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Team coaching in the workplace

A literature review on team coaching and solving performance deficiency in the workplace

Revised and Updated

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1. Introduction

1.1 Background

Complexity in the workplace and change from individual to teamwork increased in organizations (Gully et al., 2002). Organizations began to depend largely on teams (Salas et al., 2008). Clutterbuck (2006) explained that this is because teams have been shown to perform more complex tasks more efficiently. Working teams or working groups, as the main structural component of the company, have become “a popular way to get things done in organization” (Hackman, 1987, p. 315). It is reported that 82% of companies, which have over 100 employees, rely on teams (Peters & Carr, 2013).

According to Wageman et al. (2008) high team performance is the ability of a team to create high-quality results that consistently meet or exceed team goals. Among several other long-standing team performance factors, motivation and leadership have a particularly important place (Guzzo & Dickson, 1996). Sitkin and Hackman (2011) emphasized that high-quality team leadership can make a positive difference. Team leaders inspire, resolve conflicts, preserve member satisfaction and a collaborative atmosphere, build trust, and develop team performance (Folkman, 2016). A team leader should lead and structure team experiences to develop teamwork skills (Kozlowski et al., 1996). Moreover, Bohn (2002) believes that leaders are visionaries who organize teams and help the organization win. Unfortunately, many team leaders do not know how to bring their teams to high performance (Wageman et al., 2008). After a while, such teams can become dysfunctional, thus creating the preconditions for poor performance in the workplace (Lencioni, 2006).

Simpson (2014) believes that team coaching could solve these problems, because it focuses on unlocking the potential of a team member. Furthermore, team coaching integrates individual and group coaching sessions, with the aim of encouraging the team as a whole to be highly efficient (Hawkins 2011). According to Whitmore (2010), a coach does not think of people in terms of their current performance, but about their future capabilities. In addition, Whitmore explained that a team member needs help to get out of a shell, a comfort zone, and the role of a team leader or coach is to provide support in performing a task that is seen beyond the capabilities of a team member. However, team coaching at work is considered a weakness in management skills at all levels of management in organizations (Clutterbuck, 2006). To properly address these issues, Whitmore (2010) emphasized that leaders must change, develop

qualities such as empathy, integrity, nurture independence, and show a willingness to adopt a completely different approach to their employees.

1.2 Definitions

A *workplace* is defined as a room or building in which people work or perform their jobs (Cambridge Dictionary, 2020a). There are several significant features of a modern workplace, and one that is particularly related to productivity and performance is the increased complexity (Molloy, 2017). Diversity is another thing that many researchers have researched in order to explain the relationship between diversity and team results (Horwitz, S. K., & Horwitz, I. B. 2007). The existing impact of diversity on the workplace in general is also mentioned and investigated (Triandis et al., 1994; Konrad et al., 2005).

A *team* is a group of people working together to achieve or realize something (Cambridge Dictionary, 2020b). Dyer (1984) defined teams as social entities composed of members with a great interdependence of tasks, common and value-shared goals. A team represents a “crucial mechanism in today’s competitive organization” (Devine et al., 1999, p. 679). In the past, there have been struggles in defining the words group and team, but it is obvious that the team has largely replaced the group in business terminology (Guzzo & Dickson, 1996).

Teamwork is defined as the interdependent components of performance needed to effectively coordinate the performance of multiple individuals (Salas et al., 2008). Good teamwork is defined as the existence of high-quality interactions within the team and is described as necessary for quality innovation and the success of innovative projects (Hoegl & Gemuenden, 2001).

Team performance is the extent to which a team is able to meet its goals, such as efficiency, quality of technical innovation, adherence to schedule and budget, conflict resolution ability and overall excellence / work excellence, as well as member expectations, costs and time goals (Ancona & Caldwell, 1992).

Coaching is unlocking the potential of people to maximize their own performance (Whitmore, 2010).

Team coaching is a direct interaction with the team to help members coordinate and execute tasks by appropriately using their collective resources for teamwork (Hackman & Wageman, 2005). This may include individual or group coaching sessions, focused on the team

as a whole (Hawkins, 2011; Peters & Carr, 2013). Team coaching can be conducted internally or as an external counseling / training service (Clutterbuck, 2010).

1.3 Research question

Could good team coaching solve performance deficiency in the workplace?

2. Methodology

2.1 Selection of team coaching literature

The starting point of the review was based on the introductory part, and especially on the research question, leading the choice towards increasing the performance of teamwork. In order to systematically process the existing literature in the theoretical field of team coaching, a systematic literature review was made (McGregor, 2017).

