The team coaching literature review pointed out that this is a function that is used within well-designed teams and flatter team

structures, at appropriate times and in appropriate circumstances (Hackman and Wageman, 2005). However, teams are multitasking units (Marks *et al.*, 2001). What if team coaching is a multiphase process that can be incorporated over the all task engagement cycle promoting effectiveness upon the team's outcomes?

The current research also advanced *Proactivity* as a dimension of a team leadership coaching function, somehow contesting Kozlowski *et al.*'s (2009) theory where this dimension seems to be connected to a facilitation function, and Hackman and Wageman's (2005) theory that suggested that one of the condition to foster team effectiveness is the team focus on processes that are under the team's control. In apparent alignment with the *Proactivity* dimension, Bond and Seneque (2013) highlighted the power of coaching processes within the strategic intent and goals of the broader system. What if team coaching contributes to the development of shared beliefs that enable team members to take proactive learning-oriented actions (Edmonson, 1999) towards processes external to the team, promoting overall organizational effectiveness (e.g., networking theory appear as a fertile avenue for coaching research according to Grant *et al.*, 2010)?

Further research is needed to test these theses, namely, through experiential studies next to real teams and within different organizational contexts, not only around the outcomes of a team coaching process but also around the overall impact of using team coaching as a function of team leadership strategy – the impact for the team coach, for the team, and the organization as a whole.

Furthermore, the intention of testing culture as a moderator variable of the team coaching function fell far short of what was intended at the beginning of this research. Some researchers (e.g., Nangalia and Nagalia, 2010; Noer, Leupold, and Valle, 2007) argue that the coaching approach seems to be attached to Western concepts of participation and reflection on self. Further field research should include countries where power distance scores high or multicultural teams in order to understand if, in such organizational environments, the dynamic team leadership coaching approach is appropriate or even viable.

Future research should regard Grant *et al.* (2010) call for the use of randomized controlled methodologies that would assess the effects of contextual variables to indicate how specific cultural (organizational ou national) settings work with team coaching strategies.

Despite the satisfactory results of the scale of twenty items, the model could be improved. In future research, all missing values should be excluded so that modification indices could be performed, and the model adjusted to a better fit.

The present work tracked "self-awareness" as an important condition for the dynamic team leadership coaching to be operationalized. However, this proposition, being an addition to team leadership literature, lacks empirical validation. This dimension should embody a final questionnaire to be used for an empirical study of team leadership coaching. The suggestion is to apply a questionnaire to real teams to measure the impact of team leadership coaching. In a questionnaire addressed only to the team leader of those teams, the scale resulting from the current study could be included, as well as the items found to describe the dimension of "self-awareness".

Finally (however, perhaps the starting point) is the question of understanding how much people in organizations and the community at large know about teams and teamwork. While applying the survey to test the proposed scale, it came to the researcher's awareness that participants were having doubts about belonging to a team or not. It seems that some research could be done around how conscious people are about their participation as team members, but most of all it looks like some work could be done next to educational and organizational settings, so new paradigms of effectiveness in work teams began to flourish, and adaptability will be common skill to have in this uncertain new place.

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APPENDIXES

APPENDIX I: Informed Consent for Participation in Research

Email sent before the interview

Thank you for accepting participating in the study around Team Leadership Coaching. My name is Alexandra and I am a doctoral student at ISCTE conducting this research as a requirement for the degree of Doctor in Management.

The interview we have scheduled for tomorrow will take about 40 minutes and will include questions regarding your knowledge and experiences as a professional coach.

I would like your permission to tape-record the interview, so I may accurately document the information you convey. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know.

All of your responses are confidential and your responses will remain confidential and will be used to develop a better understanding of how you and your peers view team leadership coaching and what does it refer to. The purpose of this study is to increase our understanding of the construct of team leadership coaching in the perspective of coaching used by team leadership and how will it show itself.

This study will be focusing on the Team Coaching construct, specifically as an approach, role, function or style used by team leadership within organizations. For this purpose, we want to collect the first data from experienced external professional coaches who regularly work within organizational environments, to start to better understand what Team Coaching implies.

As the responsible investigator in the research project: "THE CONSTRUCT OF TEAM COACHING – WHAT DOES IT ACTUALLY MEAN AND TO WHAT DOES IT REFER TO?", at the beginning of the interview, I would like to have your verbal consent to participate in this study.

Looking forward to our interview tomorrow!

Kind regards,

Alexandra

APPENDIX II: Interview Script

Welcome and thank you for your participation today.

Before we begin, I would like your permission to record our interview… and your verbal consent to participate in the research project: "THE CONSTRUCT OF TEAM COACHING – WHAT DOES IT ACTUALLY MEAN AND TO WHAT DOES IT REFER TO?"

Your participation in this interview is completely voluntary. If at any time you need to stop, take a break, or return a page, please let me know. You may also withdraw your participation at any time.

Do you have any questions or concerns before we begin?

Then with your permission, we will begin the interview.

Questions	Prove for
1. For you what is team coaching? (if not mentioned: what might it differ from other types of coaching?)	definition of Team Coaching (differences between group, individual and team coaching)
2. By whom should team coaching be delivered? (external coach coming as a provider; external to the team but someone from the same organization; internal team leader; team member) – please consider not only your perspective as a coach but also your perspective as a team member.	team coaching will occur only in certain conditions
3. And for you what is team leadership coaching?	definition of Team Leadership Coaching
4. Team leadership coaching tends to focus on what? What for should team leadership coaching be used?	Hackman and Wageman: Team effort or motivation (motivational) Team performance or strategy (consultative) Team knowledge and skill (educational)
5. What are some conditions for team coaching to be effective? (some examples for the case they are not mentioned: team design; team's life cycle; the size of the teams; the level of seniority within the organization; relationship vs task focus; support from the organization; the willingness of team members)	team coaching will occur only in certain conditions
6. Assuming that a team leader can act as a team coach, how does a competent team leader in a coach role	behaviors, competencies and leadership styles

looks like? (some activities and behaviors that show that a team leader is using coaching / acting as a coach and not any other intervention/role)	
7. How to train leaders to develop specific competencies and how they develop this function as a component of their leadership strategy?	behaviors, competencies and leadership styles
8. How can team leadership coaching ensure outcomes, and what should we expect them to be?	The relation between outcomes and specificities of team leadership practice

Before we conclude this interview, is there anything else you would like to share or add?

APPENDIX III: Interviewees Definitions of Team Coaching

"The meaning for me is that the individuals as part of a team they operate to a system and they obey to a system dynamic that sometimes, many times, I would say, they are not aware of as a collective entity. So, when I talk about team coaching, I'm talking about doing coaching to the system, collective system. So usually is a group of individuals that operate as a team in their work. So, it can be the board, it can be a team of directors, it can be a team that is an entire area, but always a system with their own dynamics." – I1

"Team coaching is and intervention, where I work with the leaders and their employees. So they report to this leader and they are peers among them. So they are really a team. They don't work in different departments. So, they work together and have the same boss." – I2

"Team coaching for me must be a real team that works together such as a HR team, the Finance team or the Marketing team, and then each one work together. It can be a cross-functional team. So you sometimes in Companies you get the ExeCo (the Executive Committee) or the ManCo (the Management Committee) (…) but they do meet together as a team and then each of them become more effective. And how I differentiate between team coaching and, let's say, team facilitation or team training, is that that team coaching has a very strong development component, so it is about people grow as a team and their insight about how they function. And also doesn't have an absolute set agenda. (…) So, team coaching is a lot more emergent. It is a lot more about getting the team to be more effective but not with a predetermined agenda that in session 1 we will do this, in session 2 we will do that. And that is how I differentiate it. So, sometimes is a scary place for people, because you don't know where it is going to go." – I3

"Team coaching is partnering with the team to move it to high performance. (…) It is very similar to individual coaching, and then when you coach a team you coach it as an individual with many voices. So that is the concept of it. The actual execution is you spend a lot more time with a team then you do with an individual. You spend quite a bit of time just sitting with the team in their daily work, absolving them, watching the interaction, watching how the entity evolves, which gives you a lot of insight into how to approach it." – I4

"Team coaching is working with a team of people focus on a topic, a purpose that is common to that team. So working with people focused on the purpose and working with the team as a whole. And working with them, so that they can interact in a way that they achieve the purpose that is common for them." – I5

"Team coaching is a complex process. It has always a direction and the direction is set up by the team. And team coach is the person who helps the team gets more aware about their objectives, be more aware about the ways and means they can reach those objectives, and setting up the environment where the concerns and the conflicts that arise, while reaching these objectives, can be sorted out constructively. (…) At the team context it means that people are too much interdependent and the outcome that the organization gets, depend on the quality of their interaction and how they are aligning to reach the objective and how they create the chain in a certain way. So this chain affects the total result of the whole business process. So team is much more united goal oriented." – I6

"The group becomes a team when there is a certain amount of synergies in terms of ultimate goals and objectives, and there is a certain amount of emotional bonding. So, all coaching of what is called team coaching starts with the group coaching until we are able to establish those parameters. So, typically I would call team coaching of something which is align for a purpose.

So in a corporate environment I work with companies to determine what are their net objectives, and in a sense follow the basic parameters of the project Aristotle findings of Google in terms of those five parameters as far as goals, there is clarity and structure of goals, and it provide a larger impact into the individuals of the larger, sustainability parameters of the goals, and stablish psychological safety and dependability." – I7

"Team coaching for me is the ability to engage the group and identify goals and objectives for the group to be involved in accomplishing, but at the same time, as a group they will also satisfy some personal and individual expectations as they go along with accomplishing what they have step to do." – I8

"Team coaching could mean bringing a team together individually and as a group. Where(…) they have a main topic, around maybe cross-team functional communication, and then we coach around that, that is the subject, the focus of conversation. In other examples, they are working on a project and so they want a coach working alongside the team, to kind of push the project ahead. Project as an agenda, but really move ahead healthy in the corporate speak. So, that's also team coaching. Another area of team coaching, I'm starting to see is that, you know, you have a key functional heads and they belong to an executive team or a management exco-team. And then they come and they say "can you work alongside this team and support them, in their leadership". So, and many, many more, but that's the few I can name right now." – I9

"Team coaching which to me is much more collaborative focus, focus on the team as an entity... there may still be individual team development, but as a team coach, I'm coming in to meet the team, they are together, even if it is a virtual team, they are bond together somehow. (…) They have some connection point, they exist for a reason. We go back to Katzenbach and Smith and we look at why do teams exist - common mission, common vision, shared goals, hopefully, shared performance measures. So even on that lenses, you know, as a team coach I'm getting more into those elements of team performance than I might as a facilitator. (…) As a team coach I may be there with the team for 6 months to a year we are having a series of conversations over time, they are the ones who are creating their action plans and accountability to move forward." – I10