After defining the research question, a search strategy was first developed (Bowers-Brown & Stevens, 2010). The strategy initially included an extensive search of selected keywords, followed by two additional reviews. The first was based on titles and summaries regarding the inclusion and exclusion criteria, and the second related to their full content and potential contribution to this literature review, which was thoroughly checked in the final stage. The keywords like “team”, “coaching”, “team coaching”, “teamwork”, “team performance” and “team dysfunction” were used as an initial step in finding relevant literature, with an emphasis on literature and articles in English in last 30, 40 years. Research databases included: Business Source Premier, PsycINFO, Google Scholar, the Gothenburg University Library. A personal collection of books and articles on team coaching was also used.

The main criteria for inclusion were business and psychological articles on team coaching and team performance, which contained models or concepts describing team dysfunctions, lack of performance, and leadership. The exclusion criteria contained articles describing the exact contextual situation, i.e., a particular team of a particular company, because the results can vary drastically depending on the segment and industry.

The literature on team coaching and team performance discusses aspects of establishing coaching principles in the workplace related to team internal interactions and behavioral styles, offering different definitions or models, and emphasizing the growing importance of involving managers in the process of removing obstacles to greater team efficiency. This approach

resulted in the solutions offered to unlock the potential of the team member and the team as a whole, which is the goal of this literature review.

2.2 Choice of methodological framework

Although more prevalent, team coaching is still new in the workplace (Peters & Carr, 2013). When Salas et al. (2008) conducted their research more than a decade ago, there were over 130 different models on team performance or team effectiveness. Team coaching in the workplace was then a relatively new concept. Although well established in the sport, the same coaching processes and team interdependencies cannot be applied in a typical workplace because they differ significantly (Clutterbuck, 2010). In the meantime, new models of team coaching have been created, more related to the usual workplace.

Of particular interest to the author is the Team Coaching International (2020a). This model shown in Figure 1 is a methodology or platform based on exploring two interdependent dimensions of team competence, productivity and positivity. There are 14 team performance indicators (TPIs), and each of the two dimensions has seven attributes or strengths.

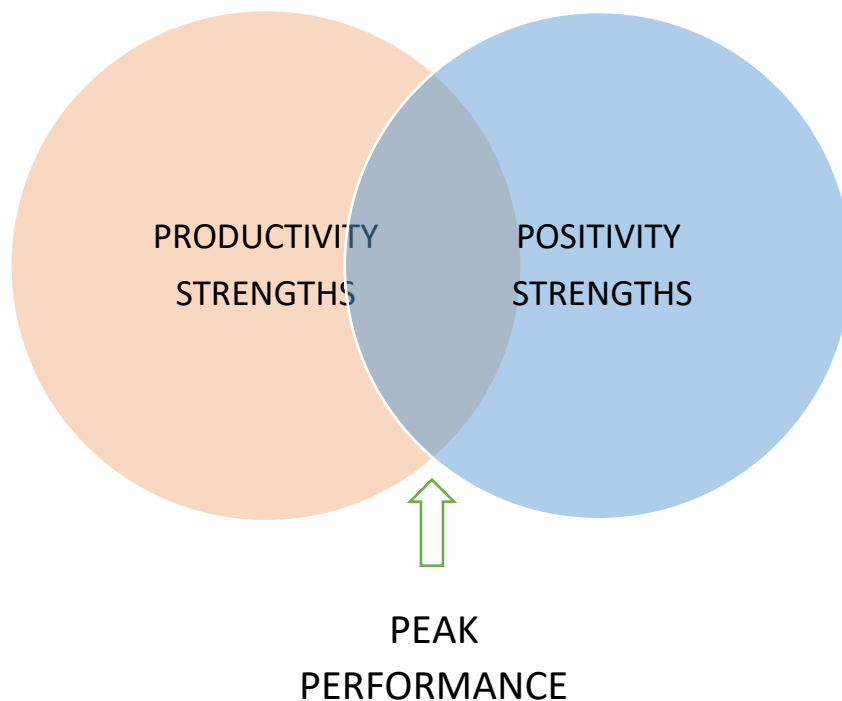


Figure 1 - TCI model (TCI, 2020a)

The TCI model also matches well with 5 dysfunctions of a team explained by Lencioni (2006). Lencioni discovered that absence of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention to results play a significant role in team performance. He is a prominent author of many books and research articles on the health and effectiveness of teams and organizations. The fact that the TCI model includes the same parameters considered by Lencioni further confirms its value. This model will be used as the main methodological framework for answering the research question.

3. Literature review

3.1 Empirical studies on team coaching and performance

Various academic studies showed that team coaching has a positive impact on team performance (Peters & Carr, 2013). Heimbecker (2006) quantitative experimental study conducted in the USA showed that team coaching improved team results, leading to better written products. Wageman et al. (2008) mixed qualitative and quantitative methods research study included 100+ senior leadership teams worldwide, and the results were very positive. The impact of team coaching was reflected in customer satisfaction, financial results, team and individual development.

Liu et al. (2009) did the quantitative structural equation modelling research based on the Team Coaching Theory of Hackman and Wageman from 2005. Liu et.al survey (p. 49) included 137 research and development teams in Taiwan, and results showed “that team coaching functions had positive effects on the team performance processes of effort and skills and knowledge”, as well as “that the team performance processes of effort and strategy had direct positive impacts on team effectiveness.” Moreover, Liu et al. (2010) in their re-study used team coaching items modified from a team assessment instrument, the Team Diagnostic Survey tool developed by Hackman, Wageman, and Lehman in 2005, to measure team coaching on 47 research and development teams in Taiwan. It has been reaffirmed that team coaching has a positive impact on team effectiveness.

Furthermore, Buljac-Samardzic (2012) used the Team Diagnostic Survey tool on 152 long-term care teams in Netherlands to understand how to create high-performance teams that will provide safe innovative programs and services. The results were increased innovation, safety, and learning; team coaching has helped both stable and particularly unstable teams to innovate. Finally, Henley Business School and Lane4 conducted a quantitatively based opinion

survey among 243 managers and the biggest advantage of team coaching was increased employee engagement (28%), improved trust within the team (22%), increased productivity (19%), and more effective and innovative solutions (18%) (Woods, 2010).

3.2 Team coaching models

There are several prominent models of team coaching, and although they will not be analyzed individually in terms of determining to what extent and whether any of them give effective results at all, the importance of understanding their principles is essential to answer the research question. Team coaching models are management tools, but each use case requires additional analyses of team working conditions and team quality (Hackman, 2011).

The most famous models of team coaching are Hackman and Wageman (2005), Clutterbuck (2007), Guttman (2008), Moral (2008), and Hawkins (2011). In addition, the one selected as the main methodological framework of this literature review, the Team Coaching International (2020) model, will be presented.

3.2.1 Hackman and Wageman

Hackman and Wageman (2005) in their research on team coaching theory laid its foundation. Their research was based significantly on their own works in the field of team coaching and team effectiveness, which was outstanding at that time, especially Hackman's. Together with a team assessment instrument called the Team Diagnostic Survey, described in Wageman et al. (2005), this model served as a starting point for many researchers who came in the following years, such as Heimbecker (2006), Liu et al. (2009), Buljac-Samardzic (2012), who found the work of Hackman and Wageman very inspiring, studied it and used it as literature in their research papers.

The Hackman and Wageman (2005) model has got three features. The first focuses on functions that serve the team, such as motivation, counseling, education, rather than on specific leader behaviors or leadership styles. The second emphasizes the importance of coaching intervention at the right time in the task process, e.g., start, middle, end, to achieve the best results. The third are the conditions under which coaching teams are likely to or will not bring value and facilitate performance. According to this model, team coaching can support team effectiveness if four conditions are present, as shown in Table 1.

Organizational circumstances	Coaches' actions
1. Task or organizational requirements do not relatively limit performance processes, such as effort, strategy, and knowledge and skill, which are key to performance effectiveness.	3. Coaching behaviors focus on salient task performance process rather than on members' interpersonal relationships or on processes that are not under the team's control.
2. Team design and the organizational context within which it operates support rather than hinder team work.	4. Coaching interventions are made at times when the team is ready for them and able to deal with them, e.g., beginning of the task cycle for effort-related (motivational) interventions, near the midpoint for strategy-related (consultative) interventions, and at the end for interventions that address knowledge and skill (educational).

Table 1 - Hackman and Wageman model (2005)

3.2.2 Clutterbuck

Clutterbuck (2006) in his book *Coaching the Team at Work* explained six types of learning teams: stable teams, cabin crew teams, project teams, evolutionary teams, virtual teams, and learning alliances. Clutterbuck emphasized the importance of team learning, as a key component of organizational learning, and explained the concept of team learning where the leader is the one who creates the learning environment. According to Clutterbuck a leader is a coach, but in reality, most of the coaching is actually done by peers or team members. The critical responsibility of a team leader is to nurture a coaching culture as part of team's daily routine. The team leader is responsible for inviting members to speak openly about their own learning needs and for providing mutual training in the team. Responsibilities within the team regarding learning and coaching are shown in Figure 2.