"Working with teams, and different kind of teams, could be a real team like I'm a manager and I have my team working with me, so I'm working with them , helping them working on specific topics or issues they have, (…) but also this kind of situation that can able to a team to work better together. (...) The purpose there is to improve the costumer experience, but thinking that first we have to work with people in the leadership with teams, and the commitment and the engagement of the people in the team and in the company. So, (...) to try also to work and to... in control (?) those follow way, and to build another kind of teams... First of all when I'm working with teams it's obviously the real team, the department, the manager with his or her people. And also, in this case for instance, in the leadership, is working also in a thunder solve (?) way. I mean by mixing people from different departments and work like one team. One team is not my team from my department, it is one team from my company or my leadership in this case. And thy also to let them be really people where everyone count, everyone count in the company and everyone have an important role in this company, voice too, and involve them in different workshops or different situation in order to put (?) actions, actions teams, let me say, I'm calling that action team, in order to help the company to solve different issues that they have in their own organization, in order to deliver a better experience to the costumer." – I11

"Team coaching is working with a group of individuals either in the same room at the same time or over the phone at the same time. Generally my practice is always in person when I work with teams and I may do some supplemental accountability activities, but the actual coaching I do it in a common space, where people can have the full experience of human communication, body language, tone, facial expressions all that. (…) Team coaching is that the individuals in the group have a common purpose either be that they belong to the same organization, the same department or they have set out to achieve a common goal." – I12

"Team coaching usually has a goal or goals in mind (…), particularly in the business world when there is some conflict. And so team coaching is working with a team to recognize their barriers and to look at ways where they can perform better as a group. So often it's to understand their role within an organization and their individual role within the team and their role as a team moving forward." – I13

"Team coaching it's more likely working in a systemic way, and as part of a transforming cultural movement. It's about raising the awareness within the systems of a company from, let's say, from individual and silos type of thinking, you know, "my role is this, my responsibility is that, and the problem is this", towards understanding the context, the relationships, the system first, the live of a system without taking things personally and last but not least developing some kind of collective intelligence. Now this is very nice, and sounds very noble, now in reality the systemic thinking and the systemic working it's not very, let's say, common, the common, let's say, situation it's hierarchies, power games, symptoms tackling, coaching individuals versus coaching relationship, looking at problems and not into the future. (…) The systems are more complex and transformation in general it's a different animal. It's not like approaching an individual and listening to, it's for a change. It's like learning to live in a different way." – I14

"It depends on the purpose of the intervention: if it's ongoing, it's more one-on-one so understanding and communication links as opposed to being a one-on-one Executive coaching for me it's much more about how the team communicates , how they assign roles, what interaction does the managers have sometimes they are directors, sometimes they are participant, for me that all plays a role in how I look at the team and how I experience the team." – I15

"Everyone in the field is trying to define what is team coaching, because it has many things like it has a little bit of team building, it has a little bit of individual coaching... blended... team coaching, team facilitation, a little advising, so there is many things around this. So I don't think that one unique concept will really define what it is, because what we are talking about is intervening in a system. And how do you intervene in a system? Is there a formula for this? I don't believe so, because you have to see each system how it is set up, how it works and then organise a strategy to intervene in that system." – I16

"The definition is that there is more than just the interest in coaching which would be group coaching. They need to have some kind of working relationship. And I would go one step further and say they need to achieve something. If a team just exist and say "well we meet once a week for a nice coup of cake and a coffee", that is not enough. So you need to have a goal. And I would say that the more challenging the team is and more diverse, the more opportunities there are for team coaching." – I17

"Team coaching is really fundamentally a learning process. And I sort of take a little bit of something came from Amy Edmondson that learning has become the new form of behaviour that's really synonymous with performance to me. And because teams are at the sort of Nexus of the individual in the system organizational learning fundamentally happens through teams. So, I will go further to say teams are synonymous with an organization's form of organizational learning. And so I think team coaching steps in that context as an accelerant, to really accelerate a team's process of learning maturing, right, all in services of helping companies adapt and, you know, helping organizations adapt and etc. So I think that for me is what team coaching is about. I think it's one of a number of forms of team practice or things I can enable teams to accelerate their learning process. And if you sort of look at the research by Ruth Wageman and Richard Hackman in Harvard they actually found that one of the 6 big condition of team Effectiveness is team coaching, that there's actually some evidence that teams need this kind of coaching relationship to enable them to be able to function well together and you know create value together." – I18

"Team coaching is where you get to know the people on the team, ideally face-to-face. So it is more of a team focus in the sense of helping that team become effective rather than indirectly where I'm just working the leader and then I leave that up to him or her to be able to then carry out the things that we've talked about. So it is more direct, it has more of a direct impact, when I'm working with the team." – I19

"In team coaching you are taking a group of individuals and keeping a common objective for them and guiding them, helping them to really come to a consensus and agree to what they want to do, help them to achieve those things, especially when it comes to the group coaching or team coaching. And those common things which they found to really do it, that in fact, how it is really helping the organization to achieve their goals. So that's where, basically one versus many, so that's what is the main objective, but all other characteristics, all the coaching guidelines, coaching ethics, we are keeping the same." – I20

"Team coaching is just utilizing coaching skills with a team in a group. So rather than just coaching one person at a time, you have a small group that you as the coach are more a facilitating coaching in the group, with a work team." – I21

"Team coaching is a specific process, the toll is always coaching that we do, it's the characteristics of the people that you have, they are under an umbrella that is very concrete, that can be the same project, for example, the same department, or it can be the management team, so they have a common goal, a common vision. And as a coach your approach working with a common vision of this team, where the purpose is that the performance of the team is much higher than the individual performance, but you are working with that. At the same time you have individuals' agenda. So, as a coach you have that as a consideration and you bring to the process. So, it happens in many layers." – I22

"Team coaching is getting a group of people develop themselves to the highest level of readiness, as I call it. So, you have a group of people and they have a common goal, but how they interact, how they communicate, how they get results is as same much... the end results and the goals that they have as a team." – I23

"Team coaching as the process by which one supports a team to increase its effectiveness. It's kind of the broadest definition. And so team coaching as I hold it is about attending to all these 3 dimensions of team effectiveness: client satisfaction; wellbeing of its members; process contributing to team's growth and learning. (…) Team coaching is really about relating to the team as a system not just a collection of individuals. And so, when I coach a team it is very much based on the same principals of individual coaching, where my interaction with the team is very much based on the principal of what the team, the system is natural creative, resourceful and whole. So, my role is not as an adviser or as a interventionist, I'm eliciting, I'm creating a space for the team to reflect, and to find its way forward. (…) When you say coaching the team you are coaching (…) basically you are engaging the team at the level of the collective. And so supporting the reflection of the team is not a democratic process per se, it's not consensus building, and it is not just minor reflection it is also being able to read and track the add and flow of the energy of the team to be able to determine where the points, where the energy is, or the engagement or the urgency is within the team and being able to help the team gain the ability to read that themselves and advance on the areas that are critical to its performance and development. (…) that team are groups of people whose work are interdependent. So when we refer to teams we are talking about people who necessarily have a shared purpose for their works, and whose work itself is interdependent of... dependent on collaboration" – I24

"Team coaching is still coaching, my coachee is a system. So our fundamental approach is taking the transformative power of coaching, the skills and competencies of coaching and creating relationship with the system with the team and part of what that means is we need to educate the team about systems thinking." – I25

"Team coaching is normally the team is inside a corporate so they have an issue, or they have some common goal they want to achieve. So, I bring them together, use some facilitation, to know more understand about themselves, their situation. So there is an inner discussion, inside discussion. Then look at the team or look at the whole organisation to align from themselves how they can work together." – I26

"Team coaching, it's when you are more than 3 or 4 people, whatever makes up a team, but they are functionally connected, and working together on a common goal. So, they may not be there voluntary, the company has decided we want to do this process, and have a team coached, but they are functionally connected as a team. Versus a group." – I27
"Team coaching is the process by which a team achieves, sets goals, that we have clarified between the coach and the team leadership, in a certain amount of time and in a certain circumstances, in a certain location, and in a certain space with certain methodologies. The goal being to come to a higher level of team effectiveness, in terms of collaboration and communicating effectively." – I28
"Team coaching is helping a team, first of all really defining what their purposes because (…) they were brought together to accomplish something and I think that needs to be a great starting point - having a common understanding of what the team is there for. And then the coaching is around how can we work best together to accomplish that objective. So it has to do with a lot of interpersonal especially communication work." – I29
"Team coaching is coaching, but is not an event is a process. And is coaching because we have to help a team to expand their possibilities and they are blind about this possibilities. So we have to help them to open their eyes and to find possibilities that they are not able of seeing. This is the reason why team coaching is coaching. And the other reason, because we need this kind of intervention is because only 10% of the teams are effective teams. So we have a huge opportunity to help the other 90% of the teams." – I30
"Team coaching is working with the team and the team leader as a group and helping them improve the way they work together, improving their group dynamics, improving their norms and their habits and improving the system as a whole." – I31

APPENDIX IV: Categorization of Initial Coding into Competencies connected with the development of Action at the Dynamic Team Leadership's Team Development Phase

	TEAM TASK FOCUS	
Initial Coding	**Pieces of Evidence / Segments**	**Competency**
Egoless and Presence	if you have a strong agenda that you are driving, then you are not using coaching. For me, coaching is a collaborative co-creation of an agreed agenda. So, you come to a coaching session being it with an individual or a team and you talk "what would we like to get out of today's session?", it might be a whole long term "what would we like to get out from coaching". But if I come in and I say, "I think that my coachee needs X, and I'm going to help him get X". Then I'm not coaching. I am training, I am facilitating. I think that the key thing would be: does the person has the ability to collaborate and co-create the agenda and the goal together. And I think that is quite a strong coaching indication. (I3) the coach main focus is on the success of the team, not the success of the manager, not the success of the corporation, but the success of the team. Because when the team is successful, the manager is successful, the organization is successful. And so, the coach must not be swayed by worrying about their own (…) they need to be mostly concerned with the benefit of the team (I4) Coaching presence, being able to be quiet and take my agenda out of the picture and the agenda being the good of the team (I4) you remove your ego... you shouldn't be interested in the final outcomes otherwise you become a manager (I6) this competent team leader, coach competent team leader must have good skill of distributing his attention to different people and keeping and condensing ideas and other things (I6) I think the hardest obstacle is helping them understand that they are not that important. So, the essence of, you know, "you are here to grow, you are part of the bigger puzzle"... quite a bit of it comes from an attitude standpoint. They often feel that... also helping what I call the leader's mature (I9) The ability to be in silence, because most of the leaders need to fil in the space talking, talking, talking… (I11) being capable of removing themselves, their personal attachment, which is another way of saying the focus is on either the individual or the team that they are trying to coach. So, team leader in some way needs to suspend, take their team leader hat off, to really play a good role as a coach (I12) They were open to the coachee, and the body language demonstrated that openness. (I13)	Team/collective orientation

		the team coach role it's not the same, because he is no longer empowered to discuss individually, but he is paying attention to what's going on among the people, what is the climate... how are we feeling, what is going on as far as the team, and where the team is going. So, all a sudden the awareness and… it's like working in perspective to things to the future or focusing on details. (I14)	
		Does he or she take out of a lot of space (I15)	
		should come and exchange leadership positions along the way, and you are just facilitating that. (I16)	
		If you are *protagonising* too much, you probably are not doing your work (I16)	
		and escaping from the ego-centric mode (I16)	
		I think that's when the team can start to learn how to coach itself and then the leader starts to become less central in the process and more of a steward or they can't even move to a part where it's a self-managing team and self-coaching team and the team leader starts to become a more sponsor of the team (I18)	
		instead of 90% my position on this issue to 50% the other 50%. being open, interested and curious, you will change the Dynamics of the team. (I25)	
		to put their ego behind them or way (I28)	
		First of all, he has to be a member of the team. He has to be a player. I think the first condition... and this condition is absolutely necessary but is not the only one. He has to be a team player (I30)	
	Understanding Individual Profiles and Talents	they need to believe in people, believe really in the potential of people (I2)	Team/collective efficacy
		is curious about where someone strengths lie. (I5)	
		not everybody understands how to manage all those personalities and characteristics to achieve a goal. (I8)	
		recognize other's talents (I15)	
		really understand their team members strengths and weakness (I28)	
		understanding what each individual is looking for, understanding what their strengths are (I29)	
		rather than the work, the task, more about what ideas did I have that would contribute to the organization, where did I see myself heading, where did I thought I might be able to add value directly in the organization or elsewhere...asking me who else in the organization might be there just to support me or to guide me. (I29)	
	Promoting Reflection Towards Development	And then, is that person moving towards growth and development as part of that agenda. If it was just - we want to increase marketing share and we had a whole discussion about increasing market share and I did it in a very nice coaching style, but I never reflected on the group dynamics or the growth in that room, I don't think I would be a coach, I would be a good facilitator. So, I think that the ability to reflect on the group process in an agreed collaborative way would be the distinguishing factor against other methodologies or approaches. (I3)	Team learning orientation

the team coach would bring them together and would say "ok, we had an opportunity to make a mistake and we've taken it, now what are we going to do?" (I4)