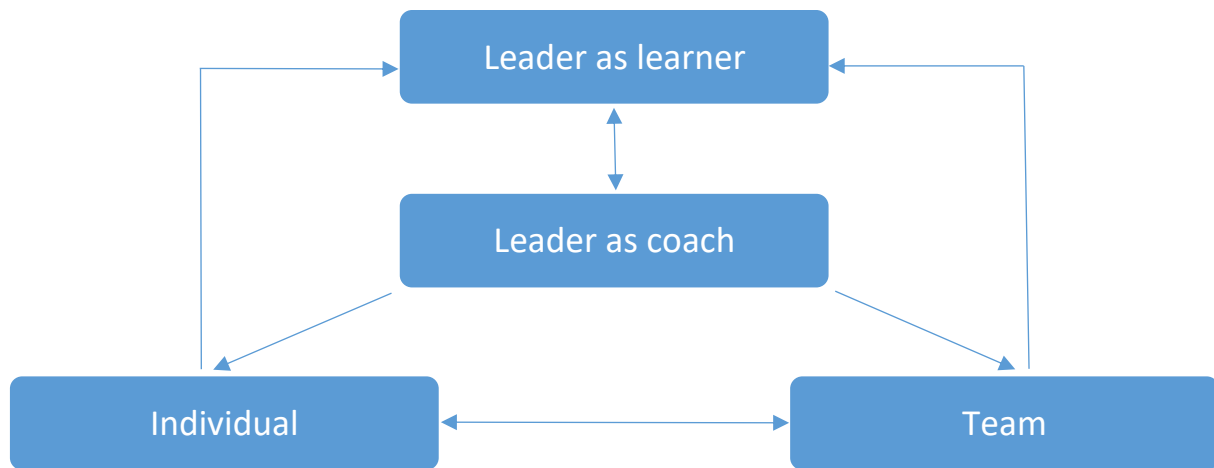


Figure 2 - Responsibilities within the team (Clutterbuck, 2007)

Moreover, special attention should be paid to managing interpersonal dynamics and internal team relationships, especially in terms of team conflicts, raising team emotional intelligence, developing a system of collective self-confidence, managing team stress, and creating a climate for team coaching. Clutterbuck (2006) raised the issue of the self-coaching team and offered several views on how to make that transition toward relative self-sufficiency. In addition, as the ultimate goal of team coaching, he emphasized the relative aspect of self-sufficiency of a skilled and motivated team that will answer its questions in its own way and when needed, in an environment in which it can apply coaching techniques.

3.2.3 Guttman

Guttman (2008) explained that team coaching can be provided by a team member or by someone outside the team, but it is mostly done by the team leader or manager. Guttman presented four stages or phases of team development shown in the Team Development Wheel. The team development wheel is shown in Figure 3.

Each phase has its own attributes that describe the situation in the team as shown in Table 2. Moving between phases 1 and 2 develops naturally, while moving to phases 3 and 4 requires the intervention of a team leader, team member or someone outside the team or organization. The alignment process of to achieve high performance, phase 1 (making the diagnosis) and phase 2 (getting agreement), requires the necessary support of a professional coach.

Without a skilled team coach after alignment and continuous additional training through scheduled skills development workshops and individual coaching sessions, taken to prevent

eventual dominance and passive aggressive behavior in a team that sabotages performance, the team could risk getting stuck at a lower stage. To speed up the team toward high performance, the coach listens with a ‘third ear’, and the coach’s questions intersect the subterfuge.

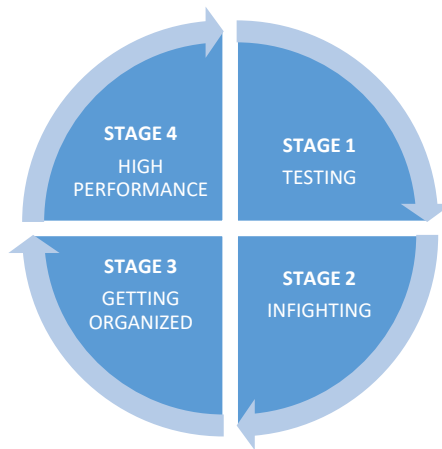


Figure 3 - The team development wheel (Guttman, 2008)

ATTRIBUTES OF EACH STAGE	
<p>4-HIGH PERFORMANCE</p> <ol style="list-style-type: none"> 1. Clear team goals 2. Right players in place 3. Clear roles/responsibilities 4. Commitment to winning for the business over self-interest 5. Agreed-upon protocols for decision making and conflict resolution 6. Sense of ownership/accountability for business results 7. Comfort dealing with conflicts 8. Periodic self-assessment 	<p>1-TESTING</p> <ol style="list-style-type: none"> 1. Air is thick 2. Team members maintain a façade 3. Fear of confronting issues/individuals 4. Denial of conflict 5. Team members wary of one another
<p>3-GETTING ORGANIZED</p> <ol style="list-style-type: none"> 1. Clarifying roles/goals 2. Developing skills 3. Establishing procedures 4. Giving feedback 5. Confronting issues, not people 	<p>2-INFIGHTING</p> <ol style="list-style-type: none"> 1. Personalization of issues 2. Members feel attacked, frustrated 3. Finger-pointing 4. Tension 5. Control issues

Table 2 - Team development stage attributes (Guttman, 2008)

Guttman's suggestion to executives is to get coaching support to learn that is possible to disagree without being disagreeable, and that negative emotions, if properly channeled, could produce a positive effect. Individual and team coaching is part of an action plan for high performance teams (Guttman, 2008). Developing the abilities of others by combining role modeling and transferring skills to accelerate performance to the next level is the duty of the coach, primarily team leader or manager, emphasized Guttman.

3.2.4 Moral

Moral's coaching model begins with observing the team in action and attending executive board meetings or operational meetings (Moral, 2008). Anything that slows down a team's momentum and prevents transformation toward better results and change must be carefully identified. This model is a type of action research whose key elements are observation feedback. Assessment during the observation phase includes three aspects: team maturity, demand level, and what and how. Moral identified six levels of team maturity and if the level of team maturity is lower (1-2), coaching should focus more on creating cohesiveness and team building, and if the level is higher, i.e., 4-5, the coach should work on performance and success. Moral sees the team not only as a sum of persons, but as a set of interactions and as a system and tries to encourage collective intelligence (communication and emotions) to maximize and even exceed performance toward success.

The model uses experimental exercises, such as commitment awareness exercise (CAE), performed in two phases. In Phase 1, team members use rope and cardboard discs that are placed under the rope. The part of the disc inside the loop symbolizes their commitment to the team. What follows is a discussion of the proper balance between "I" (identity) and commitment to the team. The CAE Phase 1 is shown in Figure 4.

In Phase 2 members describe the pattern of communication and the intensity of the relationship with other team members, using ropes of different colors (blue-good relationship, red-conflict, white-limited contact), and different rope diameters (thickness). What follows is a discussion of overcoming the pitfalls that hinder team performance. CAE requires a high level of team maturity. The CAE Phase 2 is shown in Figure 5.

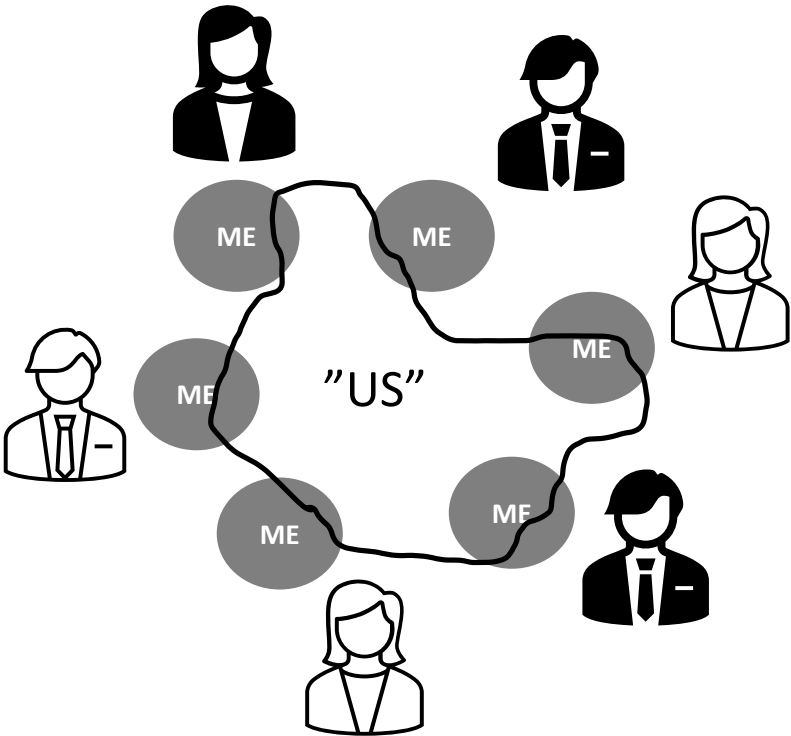


Figure 4 - CAE Phase 1 (Moral,2008)