The team coach is looking for team's learning to get to their higher level, the team manager is looking to fix the problem quickly (I4)

a person who triggers reflection (I6)

he takes a reflective position (I6)

pay attention at... you can say "healthy" behaviors and non-healthy behaviors, and invites the team to reflect (I6)

 the reflection to be able to...have impact in the system because the homeostasis of the system it's something that keeps them in the shape they are. (I6)

has an element of humility here, be humble to allow his young people or his people to think about it, to talk about it, all we make mistakes (I9)

were very directive. But that is one extreme of managing. The other part of the scale which is when you say... you know... what I think is more a coaching style, is that he would probably still with the goal in mind ask questions, help people to think through what blockage they are facing right now, so working on what their people actually see rather than what he thinks they are facing (I9)

a good team leader or a team coach uses the team as... the individuals, the members... as their main focus. Focus on their development, and as they develop in a certain way, then the results will come as a result of that, not the other way around (I23)

Team leader as a coach would also be encouraging professional and personal development in their team members but not telling them where or what options there are, but asking them to do their own research, their own assessments and come back with a proposal (I29)

MUTUAL TRUST and RESPECT		
Initial Coding	**Pieces of Evidence / Segments**	**Competency**
Trusting and Respecting Others	the ability to show respect (I3)	Psychological safety
	Creating trust and intimacy, be able to show that they support these people and that they have their best interests in mind, the teams and the individuals (I4)	
	must be a high level of trust to people (I6)	
	respectful communication (I6)	
	He triggers this respect in everybody. he behaves respectfully and triggers this respect and creativity in everybody (I6)	
	building trust... understanding the concept of trust... and how trust works for unleashing people potential (I6)	
	So, the ability to hold that space for uncertainty, for discussion... so I come back to his ability to deal with his ambiguity, to allow progressive conversations to happen, and to be quite watchful of the group dynamics. (I9)	

key to any skillset or ability is the coach's role in creating trust, creating connection, creating that enabling environment for teams to talk about livelihood, like that is really... the more I hear and I see in my own work and hear from other coaches, that is like the real amazing tension of this work, that teams are comfortable enough to talk about the issues that are holding them back when sometimes they can lose their job, if it's a culture that is very toxic. (I10)

Team leader gives equal opportunities to everybody, respects everybody's ideas, and at the same time inspires everybody to really achieve the things (I20)

create a safe space and trust for everybody. (I22)

he recognized their potential, he invites them to be themselves (I23)

you really have to make people be confident and be comfortable in the place that they are. And as a team coach, you make sure that they are in that kind of comfortable place where they can trust each other. (I23)

So that's why in the beginning even in a coaching conversation, in a one-on-one, and one for many, in the beginning, the coach needs to set the agreement that this is a safe environment, all the conversation will be confidential, so you will be asked some questions, but it is not like an interview, it is not an interview format, it will help you to get more understanding about your situation. So, make them feel comfortable is very important in Asia culture. (I26)

getting them to trust the people who are on the team, getting them to trust that there are contributions that may not be coming up, because of whatever style they have. (I27)

I've mentioned positivity. And the positivity exists only when the members of the team practice an environment of trust. That means to exchange words with respect, to ask with respect, and avoid the criticism and the cynicism and this kind of the wrong conversation that eliminates the possibilities of the interconnection of the members. So it is very important not only for me as the team coach, for the leaders as team leaders coach. (I30)

challenge the team in a non-judgmental way (I1)

the capacity to suspend their judgment and be present to the team (I2)

they are none judgmental, they have to go into that non-judgemental state and be as neutral as possible within that coaching environment (I3)

| | be prepared for even silly ideas and how you continue that conversation. So I think... to me it's very most conversational skills, maybe calling it conversational skills sort make it very light, but is not. I think the new skills they need to pick up is how to have a true conversation, how to have a true dialogue with their people versus a leading dialogue or a directive dialogue. (I9) |

we need to start each conversation from more a beginners mind (I10)

Witnessing much more than an average manager who comes in as a critical eye. (I15)

The other thing that team coaches need is to have presence, the individual, and using yourself as an instrument to help the team dialogue productively, to help the team have courage and authenticity to talk about what really matters. (I16)

Non-judgment

	a completely non-judgmental accepting presence (I21)	
	to let go of this assumption (I22)	
	to be very open-minded, which means that he does not judge people for the way they act or for the way that they interact, they are just curious, they observe (I23)	
	the fundamentals for coaching skills in a leader is really to be open (I25)	
	I think that the keyword is non-judgemental. (I26)	
	How you can have a curiosity and openness in a conversation. People can easily sense because some people were naturally bringing up the question about curiosity, not questioning. So it is all about an attitude (I26)	
	it is really getting them to be curious (I27)	
	getting them to trust that there are contributions that may not be coming up, because of whatever style they have. (I27)	
Facilitates vs Dictates	if we are talking here about a directive approach we are only talking about leadership and not about coaching (I1)	Team empowerment
	not a person that is going to impose that (I3)	
	less intervening, so giving voice to the people (I5)	
	asking not telling and more focus on the journey rather than the destination itself (I7)	
	they move into a space where they can guide people more, rather than direct people (I7)	
	without becoming and impositive team leader or team coach, without be someone who is intimidating to others… (I8)	
	So the soft skills around separating themselves, being a great listener, having that drive of curiosity to explore those things. (I12)	
	they won't be giving advice, they won't... as a coach they are not telling stories of their experience to teach as they were (13)	
	I'm just thinking about how I would see that... they have to ensure they try to set back from the mentor, advisor, "here I do it" role (13)	
	so sort of do they act as a coach or do they act like a dictator. I mean, I put that into 2 opposite ends of the spectrum, maybe (15)	
	never give any advice. never go into a telling mode (17)	
	not a dictator, not a micro-management person, whatever (17)	
	keeping those few "dos" and "don'ts" of the coaching which is most important, especially while having a coaching conversation with your people (20)	
	has to consciously keep his own ideas, perceptions not to come out openly and be suppressing other's ideas and all (I20)	

if you are not having a coach approach, you are more in a position of telling people what to do, "this is what I expect, this is what you have to do, and if you do that correctly then I'm happy, and everybody is happy". But that is very often faced or based on status, or on ego perhaps (I23)

It is really just asking a lot of questions rather than being directive (29)

Being more curious and inviting rather the directive (29)

Accountability for Progress
the team lead is going to have some amount of accountability for the progress of the team. Ok?... whereas the coach is not accountable for the team's productivity, the team coach is accountable for the team becoming a very highly productive team (I4)
managing progress and accountability, checking in with them, "where are we guys?", "how are we doing?", "what do we need to keep being on track?" (I4)
by following to their commitments (I5)
then raising all into a usual accountability plan (I7)
when the person is really blocked, he may suggest some way of thinking about it, but he would not suggest how to solve it. So you can see that in the other coaching style the responsibility lies on his people. He has to... almost take a step back and say "now the job is yours", "this is your job, I'm here to facilitate you to do that job". (I9)
the team ultimately needs to be the ones responsible (I10)
they learn to hold accountability for the team (I10)
There needs to be ownership, accountability, and that can be all part of a coaching process (12)
They really have to be... they have to ensure that they hold their coachee accountable as a coach, not as the team leader per se... that's a difference there.... (I13)
And they also... they ensure that they hold coachee... they have the coachee, or the coachee comes up with some actionable steps, and the leader ensures that the coachee repeats those actionable steps with deadlines. One of the bigger things I found with team leaders is that they actually don't... they may have the coachee talk about what they are going to do, but they don't actually put them into actionable steps with deadlines. And they don't follow up of the next visit (I13)
And is able to keep accountability for the individuals and the team as a whole. (I16)
how you keep accountable (I22)
then again accept less than ideal performance as they, as the individual learns. (I29)
Really putting more responsibility on the individuals' plate to come up with ideas for performing the work for improving the environment and the performance of the individual and the team and for their own personal development (I29)

COORDINATION

Initial Coding	Pieces of Evidence / Segments	Competency
Giving Feedback	pay attention to what really worked... not criticizing but we giving constructive feedback, based on facts... for example... giving feedback individually and not creating the punishments in front of the group of colleagues it has to be (I6)	**Intrateam feedback**
	this is the person who purposely observes what are the behaviors that support good performance and creativity and making right decisions, and what are those behaviors that block this ability in other people, and he feedbacks the whole team and to each team member, to grow their ability to notice such things and to manage these things inside themselves and managing their community (I6)	
	When there is nobody to notice these things and feedback then it happens every time in the same way... no improvement (I6)	
	giving constructive feedback (I6)	
	respectful feedback (I6)	
	listening not only to the words but also to emotions and posture and other things, and feedbacking on that (I6)	
	non-judgmental based on facts, because people make conclusions very fast, and they share conclusions rather than share behaviors (I6)	
	great feedback delivery (I8)	
	feedback also, because it is a great way to see how they are dealing with feedback. I know that is also something that I work a lot on, feedback because in some cases is quite stuff for them to deliver great feedback. The way they are sharing with me their feedback to the team, help me to know where they are. (I11)	
	mirroring, feedback (I11)	
	Giving feedback but also feedforward (I15)	
	how you give feedback (I22)	
	are they getting below the surface of the conversation, as opposed just saying surface level (I27)	
	he has to have the competence of giving feedback without producing defensive reactions. And he has to have the ability to receive feedback without the defensive reaction too. It means to know the way of giving feedback through inquiring instead of proposing. And it means to be an artist of talking - listen and inquiring (I30)	
Designing / Promoting Action	Designing actions, "what are the specific things we are going to be doing in the next week?", "how are we going to get there?", "how will we hold ourselves accountable?", "how committed are we?". Planning and goal setting, "what is our overall plan to get this project done?", "how are we going to set our guidelines and our ability to make progress and check on that progress as we go along?" (I4)	**Planning**
	to put those ideas into actions (I5)	
	and in doing something, organizing things whatever (I6)	
	it is objective's setting ability, and it is differentiation between... what we call... we use a terminology of Timothy Gallwey... about internal and external game... understanding this internal and external game for themselves and for the other people, for example, this is also essential things.... and setting the learning objectives,	

and difference between business objectives and learning objectives, it's essential for managers who want to have these coaching skills integrated into their managerial practice (I6)

leading them into specific action (I7)

forward to action. (I7)

finally, work towards a common action plan (I7)

they learn to work with goals (I10)

we are looking in part at the performance realm, so looking at how clear is your vision, how clear your goals, what are your performance measures (I10)