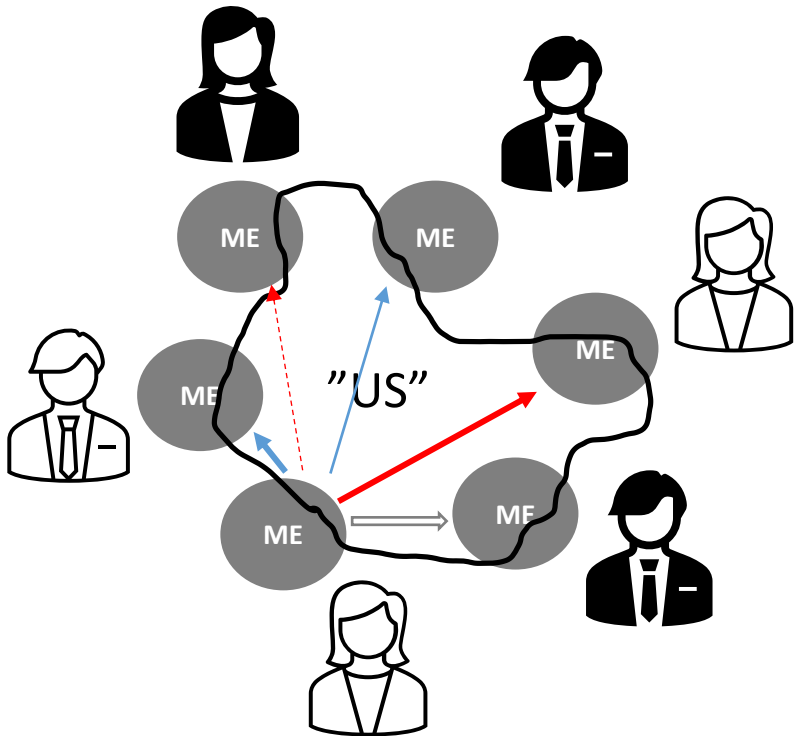


Figure 5 - CAE Phase 2 (Moral,2008)

3.2.5 Hawkins

Hawkins (2011) proposed the continuum of coaching. He criticized some traditional team coaching theories, arguing that they do not go far enough and are too focused on the internal aspects of the team, ignoring the external stakeholders (customers, suppliers, investors, environment, etc.) through which the team is realized and makes the difference.

The approach to systemic team teaching is broader and includes 1. *individual members of the team and the team as a whole*, with all specific elements, such as collective spirit, purpose, performance, process, development of collective leadership, and 2. *system*, through more effective involvement of all stakeholders, to jointly transformed the wider business. The continuum of coaching is summarized in Figure 6.

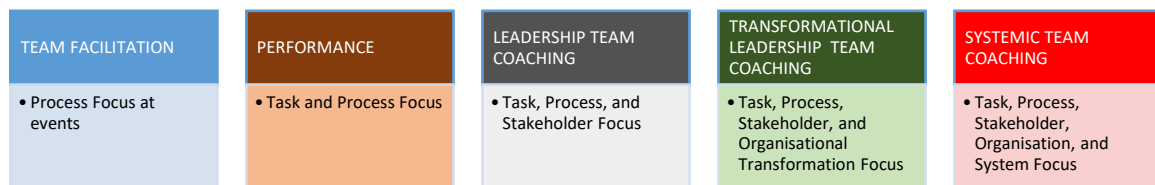


Figure 6 - Continuum of team coaching (Hawkins, 2011)

Furthermore, Hawkins presented a 5-C coaching model based on team tasks and processes with internal and external aspects, which was advised to be used when team training begins (Hawkins, 2011). The 5-C model is derived from 5 disciplines of systemic team coaching: 1. commissioning (providing a clear commission for the team and contracting on what it must deliver, selection), 2. clarifying (team charter, primary purpose, goals, objectives, roles), 3. co-creating (interpersonal and team dynamics, team culture), 4. connecting (connecting and involving all critical stakeholders), and 5. core learning (coordination, consolidation, reflection, learning, integration).

3.2.6 Team Coaching International

Team Coaching International (TCI) is a professional service company that offers team coaching programs, which they have developed, with the support of experts for different clients, who need to boost the productivity of their teams to achieve a high level of performance (TCI, 2020b). TCI's client list includes many reputable names such as Microsoft, Johnson & Johnson, Procter & Gamble, Nestle, Ericsson, Siemens, Ford, Bayer, etc. (TCI, 2020c). Some of their clients' positive statements about TCI programs have been publicly shared on the TCI official website (TCI, 2020d).

So, what is the secret of TCI's success? As mentioned in the methodology section of this paper, the author believes that TCI has developed an outstanding coaching model that transforms teams and leads them to improved performance (TCI, 2020a). Teams are considered a set of individuals and dynamic systems, not just the sum of its parts, and TCI diagnostic tool measures the characteristics, preferences, and performance of team members, and then gathers the information into profiles, where members can compare with each other (TCI, 2020e). After that, the tool shifts the assessment to the team level, to further analyze the team's needs, assessing the team as a whole.

The assessment is done in three phases. Phase 1 determines where the team is today and includes an action plan with two parallel outcomes (team competencies and impact on business) and a measurement milestone. In Phase 2, team coaching sessions are held regularly to improve team cohesion, integrate behavior, learn new skills, and take new actions. The goal is to accelerate change, create a team culture, increase team performance, and team accountability. Phase 3 is the completion phase and includes what the team has learned and performance measurement after coaching, with a plan for the next steps.

There are *two dimensions* to the TCI methodology, productivity and positivity. Each of the dimensions is assessed and measured with seven strength indicators, which represents a total of *14 Team Performance Indicators (TPIs)* of team competence, as shown in Table 3.