They have to do that, that's part of the process, but coming out of it, they need to come out with action that moves things forward in terms of the topic that the team brought forward. (I12)

And they also... they ensure that they hold coachee... they have the coachee, or the coachee comes up with some actionable steps, and the leader ensures that the coachee repeats those actionable steps with deadlines. One of the bigger things I found with team leaders is that they actually don't... they may have the coachee talk about what they are going to do, but they don't actually put them into actionable steps with deadlines. And they don't follow up of the next visit (I13)

Is able to create a shared vision and transform this shared vision into plans. And this plans into action (I16)

BACK UP BEHAVIORS		
Initial Coding	**Pieces of Evidence / Segments**	**Competency**
Emotional Intelligence	Another thing is emotional intelligence - it is listening not only to the words but also to emotions and posture and other things, and feedbacking on that. (I6)	Backup/supportive behavior
	emotional intelligent leaders... this is something that is very high on the demands of development right now (I8)	
	you want them to manage emotions well so to be able to resolve conflicts, to create synergy, to create effective alliances in their workplace or in the activities of the team without becoming and impositive team leader or team coach, without be someone who is intimidating to others... (I8)	
	have a high degree of emotional intelligence (I28)	
	an emotional intelligent leaders tend to more often produce an emotionally intelligent team that has these norms which lead to effectiveness. So the emotional intelligent leader doesn't lead to the effectiveness of the team without the norms in the processes in between (I31)	
Willingness / Commitment / Adaptability	when you have committed leader things happen, when you don't have a committed leader, things don't happen (I5)	
	normally when you come to a not committed leader, the conversation is about "oh yes, we had this, and we really want to put this in practice and then something happened… and that happened… then we could not have the time"… always something is happening. When you go to a committed leader you come to the place and you see the results on the wall, and people are talking about that. So, I would say it is very visible, because you see things happening, with the committed leader (I5)	

When the leader is engaged, there is a growth on all these KPIs. When the leader is not engaged still you can see it, but if the leader is engaged you always see that. It is something that you cannot put a direct relation but when it is there, it is always present (I5)

so they are not going to be necessarily the most receptive to a formal structure coaching process (I8)

He looks like somebody very adaptable. Like I've said before, someone adaptable, flexible, who likes to deal with challenges, and really to do an effort to integrate a new skill or new competencies. (I11)

being intentional about developing that particular skill set (I24)

if the team leader is not on board here is the problem with what we do, is the team leader has to be willing to change the norms and enforce the norms. So their role becomes to... and they are not alone in enforcing the norms, we really focus on "okay who is going to enforce which norms? who's going to own this?" a small group of people need to own... but the team leader has to make space for that (I31)

Empathy

also aware on group dynamics, so they are able to pick up… They have a sense of empathy as well… they can empathise and see where people are. They are able to dance between their content and the group dynamics… I think they could… "we were talking about how we are going to increase market share and we were discussing this, but I see that there is a lot of anger in this room…" (I3)

empathy (I3)

you want them to be empathetic (I8)

Support Social Climate / Interpersonal Coaching

Sometimes there are some interventions in groups, for example, he puts them to play, to have joy together, in order to be more friendly, to build trust, to know each other (I2)

help them come out of the box in relationship (I6)

on the process of communication (I6)

on the process of all setting of the group interaction / team interaction (I6)

integrating team work, systemic coaching, we call it the coach to lead process... there the first would be how do I emotionally bond a team provide the psychological space and I use technics of appreciative inquiry and some neurolinguistics programming and stuff like that. Allow them to share openly, other people appreciating them... (I7)

Comes down to human Dynamics and most complex problems I come across in my day-to-day is the human being, challenges in communication and relationships (I12)

instead of the individuals, the conflicts, the...will not always see, but also focus more likely on relationship instead of individuals. So will be very, very keen to develop those relationships. And I would say that maybe paying attention to the collective intelligence as a team leader. (I14)

And that's something that an effective team leader needs to do, to allow the relationship and the energy to flow into the system (I14)

	Initial Coding	Pieces of Evidence / Segments	Competency
Motivation and Challenge of others	Recognition	because they are able to talk about what really matters, because they are able to give feedback to each other, because they are able to work productively, because they are able to relate well about this short term and the long term, because they are able to address the issues with the organization, because they have courage and authenticity to talk about hard things. (I16)	
		a person that would first establish a good relationship with the people he or she works, foster collaboration and cooperation between the people. (I16)	
		And is able also to address any hard issues that arrive in a productive way. (I16)	
		Coaching implies a high trust longer term, very close relationship, confidentiality (I19)	
		how to have the non-violent communication (I22)	
		acknowledging regularly, "yes, we are doing great", or "we may have had some problems, but we are overcoming them" (I4)	
		and they would be acknowledging, when the person was sharing (I21)	
		to value human beings, recognise that... value them as emotional beings... so recognise... in order to care for the individual, which is at individual level... you have to recognise that the emotional live of that individual matters in the team (I31)	
	Challenge	challenging the team to open up, to explore in a non-judgemental way, other options that they never tried (I1)	
		activating their potential to identify new ideas, new approaches, to innovate (I1)	
		challenge them all the time (I2)	
		in the case of the leader, having a most more, visioning / challenging position (I5)	
		and at the same time inspires everybody to really achieve the things (I20)	
		to help the members of the team find their own answers. (I21)	
		being willing to challenge them (29)	

SHARED MENTAL MODELS		
Initial Coding	**Pieces of Evidence / Segments**	**Competency**
Engage in Decision Making and Results	if the team is really working in a balanced way, when they present the results, it is not the leader that talks, it is anyone from the team who present the results. Otherwise would be the leader talking, talking, talking, and the rest, the others just observing and being a bit distanced and that is not what happens (I5)	Accurate problem models
	most of the times, it is their decision (I5)	
	on the process of decision making (I6)	
	giving voice, for example, like giving voice to everybody (I6)	
	when the person is really blocked, he may suggest some way of thinking about it, but he would not suggest how to solve it. So you can see that in the other coaching style the responsibility lies on his people. He has to... almost take a step back and say "now the job is yours", "this is your job, I'm here to facilitate you to do that job". (I9)	

	The coach does not need to make the decisions (I22)	
	It doesn't mean that he is responsible for making the decision, the final decisions have to be part of his or her responsibilities (I30)	
Define / Clarify mission, goals and expectations	it is a clear purpose and a sense of clear direction. It would need to be a person who knows where they want to go long term (I3)	**Accurate and shared mental models (transactive memory and team situational awareness)**
	by meeting, by defining their own goals (I5)	
	getting clear communication (I6)	
	It is also the ability to communicate your thoughts because some people have strange ways to communicate. (I6)	
	they already have an objective which has been given by the organization, but I would like to create... they on go create their own vision based on objectives that have been set by the organization. So, I would split them into groups and they work independently... it's more like a right-brain kind of project. So I'll give them some...the person (?) create on, to work on, maybe a visual, the make a presentation and synthesis and evolve into a common vision. And then use something like the GROW model moving from that objective into... so where are they now, and moving towards what were the options (I7)	
	And also helping the team to address its stakeholders, because in management team needs to have a very clear understanding of its stakeholders. They are many, you have the board, you have the employees, you have the media, you have so many stakeholders... and that's why I was telling you about the systemic view. (I16)	
	And that a leader should help a team create those conditions and then once the team has that language it is part of cycles of creating and updating their purpose and their goals and Etc (I18)	
	all the things that you have to keep reminding the vision (I22)	
Sense-making	they are able to play with both – the content of the discussion as well as the group dynamics. They can move… be with the big picture, see what's happening and they can go down into some detail whether is conflict or whether it is stress, or anger or an emotion, and then they can move it back and link it back to what is the purpose of this. I think that maybe I would say it is a clear purpose and a sense of clear direction. It would need to be a person who knows where they want to go long term, but not a person that is going to impose that. So, it is almost like, the word that I probably say it will describe them most would be discernment – to discern that right now I need to go in the discussion; right now they just need to ventilate and get emotions out, I need to stick back; right now I need to contain them and move on – so, they can discern which skills to use when. But that ability to discern would probably be the most critical skill…. (I3)	
	discernment (I3)	
	It is less about certainty and much more about creating a collective understanding. (I16)	
Setting Agreement / Contracting	stablishing agreement to help them to be able to create meetings that are very, very effective (I4)	
	the contracting in the beginning (I5)	
	has to be some sort of agreement how the issues are raised, how the issues are discussed, how the issues are solved... if there is some conflict of interest or other conflicts... how this rule work... so he sets up the whole system for that (I6)	

they need to have a process, you need to have a paradigm, a process that you go through, and part of that is created in establishing the agreement of what the coaching session, the coaching activity will be, such as what the team members responsibilities are, and what the coach's responsibilities are "you guys need to bring a topic to the table, it needs to be something that we are not discussing, but something that we are working on", discussion is part of it, but the intent needs to be clear that coming out of that is going to be action, and that action may be a change of mindset, a change of behaviors, specific tasks that they plan together. There needs to be ownership, accountability, and that can be all part of a coaching process, it can be lay out and say "here are the steps, we are going to begin every meeting like this, maybe we will have a clearing", and that clearing may involve grabbing everybody's cellular phones and turning them off. But just to have a process that creates the space, that it's a safe space, that people understand their roles, their responsibilities, that they know that they are there to move things forward, not just there to discuss, and to feel and experience it (I12)

Yes, the team coach will become part of the system, and before any kind of alignment, and starting from reality, a protocol of designing the alliance of the team coach with the system needs to be taken place (I14)

we need to do what we do with an individual client, would be to define outcomes, define rules of engagement if you like, and get the team to agree on a certain sort of language, roles, behaviors, how to ask questions, how to behave, what does respect in our team look like. So sort of defining the roles of engagement within the team. (I15)

setting a coaching agreement is important, even the team coaching, all of them need to agree that here is what topic we are going to cover, and how intensive the time we will spend together. (I26)

start with setting agreement (I26)

there needs to be a strong agreement at the beginning about what gets communicated outside of the coach sessions (I29)

APPENDIX V: Categorization of Initial Coding into Competencies connected with the Reflection phase at the Dynamic Team Leadership's Team Development Phase

	REFLECTION	
Initial Coding	**Evidences / Segments**	**Competency**
Self-awareness	They face a lot of feeling and they don't know what they can do with that. So, they have to have a very good self-knowledge, a mature concerned psychological way, self-knowledge (I2) I think they have a strong sense of themselves. They are very confident, and I don't mean arrogant or overbary, but they don't get hooked easily into games or become defensive or... so, they have a strong sense of self that isn't impacted on… by people attacking them or perceived attacks. I think that they are very self-aware (I3) self-awareness (I3) some issues of self-discovery, depending upon the time available, depending upon the need (I7) he needs to have a lot more self-awareness around himself, around the team dynamics, which takes quite a conscious leader to do that. (I9) his ability to be aware of his own, motivations, abilities, believes, his drives, behind his questions, behind how is working with the group. It is quite a complicated detachment from his day-to-day job. (I9) if I were to say the one thing that makes the biggest difference for opening the door for being a better leader is self-awareness, understanding not only what is going on inside of me, but also what impact I'm having on others. (I15) Understanding how they make decisions, so what are their personal values, what is driving them, what is motivating them, what is the most important to them. (I15) This will help with the self-awareness part. (I16) You should also be reflective in terms of having some time to step out and think about what is going on. If I would say... a team coach should also ask himself / herself "what is going on? what is at stake here?" This is the position to be aware of the system too. So I would say, you need to understand yourself, you need to understand the others you are working with, where they are in the team and then the organization. If you are aware of this you have a chance to succeed. (I16) is about self-awareness (I16) it starts with self-awareness, you know. If the guy doesn't realise that something needs to change inside it is hard to move to any direction (I16) And as I've described before it's the person who's really able to, not only differentiate, but speak out "which hat am I wearing, which role am I currently in". (I17) it is all about self-awareness (I26)	Self-awareness

	also be aware of their biases (I28)	
	self-awareness (I28)	

Open Up Perspectives	invite the team for team dynamics that puts them out of their comfort zone and with the objective of inviting them to interact freely, talking from a place of creativity and innovation (I1)	Social Awareness
	inviting them to stretch their mind and to accept to be out of their comfort zone (I1)	
	the approach of making the team think and finding their own answers (I2)	
	helping them to vehicular their own ideas (I5)	
	team coach is a person who is able to keep a fresh look (I6)	
	the objective of coaching is to help people and unleash their wings, and be more creative, and come out of the box, and achieve better results compared to what they usually achieve (I6)	
	he has to behave the way that doesn't block people creativity and people trust and people trust to themselves (I6)	
	ability to organize brainstorming in a proper way where all the ideas are expected, making expertise in a proper way, when it's not just criticizing but creative processing of ideas (I6)	
	if it's a problem, often the problem they bring you is not the real problem, it is often a symptom. So, to have that ability to be bolded and to be unoffending, but state the truth, sometimes raise a mirror up to them "do you see what you are doing? do you see... this may things that's how you are, right? you may think you are wonderful, but this is how you are being" or "you may think this is what your limitations is, but... that's because you believe this... and there is a whole world outside of you" (I12)	
	do they set a tone and then leave it open. (I15)	
	offers new perspectives and new ways of seeing things to their counter parts, their coaching clients or their teams (I28)	
	and providing new ways of seeing things (I28)	
	Getting the individual or inviting the individual to consider the bigger pictures. And perhaps what creative options are available to them to accomplish their task. (I29)	
Creating Awareness	to gain awareness of what is going on (I1)	
	inviting the team members even to position themselves in a meta-position from where they can look into the system with a distance and from a different perspective point (I1)	
	Creating awareness "wow guys, look at what we did, what did we do right?", "what can we learn from this?", "what are the lessons we want to put out on our team norms", or "boy, we really mess that up, what got in the way of us being able to reach our goals?", "what are we going to do differently next time?". So that's (I4)	

the person who is able to build a relationship with the people deep enough to help them raise their awareness (I6)

it raised their awareness about what happened, because there are a lot of unconscious processes that happen in the people interaction (I6)

anyone who is working towards an objective of creating awareness in a client (I7)

the journey is creating awareness (I7)

to help the team achieve a potential that either they recognize is possible, but they haven't done it or they have self-limiting beliefs, they don't believe it's possible and a Coach can catalyse that awareness or shine illuminate that awareness. (I12)

And then abilities to reframe, to mirror back to the teams, to help them create awareness of what they're saying (I12)

Is curious about where someone strengths lie. Helping people define their own strengths. (I15)

To help other people find their talents. (I15)

they would be able to ask questions, that were prompting the person to really bring their best selves and best answers (I21)

that they understand that from each other... from those different cultures... what the strengths and the weakness are, how they interact. (I23)

is giving them the language to describe what they are feeling and what they are noticing in the group. And to can be impracticing what does it mean to shift the energy of the group, if you will, in the course of the process (I24)

they are becoming aware of what are the patterns that we default to, that actually undermine our work, get in our way, what are the expectations or assumptions that are sort of buried beneath the surface and they're driving how we react to each other but we're not really conscious of them and we haven't have an open conversation about them. (I25)

everyone on the team is becoming more conscious of how they'll speak to each other (I25)

And always to think about the relation between the team and the rest of the organization. And facilitate the interaction of the members in terms of knowing the particularity of each problem (I30)

APPENDIX VI: Items pool – first version

Item N.	Target Domain / Item	
	1. Team/collective orientation - The team leadership coach acts as a team player focused on the team and not on her/his own needs, offering encouragement and modelling (Kozlowski *et al.*, 2009);	1. Orientação para o coletivo / equipa - O team leadership coach age como um team player, focado na equipa e não nas suas necessidades pessoais, oferecendo incentivo e modelagem (Kozlowski *et al.*, 2009);
1	Team leader main focus is the sucess of the team	O foco principal do seu líder é o sucesso da equipa
2	Team leader looks up to the agenda set by the team	O seu líder respeita os planos traçados pela equipa
3	Team leader has the ability to stay in silence, being open to team needs and ideas	O seu líder mostra-se disponível para as necessidades e as ideias da equipa
4	Team leader has the ability to collaborate and co-create the agenda and the goal together with the team	O seu líder demonstra capacidade de colaborar e criar planos e objetivos em conjunto com a equipa
5	Team leader is a great listener revealing to know how the team is feeling and where the team is going	O seu líder é um bom ouvinte, que revela conhcere como a equipa se está a sentir e para onde a equipa está a ir
6	Team leader facilitates exchanges on leadership positions	O seu líder demonstra-se confortável com trocas de liderança
7	Team leader is not protagonising to much, s/he is escaping from an ego-centric mode	O seu líder não tem por hábito torna-se demasiado protagonista, afastando-se de um modo egocentrico
8	Team leader is not attached of being the center and encourage the team to learn how to coach themselves	O seu líder não está apegado ao seu papel, incentivando a equipa a atuarem como coaches entre eles
9	Team leader is part of the bigger puzzle, showing to be genuinly a team player	O seu líder sente-se parte de um puzzle maior, demonstrando que é apenas mais um elemento dentro da equipa
	2. Team/collective efficacy - The team leadership coach fosters team efficacy ("is the shared belief that the team will perform effectively on a particular task", Gullt, Incalcattera, Joshi, and Beaubien, 2002 in Kozlowski *et al.*, 2009) by understanding and encouraging team members' potential and strengths;	2. Eficácia coletiva / de equipa - O team leadership coach promove a eficácia da equipa ("é a crença partilhada de que a equipa terá um desempenho efetivo numa tarefa específica", Gullt, Incalcattera, Joshi e Beaubien, 2002 em Kozlowski et al., 2009). e encoraja o potencial e os pontos fortes dos dos seus membros
10	Team leader believes in the potential of each team member	O seu líder acredita no potencial de cada membro da equipa
11	Team leader understands how to manage all team members' personalities and characteristics to achieve a goal	O seu líder sabe como gerir as personalidades e as características de todos os membros da equipa para atingir um objetivo
12	Team leader recognises team members' talents	O seu líder reconhece os talentos dos membros da equipa
13	Team leader understands each team members strenghts and weakness	O seu líder conhece as forças e as fraquezas de cada membro da equipa
14	Team leader understands what each individual is looking for	O seu líder sabe o que cada individuo está à procura
15	Team leader helps team member to understand where they see themselves heading in the organizational landscape	O seu líder apoia os membros da equipa a descobrir onde se vêm dentro do panorama organizacional
16	Team leader encourage team members to give their ideas	O seu líder encoraja os membros da equipa a oferecerem as suas ideias
17	Team leader helps team member to understand where they see themselves adding value	O seu líder ajuda os membros da equipa a compreender onde se vêm a adicionar valor
18	Team leader helps team member to understand where they can find support and guidance	O seu líder apoia os membros da equipa a saber onde podem encontrar apoio e orientação
	3. Team learning orientation - The team leadership coach provides opportunities for members to enhance performance by encouraging discovery, reflection and learning out of each situation they engage in;	3. Orientação para a aprendizagem da equipa - O team leadership coach oferece aos membros da equipa oportunidades de melhoria de desempenho, incentivando a descoberta, a reflexão e a aprendizagem de cada situação em que se envolvem;
19	Team leader sees mistakes as learning opportunities	O seu líder vê os erros como oportunidades de aprendizagem
20	Team leader encourages reflection from mistakes	O seu líder encoraja a reflexão sobre os erros
21	Team leader moves towards growth and development as part of team's agenda	O seu líder promove um plano de crescimento e desenvolvimento da equipa
22	Team leader shows the ability to reflect on the group process in an agreed collaborative way	O seu líder mostra capacidade de refletir sobre o processo do grupo de forma colaborativa e concertada
23	Team leader promotes reflection towards how the team is impacting the system	O seu líder promove reflexão sobre a forma como a equipa está a impactar o sistema
24	Team leader is looking for team's learning to get to team's higher level of accomplishment	O seu líder procura a aprendizagem da equipa como forma de chegar ao maior nível de desempenho da equipe
25	Team leader is focus on team's development, because s/he knows that results will come from there	O seu líder foca-se no desenvolvimento da equipa, porque sabe que os resultados vão chegar por essa via