TEAM PERFORMANCE INDICATORS (TPIs)	
PRODUCTIVITY STRENGTHS	POSITIVITY STRENGTHS
Team leadership	Trust
Resources	Respect
Decision making	Camaraderie
Proactive	Communication
Accountability	Constructive interaction
Goals and strategies	Values diversity
Alignment	Optimism

Table 3 - TCI methodology (TCI, 2020a)

Productivity Strengths

These factors are important ‘to get the job done’, and scores in the strengths of this segment or dimension show the ability of being productive.

Team leadership is focused on the team leader, but also on the members in case the need for their leadership arises. The team leader creates environment for increased performance, for the team as a whole, but other members must contribute and support the change process.

Resources are important for achieving team goals. A ‘win-win’ approach is needed, not ‘I win, others lose’.

The decision-making process must be clear and efficient in order to prove its effectiveness over time.

Proactive means that team takes the initiative and acts positively and creatively. Change is good and there is nothing to fear. The team is a living component.

Accountability includes setting clear areas of responsibility and accountability to each other for team results and for what is agreed in the team.

Goals and strategies focus on clarity of goals and a strategy that will lead to achievement. Resilience is another aspect of a team’s strength and determination not to be defeated.

Alignment is the belief in the same cause, mission, and purpose, even if there are disagreements within the team. The goal is to overcome them. Members always stand together, no matter what. To make this happen, the team values collaboration, cohesion and interdependence.

Positivity Strengths

These factors represent the soft values of the team, a culture that encourage cooperation, cohesion, collaboration, problem solving environment and positivity.

Trust means speaking openly, honestly, and confidently without fear of retaliation. Members count on each other, telling the truth, even when it may contain embarrassing or unpopular topics.

Respect as the basis of any relationship is welcome, and contempt and hostility are unacceptable, not tolerated, and excluded. Positivity and contribution are encouraged.

Camaraderie means belonging, a strong human need to be a part of something bigger. A team that celebrates victories and pays tribute to its members for achievements is that kind of entity.

Communication should be clear, positive, and efficient, without gossip and stonewalling.

Constructive interaction means open discussion of issues. It is important to have different opinions that are started with a positive intention to solve the problem that affects the team and provide a chance or opportunity for improvement and growth. Pointing fingers, blaming, accusing, defending, censoring, criticizing, talking behind the backs of other members, etc., are not welcome. Giving and receiving feedback is clear, specific and on time.

Values diversity means respecting all differences and diversity within a team.

Optimism and sharing positivity through interaction with another team members are valuable and nurtured. Enthusiasm and encouragement to persevere with faith in success means to be halfway there.

TCI methodology offers multiple assessment of team strength in the context of competencies. There are several assessment programs, such as TCI Team diagnostic, Organization view, Team Leader View, and Team 360 View (TCI, 2020e). All these programs aim to encourage the team to be highly productive and positive, as well as to support and coach team leaders and organizations to do well. Many reputable clients have confirmed, the TCI team coach model works (TCI, 2020c). TCI model of team competencies is shown in Figure 7.

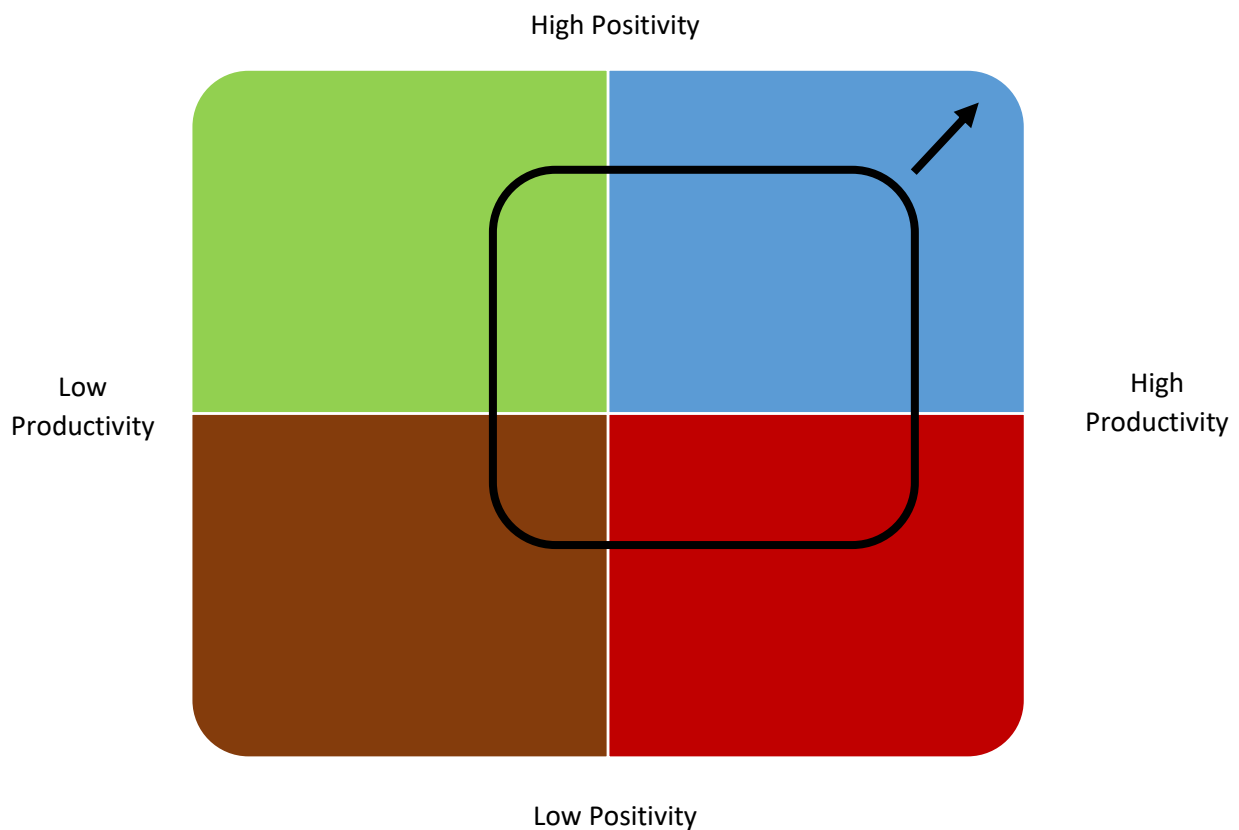


Figure 7 - TCI model of team competencies

4. Conclusion

Have you ever wondered what could be the reason for a good atmosphere in the workplace, where workers are satisfied, where giving and returning smiles is a common way of communication and where good results are celebrated and shared among team members? Well, there can be many reasons for that, but one of them is certainly good leadership and team coaching, which removes obstacles that stand in the way of good teamwork, as well as renews and transforms non-functional teams into a respectable and productive workforce.

Frankl E. Viktor, the father of logotherapy, uniquely defined life in his book *Man's search for meaning* (Frankl, 1985). "Life ultimately means taking the responsibility to find the right answer to its problems and to fulfill the tasks which it constantly sets for each individual" (Frankl, 1985, p. 98). Translated into workplace terminology from the team member's perspective, this quote could sound e.g., as, teamwork ultimately means taking responsibility and initiative in the workplace, communicating, and interacting with other members, to find solutions to problems and to set clear tasks to achieve team goals. Unfortunately, this is often

questionable, because many teams face structural problems, lack of purpose, commitment problems, internal conflicts, and poor leadership (Clutterbuck, 2006). This further leads to poor performance. So, could team coaching solve this problem and how?

According to TCI (2020a) it has been proven in practice that team coaching:

1. **revives positivity;** helps build trust and respect among team members, establishing open communication and interaction that creates a friendly and diverse environment. Once that is achieved, nothing stands in the way of optimism, which is contagiously spreading throughout the organization, bringing high performance and success in every department and / or division. Business results are then easy to pick up / take away.

2. **increases productivity;** accountability is accepted; commitment to clear team goals and company culture becomes devotedly expressed, members feel they belong to something bigger and special; initiatives and decision-making are adopted.

After improvements are made both in positivity and productivity dimensions, coached teams **showed competence and better performance** (TCI, 2020c).

However, one might wonder if there are other assumptions besides team coaching that affect performance? Certainly, there are. Hackman (2011) emphasized good working conditions and team quality as even more important. Although Hackman stated that his conclusions were that real-time team coaching contributed to better team performance with only 10%, based on 40 years of extensive research and study of this topic, the results of various empirical studies given in Chapter 3.1 unequivocally show that the percentage of impact of team coaching on team performance is higher. In any case, approximately 10%, 20% or 30%, which varies from source to source, is not the most important. What all researchers agree is that team coaching restores trust and relationships where they are disrupted, supports teams to find their purpose, and adopts responsibility and decision-making, resulting in higher efficiency.

As Guttman (2008) pointed out, team coaching is in many cases led by a team leader in an organization, so it would be good to add something in the conclusions about the leadership styles of the team leaders. To improve the performance of less qualified team members managers “must instill in them not only the desire to improve but also the belief that they can” (Katz, 2001, p. 22). Team leaders should not practice tyrannical, bossy, or repressive management focused only on execution, but an emphatic and supportive leadership style, built on integrity, respect for team members, quiet authority, and trust (Whitmore, 2010). According to Whitmore, such behavior encourages the employee to take responsibility and initiative through self-learning and self-management. If a manager or team leader is unable to provide

good team coaching, professional services from a specialized company, such as Team Coaching International (TCI), can be used instead.

Finally, team coaching establishes a new quality of relationships within teams and organizations, empowers an invisible force that drives collective progress, creates recognizable difference, and adds value to a company by increasing optimism, competence, and performance.

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