26	Team leader encourages professional and personal development	O seu líder encoraja o desenvolvimento pessoal e profissional
27	Team leader asks that team members do their own research / assessment and come back with proposals to specific situations	O seu líder pede que os membros da equipa façam a sua própria pesquisa / avaliação e voltem com propostas para situações específicas
	4. Psychological safety - The team leadership coach fosters a climate of trust, where team members do not feel judged and where they will recognise and protect each other (Kozlowski *et al.*, 2009). According to Edmonson (1999) psychological safety is "a share belief that the team is safe for interpersonal risk taking" (p. 354);	4. Segurança psicológica - O team leadership coach promove um clima de confiança, onde os membros da equipa não se sentem julgados e onde esteja presente o reconhecimento e a proteção uns aos outros (Kozlowski *et al.*, 2009). Segundo Edmonson (1999) segurança psicológica é "uma crença partilhada de que a equipa é segura para a tomada de risco interpessoal" (p. 354);
28	Team leader is able to deal with ambiguity, allowing progressive conversations to happen, and being watchful of the group dynamics	O seu líder é capaz de lidar com a ambiguidade, permitindo que ocorram conversas dificeis, ao mesmo tempo que se mantém atento à dinâmica do grupo.
29	Team leader promotes respectful communication	O seu líder promove uma comunicação respeitosa
30	Team leader understands how trust works for unleashing people potential	O seu líder sabe como a confiança é importante para que o potencial tenha espaço para aparecer
31	Team leader has the ability to create that enabling environment for teams to talk about livelihood	O seu líder demonstra capacidade de criar um ambiente propício para as equipas falarem sobre os aspetos mais básicos que os preocupam
32	Team leader create a safe space where teams are comfortable enough to talk about the issues that are holding them back	O seu líder cria uma espaço seguro onde a equipa se sente suficientemente confortável para falar sobre o que os impede de realizar tarefas
33	Team leader gives equal opportunities to everybody, respecting everybody's ideas	O seu líder dá oportunidades iguais a todos, respeitando a ideia de cada um
34	Team leader makes sure that team members feel comfortable and the environment as safe and confidential	O seu líder assegura que cada membro da equipa se sente confortável e que o ambiente é seguro e confidencial
35	Team leader makes sure that team members are in that kind of comfortable place where they can trust each other	O seu líder de equipa assegura que os membros da equipa se sentem num espaço confortável, onde podem confiar uns nos outros
36	Team leader invites team members to be themselves	O seu líder convida os membros da equipa a serem eles próprios
37	Team leader promotes a trusty envionment, where every team member feels comfortable to have their own style	O seu líder promove um ambiente de confiança, onde cada membro da equipa se sente confortável a ter o seu próprio estilo
38	Team leader challenges the team in a non-judgmental way	O seu líder desafia a equipa sem criticas ou julgamentos prévios
39	Team leader has the capability to suspend her/his judgement and be fully present with the team	O seu líder tem a capacidade de suspender os seus julgamentos e estar totalemnte presente com a equipa
40	Team leader is very open minded, which means that s/he does not judge people for the way they act or for the way that they interact, s/he is just curious and observing	O seu líder tem a mente aberta, o que significa que não julga as pessoas pela sua forma de agir ou pela sua forma de se relacionar, ficando apenas curiosa/o e recetiva/o
41	Team leader is someone that everyone trust	O seu líder é alguém em que todos confiam
42	Team leader help the team to have courage and authenticity to talk about what really matters	O seu líder apoia a equipa a falarem, de forma corajosa e autentica,sobre assuntos importantes
	5. Team empowerment - The team leadership coach fosters a shared perception that members will perform particular actions (Kozlowski *et al.*, 2009) with authonomy. According to Mathieu, Gilson, and Ruddy (2006) team empowerment is the "team members' collective belief that they have the authority to control their proximal work environment and are responsible for their team's functioning" (p. 98);	5. Capacitação / Empowerment da equipa - O team leadership coach promove uma percepção partilhada de que os membros realizarão ações específicas (Kozlowski et al., 2009) com autonomia. De acordo com Mathieu, Gilson e Ruddy (2006), a capacitação da equipa é "a crença coletiva dos membros da equipa de que eles têm a autoridade para controlar o seu ambiente de trabalho proximo e que são responsáveis pelo funcionamento de sua equipa".(p. 98);
43	Team leader encourages team members to be accountable for their progress	O seu líder encoraja os membros da equipa a serem responsáveis pelo seu proprio progresso
44	Team leader supports the team to raise an accountability plan with deadlines and resources	O seu líder apoia a equipa a criar um plano com divisão de responsabilidades, prazos e recursos
45	Team leader understands that the responsability lies on the team	O seu líder compreende que a responsabilidade recai sobre a equipa
46	Team leader knows how to set ownership and accountability not imposing	O seu líder sabe como definir atribuição de tarefas e responsabilidades, não impondo
47	Team leader supports team members to learn how to reach the ideal performance	O seu líder apoia a equipa a aprender como chegar aos seu desempenho ideal
48	Team leader supports team members to become responsable for their own learning and personal development	O seu líder ajuda os membros da equipa a tornarem-se responsáveis pela sua aprendizagem e pelo seu desenvolvimento pessoal

49	Team leader is always imposing her/his way of doing things	O seu líder está sempre a impor a sua forma de fazer as coisas
50	Team leader doesn't give advice or sets up directions, but instead s/he empowers the team to come up with their own solutions	O seu líder não dá conselhos ou define as direções a seguir, mas, em vez disso, ele / ela capacita a equipa a criar as suas próprias soluções
51	Team leader is not telling team members what to do all the time	O seu líder não está o tempo todo a dizer o que os membros da equipa devem fazer
	6. Intrateam feedback – The team leadership coach promotes exchanges of information and mutual adjustments (Marks, Sabella, Burke, and Zaccaro, 2002, in Kozlowski *et al.*, 2009) to enhance teamwork and therefore team performance;	6. Feedback dentro da equipa – O team leadership coach promove trocas de informações e ajustes mútuos (Marks, Sabella, Burke, and Zaccaro, 2002, em Kozlowski et al., 2009) para melhorar o trabalho em equipa e, consequentemente, o desempenho da equipa;
52	Team leader doesn't criticized, but instead gives constructive feedback, based on facts	O seu líder não critica, mas sim dá feedbcak construtivo, baseado em factos
53	Team leader purposely observe what are the behaviors that support good performance, creativity and making right decisions, and what are those behaviors that block this ability in other people, and s/he feedbacks the whole team and each team member	O seu líder observa intencionalmente quais são os comportamentos que sustentam o bom desempenho, a criatividade e a boa tomada de decisão, e quais são os comportamentos que bloqueiam essas habilidades, e oferece feedback a toda a equipa e a cada membro da equipa sobre o que obvservou
54	Team leader gives feedback about what s/he observes in order to grow team members ability to notice and manage such things	O seu líder dá feedback sobre o que observa, de forma a que os membros da equipa aumentem a sua capacidade de percecionarem e gerirem situações identicas no futuro
55	Team leader mirrors back what s/he is getting by listen not only to the words but also to emotions and body language	O seu líder espelha o que está a ouvir não apenas através de palavras, mas também através de emoções e da linguagem corporal
56	Team leader develop the team to use feedback as a developmental working instrument and not a punishment tool.	O seu líder promove a capacidade da equipa utilizar o feedback como ferramenta de desenvolvimento e não como instrumento de punição
57	Team leader has the ability of noticing what is going on and gives feedback on that for improvement	O seu líder tem a capacidade de perceber o que está a acontecer e de dar feedback para desenvolvimento sobre essa situação
58	Team leader has the ability of giving and receiving feedback without a defensive reaction	O seu líder tem a capacidade de dar e receber feedback sem uma reação defensiva
59	Team leader is interested in getting below the surface of conversations	O seu líder mostra-se interessado aprofundar as conversas difíceis
60	Team leader gives not only feedback, but also feedforward	O seu líder tem por hábito dar feedback, mas também soluções para futuras situações identicas
	7. Planning – The team leadership coach facilitates "the process of orchestrating a sequence and timing of interdependent actions" (Mathieu *et al.*, 2000, p. 367);	7. Planeamento – O team leadership coach facilita "o processo de orquestrar uma sequência e tempos de ações interdependentes"(Mathieu *et al.*, 2000, p. 367);
61	Team leader supports the team in putting ideas into actions	O seu líder apoia a equipa a transformar as ideias em ações
62	Team leader supports the team in organising a common action plan	O seu líder ajuda a equipa a organizar planos de ação comuns
63	Team leader supports the team to define actionable steps with guidelines on how to check for progress	O seu líder apoia a equipa a definir passos de ação concretizáveis e que contenham orientações sobre como verificar o progresso
64	Team leader supports the team setting not only business objectives but also learning objectives	O seu líder ajuda a equipa a definir não apenas objetivos de negócio, mas também objetivos de aprendizagem
65	Team leader supports the team to define their common goals and their performance measures	O seu líder apoia a equipa a definir os seus objetivos comuns e as suas medidas de avaliação do desempenho
66	Team leader supports the team to create a shared vision and transform this shared vision into plans, and plans into action	O seu líder ajuda a equipa a criar uma visão partilhada e a transformar esta visão em planos de ação e esses planos em ações concretas
	8. Backup/supportive behaviour - The team leadership coach acts in ways which promotes supportive behaviors between team members (Morgan, Salas, and Glickman, 1993 in Kozlowski *et al.*, 2009), and s/he show willingness to accept and provide help (Denson, 1981; Dyer, 1984; in Kozlowski *et al.*, 2009);	8. Comportamento de apoio / suporte - O team leadership coach atua de forma a promover comportamentos de apoio entre os membros da equipa (Morgan, Salas, and Glickman, 1993 em Kozlowski et al., 2009) e mostra disponibilidade para aceitar e oferecer ajuda (Denson, 1981; Dyer, 1984; in Kozlowski *et al.*, 2009);
67	Team leader shows ability to manage conflicts	O seu líder demonstra capacidade de gestão de conflitos
68	Team leader shows ability to create effective alliances in the workplace or in the activities of the team without intimidating others	O seu líder demonstra capacidade para criar alianças eficazes no local de trabalho ou nas atividades da equipa sem intimidar os outros

69	Team leader shows commitment and engage in using coaching to develop the team	O seu líder demonstra compromisso e envolvimento quando utiliza competências de coaching no desenvolvimento da equipa
70	Team leader shows adaptablity and flexibility dealing with team challenges	O seu líder demonstra capacidade de adaptação e flexibilidade ao lidar com os desafios da equipa
71	Team leader creates the space to change or enforce the norms	O seu líder cria um espaço favorável para mudar ou fazer cumprir as normas
72	Team leader shows empathy and sees where people are	O seu líder demonstra empatia ao observar os assuntos através da perspetiva de cada um
73	Team leader supports the team to come out of the box in matters of relationship, of communication and of team interaction	O seu líder apoia a equipa a sair da sua caixinha para se relacionar, comunicar e interagir com outros
74	Team leader supports the team emotionally bonding and appreciate each other	O seu líder ajuda os membros da equipa a estar conectada e a reconhecer-se mutuamente
75	Team leader supports challenges in communication and relationship	O seu líder dá suporte quando existem problemas de comunicação ou de relacionamento
76	Team leader enables courage and authenticity to talk about hard things within the team	O seu líder dá apoio quando é necessário falarem sobre assuntos difíceis dentro da equipe
77	Team leader fosters collaboration and cooperation between the people	O seu líder promove a colaboração e cooperação entre as pessoas
78	Team leader ensure confidenciality when needed	O seu líder assegura a confidencialidade sempre que necessário
	9. Motivation and challenging of others - The team leadership coach generates and maintains "goal directed effort toward completion of the team's mission" (Salas, Rosen, Burke, and Goodwin, 2009, p. 58) while challenging the team to come up with new perspective in a supportive environment;	9. Motivar e desafiar outros - O team leadership coach provoca e mantém "o esforço direcionado para a conclusão da missão da equipa" (Salas, Rosen, Burke and Goodwin, 2009, p. 58), enquanto desafia, num ambiente de apoio, a equipa a criar novas perspetivas;
79	Team leader uses acknowledgment regularly	O seu líder tem por costume reconhecer o trabalho desenvolvido pelos membros da equipa
80	Team leader recognises that the emotional live of any individual matters in the team	O seu líder reconhece que a vida emocional de qualquer indivíduo é importante para a equipa
81	Team leader challenges the team to open up, to explore in a non-judgemental way, other options that they never tried	O seu líder desafia, sem julgar, a equipa a estarem abertos a explorar opções que nunca experimentaram
82	Team leader activates the team members' potential to identify new ideas, new approaches, to innovate	O seu líder ativa o potencial dos membros da equipa para identificarem novas ideiais, novas abordagens, para inovarem
83	Team leader inspires everybody to really achieve the things	O seu líder inspira todos a alcançarem metas
84	Team leader invites team members to stretch their mind and to accept to be out of their comfort zone	O seu líder desafia os membros de equipa a alargar horizontes e a aceitar sairem da sua zona de conforto
85	Team leader invite the team for team dynamics that puts them out of their comfort zone for them to interact freely, talking from a place of creativity and innovation	O seu líder convida a equipa para dinâmicas que os coloca fora da sua zona de conforto, de forma a que interajam livremente e se coloquem num espaço de criatividade e inovação
86	Team leader helps team members to unleash their wings, to be more creative, and to come out of the box, in order to achieve better results compared to what they usually achieve	O seu líder ajuda os membros da equipa a abrirem as asas, saindo da sua caixinha, e serem mais criativos, de forma a que consigam obter melhores resultados do que costume
87	Team leader is able to ask questions that were prompting the person to really bring their best selves and best answers	O seu líder coloca questões que conduzem cada um a trazer para a equipa o melhor de si e as melhores respostas
	11. Accurate and shared mental models (transactive memory and team situational awareness) - The team leadership coach promotes "an organized knowledge structure of the relationships among the task the team is engaged in and how the team members will interact" (Salas, Sims, and Burke, 2005, p. 561).	11. Modelos mentais precisos e partilhados (memória transacional e consciência situacional da equipa) - O team leadership coach promove "uma estrutura de conhecimento organizada das relações entre a tarefa em que a equipa está envolvida e como os membros da equipa irão interagir"(Salas, Sims, and Burke, 2005, p. 561).
88	Team leader supports the team to get a clear purpose and a sense of clear direction	O seu líder apoia a equipa a conseguir ter um propósito claro e a sensação de uma direção nitida
89	Team leader supports the team on getting a clear communication while defining their goals	O seu líder dá suporte para que a equipa tenha uma comunicação clara quando definem os seus objetivos
90	Team leader supports the team on creating their own vision and collective understanding of the objectives that have been set by the organization	O seu líder apoia a equipa na criação da sua visão e do entendimento coletivo dos objetivos que foram estabelecidos pela organização
91	Team leader supports the team to have a systemic view and understand who and how to adress their stakeholders	O seu líder apoia a equipa a ter uma visão sistémica da organização e a compreender como se dirigir aos seus stakeholders
92	Team leaders support the team on having the same language and on having always present their vision, creating and updating their purpose and their goals when needed	O seu líder ajuda a equipa a falarem em unisono e a terem sempre presente a sua visão, ajustando o seu propósito e os seus objetivos quando necessário

93	Team leader is able to create discernment, so the team understands what they are doing	O seu líder demonstra capacidade para promover discenimento, de forma a que a equipa entenda o que está a fazer como um todo
94	Team leader knows how to stablish agreements that help to create meetings that are very effective	O seu líder sabe estabelecer acordos que ajudam a criar reuniões eficazes
95	Team leader knows how to create a space where team members understand their roles, their responsibilities, and where they know that they are there to move things forward, to feel and experience it	O seu líder sabe como criar um espaço onde cada membro da equipa compreenda o seu papel, as suas responsabilidades, e onde cada membro sabe que a sua função é fazer as coisas andar para a frente, experienciando-as e sentindo-as como suas
96	Team leader knows how to define clear rules of engagement with the team	O seu líder sabe como definir regras claras para o envolvimento de cada elemento da equipa
97	Team leader knows how to support the team setting clear agreement on how the issues are raised, how the issues are discussed, how the issues are solved, promoting a shared mental model on how the team will work together	O seu líder sabe como dar suporte à equipa no estabelecimento de acordos de como os temas são levantados, são discitidos, são solucionados, promovendo um modelo mental partilhado sobre como a equipa irá trabalhar em conjunto

	12. Self-awareness - The team leadership coach recognises how her/his feeling affect themselves and their job performance, and is also tuned out to how others feel.	12. Autoconsciência - O team leadership coach reconhece como as suas emeoções a/o afeta, a si e o desempenho de seu trabalho, e também está sintonizado com o sentimento dos outros
	Team leader knows her/hiself well, that means that s/he knows her/his motivations, her/his abilities, her/his personal values and her/his believes	Conheço-me bem, ou seja, sei quais são as minhas motivações, as minhas capacidades, os meus valores e as minhas crenças
	Team leader is confident of her/his own strenghts and weakness, therefore s/he doesn't get offended easily	Conheço as minhas forças e fraquezas, por isso não me ofendo com facilidade
	Team leader spends time with self-discovery	Invisto tempo a conhecer-me melhor
	Team leader understands that knowing her/hiself, makes s/he work well with her/his team's dynamic	Compreendo que conhecer-me melhor me permite trabalhar melhor com a dinâmica da minha equipa
	Team leader knows how to detach her/his personal drivers when working with her/his team	Quando estou a trabalhar com a minha equipa, eu sei como me desapegar dos meus motivos pessoais
	Team leader understands not only what is going on inside of her/himself, but also what impact s/he is having on others	Consigo entender o que se passa dentro de mim, mas também qual o impacto que estou a causar nos outros
	Team leader is available to reflect and adjust to enhace her/his performance	Estou disponível para reflectir sobre o meu desempenho e ajustar de forma a melhorá-lo
	Team leader understands the different hats s/he has to wear as a team leader and s/he is able to move between them as needed	Conheço os diferentes chapeus que tenho de usar como lider da equipa, e consigo trocá-los mediante as necessidades
	Team leader is couscious of her/his biases	Tenho consciência das minhas ideias preconcebidas

	13. Colective awareness - The team leadership coach fosters team efficacy by encouraging team members to be attuned to the emotional undercurrents of individuals and the group as a whole.	13. Consciência coletiva - O team leadership coach promove a eficácia da equipa, incentivando os membros da equipa a estarem sintonizados com os estados emocionais latentes dos indivíduos e do grupo como um todo.
98	Team leader invites the team members to positioning themselves in a meta-position from where they can look into the system with a distance and from a different perspective point	O seu líder convida os membros da equipa a distanciarem-se do sistema para que consigam observá-lo de perspetivas diferentes
99	Team leader support team members to raise their awareness around unconscious processes that happen in interactions	O seu líder ajuda a equipa a identificar processos inconscientes que ocorrem nas interações
100 + 101	Team leader helps the team to achieve a potential that either they recognize is possible but they haven't use, or they have self-limiting beliefs	O seu líder ajuda a equipa a identificar crenças que estão a limitar o seu potencial

O seu líder ajuda a equipa a atingir um potencial que percebem que é possivel, mas que não estão a utilizar |
102	Team leader helps team members to create awareness of what they're saying, by refraiming or mirroring back what s/he is getting	O seu líder reformula ou espelha para a equipa o que está a entender, de forma a que os membros da equipa tomem consciência do que estão a transmitir
103	Team leader helps team members to find their talents as a team	O seu líder ajuda os membros da equipa a identificar quais os seus talentos enquanto equipa
104	Team leader supports the team members from different cultures to understand how they interact and what are the strenghts and weakness from each other	O seu líder apoia os membros da equipa a compreender como os elementos provenientes de culturas diferentes interagem e qual o valor que trazem para a equipa
105	Team leader gives team members the language to describe what they are feeling and what they are noticing in the group	O seu líder ajuda a que os membros da equipa descrevam em palavras as emoções que estão a sentir ou que estão a notar que existem no grupo
106	Team leader supports the team to become aware of what are the patterns that they default to and that actually get in our way or undermine their work	O seu líder apoia a equipa a tomar consciência dos padrões que seguem, e que estão a bloquear ou a colocar-se no caminho de um trabalho eficaz
107	Team leader supports the team to become aware of what are the expectations or assumptions that are sort of buried beneath the	O seu líder apoia a equipa a tomar consciência, através de conversas transparentes, de quais são as expetativas e as

	surface and that are driving how they react to each other, promoting open conversations about it	pressuposições latentes e que levam cada membro da equipa a ter determinadas reações emocionais
108	Team leader promotes reflection about the relation between the team and the rest of the organization	O seu líder promove reflexão sobre a relação entre a equipa e a restante organização
109	Team leader facilitates the interaction of the members in terms of knowing the particularity of each problem	O seu líder facilita a interação entre os membros de forma a que todos tomem consciência da especificidade de cada problema

Comportamentos de Coaching na Equipa

Start of Block: Informed Consent

Q1

Damos-lhe as boas-vindas ao estudo de investigação!

Temos interesse em compreender [STUDY TOPIC]. Ser-lhe-ão apresentadas informações relevantes para [STUDY TOPIC] e ser-lhe-á pedido que responda a algumas perguntas sobre o tópico. Não se preocupe, pois as suas respostas serão mantidas em confidencialidade. [SEP][SEP]

O estudo demora cerca de [SURVEY DURATION IN MINUTES] a concluir e irá receber [INCENTIVE] pela sua participação. [SEP][SEP] A sua participação nesta investigação é voluntária. Tem o direito de se retirar em qualquer momento durante o estudo, por qualquer razão e sem qualquer prejuízo. Se deseja entrar em contacto com o Investigador Principal do estudo para discutir esta investigação, envie um e-mail para [NAME AND EMAIL ADDRESS]. [SEP]

Ao clicar no botão abaixo, reconhece que a sua participação no estudo é voluntária, que tem 18 anos de idade e que tem conhecimento que pode escolher terminar a sua participação neste estudo em qualquer momento e por qualquer razão.

Tenha em consideração que visualizará este questionário da melhor forma num computador portátil ou de secretária. Algumas funcionalidades podem ser menos compatíveis num dispositivo móvel.

○ Dou o meu consentimento, iniciar o estudo (1)

○ Não dou o meu consentimento, não desejo participar (2)

Skip To: End of Survey If Este questionário pretende avaliar os comportamentos de coaching desenvolvidos pelo líder das equ... = Não dou o meu consentimento, não desejo participar

Page Break

Q2 No último ano fez parte de uma equipa?

◯ Sim (1)

◯ Não (2)

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Q3 As afirmações que a seguir se apresentam procuram descrever os **comportamentos do líder da equipa da qual fez parte no último ano**. Indique em que medida concorda com cada uma das afirmações utilizando a escala de resposta

	Discordo Totalmente (1)	Discordo muito (2)	Discordo em parte (3)	Não concordo nem discordo (4)	Concordo em parte (5)	Concordo muito (6)	Concordo Totalmente (7)
O seu líder dá suporte para que a equipa tenha uma comunicação clara quando definem os seus objetivos (1)	○	○	○	○	○	○	○
O seu líder mostra-se disponível para as necessidades da equipa (2)	○	○	○	○	○	○	○
O seu líder acredita no potencial de cada membro da equipa (3)	○	○	○	○	○	○	○
O seu líder encoraja os membros da equipa a partilharem as suas ideias (4)	○	○	○	○	○	○	○
O seu líder apoia os membros da equipa a saber onde podem encontrar apoio e orientação (5)	○	○	○	○	○	○	○
O seu líder convida os membros da equipa a inovarem para identificarem novas ideias e abordagens (6)	○	○	○	○	○	○	○
O seu líder vê os erros como oportunidades de aprendizagem (7)	○	○	○	○	○	○	○
O seu líder incentiva cada membro da equipa a atuar com autonomia (8)	○	○	○	○	○	○	○
O seu líder reconhece os talentos dos membros da equipa (9)	○	○	○	○	○	○	○
O seu líder desafia a equipa a estar aberta a explorar opções que nunca experimentaram (10)	○	○	○	○	○	○	○
O seu líder desafia os membros de equipa a alargarem horizontes e a aceitarem sair da sua zona de conforto (11)	○	○	○	○	○	○	○
O foco principal do seu lider é o sucesso da equipa (12)	○	○	○	○	○	○	○

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Q4 **O seu líder...**

	Discordo Totalmente (8)	Discordo muito (9)	Discordo em parte (10)	Não concordo nem discordo (11)	Concordo em parte (12)	Concordo muito (13)	Concordo Totalmente (14)
Apoia a equipa a tomar consciência dos padrões de comportamento que comprometem a eficácia (1)	○	○	○	○	○	○	○
Promove a capacidade da equipa dar feedback mútuo. (2)	○	○	○	○	○	○	○
Convida os membros da equipa a observar o contexto de perspetivas diferentes (3)	○	○	○	○	○	○	○
Coloca questões que facilitam a cada um a trazer para a equipa o melhor de si (4)	○	○	○	○	○	○	○
Incentiva os membros da equipa a tornarem-se responsáveis pela sua aprendizagem e pelo seu desenvolvimento pessoal (5)	○	○	○	○	○	○	○
Apoia a equipa na gestão dos conflitos (6)	○	○	○	○	○	○	○
Ajuda a equipa a definir regras claras para que cada membro da equipa se sinta envolvido (7)	○	○	○	○	○	○	○
Ajuda a equipa a criar uma visão partilhada e a transformar esta visão em planos de ação e esses planos em ações concretas (8)	○	○	○	○	○	○	○
Dá feedback sobre o que observa, de forma a que os membros da equipa aumentem a sua capacidade de percecionarem e gerirem situações idênticas no futuro (9)	○	○	○	○	○	○	○
Incentiva os membros da equipa a apoiarem-se mutuamente (10)	○	○	○	○	○	○	○

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Q5 O seu líder...

	Discordo Totalmente (8)	Discordo muito (9)	Discordo em parte (10)	Não concordo nem discordo (11)	Concordo em parte (12)	Concordo muito (13)	Concordo Totalmente (14)
Tem a capacidade de suspender os seus julgamentos e estar totalmente presente a escutar a equipa (1)	○	○	○	○	○	○	○
Apoia a equipa a transformar as ideias em planos de ação (2)	○	○	○	○	○	○	○
Promove uma comunicação respeitosa (3)	○	○	○	○	○	○	○
Ajuda a equipa a organizar planos de ação com passos concretizáveis distribuídos entre os vários membros da equipa (4)	○	○	○	○	○	○	○
Promove um plano de crescimento e desenvolvimento da equipa (5)	○	○	○	○	○	○	○
Utiliza veículos, equipamentos e materiais com conhecimento e segurança. (6)	○	○	○	○	○	○	○
Encoraja a equipa a criar as suas próprias soluções (7)	○	○	○	○	○	○	○
Incentiva os membros da equipa a se relacionar, comunicar e interagir entre si (8)	○	○	○	○	○	○	○
Encoraja a reflexão sobre os erros (9)	○	○	○	○	○	○	○
Assegura que os membros da equipa se sentem num espaço onde podem confiar uns nos outros (10)	○	○	○	○	○	○	○
Apoia a equipa a entenderem os objetivos que foram estabelecidos pela organização (11)	○	○	○	○	○	○	○
Sabe como criar um espaço onde cada membro da equipa compreenda o seu papel e as suas responsabilidades (12)	○	○	○	○	○	○	○

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Q6 O seu líder...

	Discordo Totalmente (8)	Discordo muito (9)	Discordo em parte (10)	Não concordo nem discordo (11)	Concordo em parte (12)	Concordo muito (13)	Concordo Totalmente (14)
Emprega sistemas de controlo e verificação para identificar eventuais anomalias e garantir a sua segurança e a dos outros (1)	○	○	○	○	○	○	○
Ajuda a equipa a identificar formas de pensar e sentir que promovem o desempenho e crescimento como equipa (2)	○	○	○	○	○	○	○
Tem um comportamento profissional cuidadoso e responsável de modo a prevenir situações que ponham em risco pessoas, equipamentos e o meio ambiente (3)	○	○	○	○	○	○	○
Apoia a equipa a identificar medidas para avaliar o seu desempenho como equipa (4)	○	○	○	○	○	○	○
Promove a colaboração e cooperação entre as pessoas (5)	○	○	○	○	○	○	○
Cumpre normas e procedimentos estipulados para a realização das tarefas e actividades, em particular as de segurança, higiene e saúde no trabalho (6)	○	○	○	○	○	○	○
Tem a capacidade de receber feedback sem uma reação defensiva (7)	○	○	○	○	○	○	○
Dá feedback construtivo, baseado em factos (8)	○	○	○	○	○	○	○
Ajuda os membros da equipa a colocar em palavras as emoções que estão a sentir ou que estão a notar que existem no grupo (9)	○	○	○	○	○	○	○
Assegura que o ambiente de trabalho da equipa é seguro e confidencial (10)	○	○	○	○	○	○	○
Encoraja o desenvolvimento pessoal e profissional (11)	○	○	○	○	○	○	○
Apoia a equipa a criar um plano com divisão de responsabilidades, prazos e recursos (12)	○	○	○	○	○	○	○

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Q8 Pensando ainda na equipa da qual fez parte neste último ano, utilize a mesma escala e complete a frase: **A nossa equipa é eficaz...**

	Discordo Totalmente (1)	Discordo muito (2)	Discordo em parte (3)	Não concordo nem discordo (4)	Concordo em parte (5)	Concordo muito (6)	Concordo Totalmente (7)
A levar a cabo ações criativas para resolver problemas para os quais não há respostas fáceis ou diretas. (1)	○	○	○	○	○	○	○
A encontrar formas inovadoras de lidar com situações inesperadas. (2)	○	○	○	○	○	○	○
Em ajustar-se e lidar com situações imprevistas, mudando rapidamente de foco e tomando as medidas adequadas. (3)	○	○	○	○	○	○	○
A desenvolver planos de ação alternativos, num curto espaço de tempo, para lidar com imprevistos. (4)	○	○	○	○	○	○	○
Na procura e desenvolvimento de novas competências para dar resposta a situações/ problemas. (5)	○	○	○	○	○	○	○
A ajustar o estilo pessoal de cada membro ao da equipa como um todo. (6)	○	○	○	○	○	○	○
Na melhoria das relações interpessoais tendo em consideração as necessidades e aspirações de cada membro. (7)	○	○	○	○	○	○	○
A manter o foco mesmo quando lida com várias situações e responsabilidades. (8)	○	○	○	○	○	○	○

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Q9 Por favor, pense agora nos **resultados do trabalho da equipa da qual fez parte no último ano**. Continue, por favor, a utilizar a mesma a escala.

	Discordo Totalmente (1)	Discordo muito (2)	Discordo em parte (3)	Não concordo nem discordo (4)	Concordo em parte (5)	Concordo muito (6)	Concordo Totalmente (7)
A minha equipa tem um bom desempenho. (1)	○	○	○	○	○	○	○
Estamos satisfeitos em trabalhar nesta equipa. (2)	○	○	○	○	○	○	○
A minha equipa é eficaz. (3)	○	○	○	○	○	○	○
Não hesitaria em trabalhar com esta equipa em outros projetos. (4)	○	○	○	○	○	○	○
Esta equipa poderia trabalhar bem em futuros projetos. (5)	○	○	○	○	○	○	○

End of Block: Informed Consent

APPENDIX VIII: Letter sent asking for organizational support
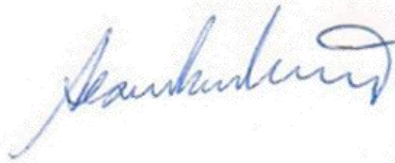
À Administração da XXX

No âmbito do meu projeto de doutoramento sobre *Dynamic Team Leadership Coaching,* integrado no programa doutoral em Gestão pelo ISCTE – Instituto Universitário de Lisboa, gostaria de solicitar a V. autorização para aplicar um questionário aos V. colaboradores. Trata-se de um instrumento que permite avaliar os comportamentos de team coaching desenvolvidos pelo líder das equipas.

Os questionários são disponibilizados através de um link para preenchimento online (https://iscteiul.co1.qualtrics.com/jfe/form/SV_dna45s70SOBChSt), que demora aproximadamente 15 minutos a preencher. Aproveito para salientar que o nome da vossa empresa não será mencionado em qualquer documento.

Comprometemo-nos a disponibilizar no final do ano, após a conclusão do estudo, um documento com as principais conclusões a todas as empresas participantes.

Estou inteiramente ao dispor para responder a qualquer questão relacionada com este estudo e a aplicação dos questionários (marba@iscte-iul.pt).

Com os melhores cumprimentos,

_____

Alexandra Barosa Pereira

Doutoranda do ISCTE-IUL em Gestão Geral

Lisboa, 6 de outubro de 2019

APPENDIX IX: Total variance explained for the 42 items

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	30,344	72,247	72,247	30,344	72,247	72,247	18,566	44,204	44,204
2	1,189	2,830	75,078	1,189	2,830	75,078	12,967	30,874	75,078
3	,849	2,022	77,099						
4	,820	1,952	79,052						
5	,623	1,484	80,536						
6	,583	1,387	81,923						
7	,511	1,216	83,139						
8	,474	1,130	84,269						
9	,463	1,101	85,370						
10	,419	,997	86,367						
11	,389	,927	87,295						
12	,366	,872	88,167						
13	,355	,844	89,011						
14	,324	,772	89,783						
15	,314	,747	90,530						
16	,289	,688	91,217						
17	,274	,653	91,870						
18	,265	,630	92,500						
19	,251	,598	93,098						
20	,220	,523	93,621						
21	,213	,506	94,127						
22	,206	,489	94,616						
23	,201	,478	95,094						
24	,190	,452	95,546						
25	,174	,413	95,959						
26	,166	,396	96,355						
27	,152	,363	96,718						
28	,143	,340	97,057						
29	,138	,330	97,387						
30	,119	,284	97,671						
31	,116	,277	97,948						
32	,108	,256	98,204						
33	,102	,243	98,448						
34	,098	,233	98,680						
35	,088	,209	98,889						

36	,085	,202	99,092
37	,080	,191	99,283
38	,070	,167	99,450
39	,067	,160	99,609
40	,061	,145	99,754
41	,055	,130	99,884
42	,049	,116	100,000

Extraction Method: Principal Component Analysis.