

# How Coaches Motivate Teams

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## PREFACE

The journey of creating this master thesis has been hard, yet very interesting. From finding an interesting research area to concretize and finally present, we have gained knowledge not only about our chosen area of research but also about how to conduct a thesis and how two companies work; Gestamp HardTech and SSAB Tunnpååt.

We would like to thank our coach Tim Foster, Ph.D. Candidate at the Division of Industrial Marketing & e-Commerce at Luleå University of Technology, for motivating us to work hard and even harder when things felt impossible. We would also like to thank the participant teams and coaches at Gestamp HardTech and SSAB Tunnpååt that helped us by providing important information. Finally, we would like to thank our families and friends for supporting us.

We hope everyone who reads this thesis will find it interesting and useful for their purposes.

Luleå, December 2005

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## ABSTRACT

The purpose of this thesis is to provide a better understanding of how teams become motivated. In order to reach this purpose three research questions are stated: How can the coach be described? How can the process of being motivated be described? How does motivation fulfill the needs of teams? We have investigated the roles and skills of a coach, the coaching and motivation processes, actions to motivate teams, and needs of teams. Multiple case studies on two coaches and their teams at the companies Gestamp HardTech and SSAB Tunnpålar in northern Sweden were conducted. Our findings show that teams primarily become motivated by having a trustworthy relationship with their coach, who should offer praise, encouragement, reinforcement, and continuously provided feedback. The findings also indicate that safety and security are the most important needs of teams. In order to motivate teams coaches coach by heart instead of by head. Coaches feel and sense what is necessary to each individual of a team.

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## SAMMANFATTNING

Syftet med den här uppsatsen är att tillhandahålla en bättre förståelse om hur teams blir motiverade. För att nå detta syfte har vi tagit fram tre forskningsfrågor: Hur kan coachen beskrivas? Hur kan motivations processen beskrivas? Hur kan motivation uppfylla teams behov? Vi har undersökt coachens roller och färdigheter, coaching och motivations processen, handlingar som kan motivera teams, och teamens behov. Vi har genomfört multipla fallstudier på två coacher och deras teams på företagen Gestamp HardTech och SSAB Tunnbrått i norra Sverige. Våra upptäckter visar att teams blir motiverade främst genom att ha tillit till sin coach, beröm, uppmuntran, förstärkning, och kontinuerlig feedback. Upptäckterna visar också tecken på att säkerhet är det viktigaste behovet hos teams. För att motivera teams så följer coacher hjärtat istället för att följa någon mall eller process. Coacher känner av vad som är nödvändigt för varje individ i teamet.

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- Appendix 1:** Interview guide (English)
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# 1. INTRODUCTION

*This chapter will provide a background to our research area, focusing on leadership, coaching, and motivation. It will continue with a problem discussion that will lead to our purpose and research questions.*

## 1.1 Background

Leadership has always been a part of our society, from family level to company level. Wherever you are in life, you will always be in contact with leaders. All groups have a leader, direct or indirect, as Hart and Waisman (2005) questioned: What makes a leader, a leader? Much research has been conducted on leadership, and there are many studies and theories that cover this vast area.

Piasecka (2000) claims that leadership does not demand personal greatness, on the contrary, it is about everyday activities which everyone should be able to achieve. In order to be an effective leader today, leaders have to take a personal long term interest in employee development (Prentice, 2004). Leadership is defined as “a dynamic process in which one individual influences others to contribute to the achievement of the group task. This influence will be perceived as fully legitimate by those people who are responding to the leadership process”. (Cole, 1996 cited in Morden, 1997 p. 519) Another definition of leadership is “the accomplishment of a goal through the direction of human assistants”. A successful leader is explained as a person who understands how to motivate people and enroll employee participation in a way that combines the need of the individual with the group purpose. By motivation we refer to “the internalized drive towards the dominant thought of the moment”. (Rabey, 2001 p. 26) Igalens and Roussel (1999 p. 1006) also describe motivation as “a process that drives the individual to voluntarily produce effort in his work”.

Piasecka (2000) explains that an effective leader needs to work out with whom, where, when and with what he or she needs to work with and how best to do that. Based on that, the leader can organize short meetings and conversations. Piasecka (2004) further states that it is here that leadership transforms into coaching. Coaching should be an integrated part in effective leadership. The majority of people who refer to a great leader remember someone that was a good coach to them. Still, the lack of coaching ability in leadership is obvious. (Ideus, 2005)

Coaching has become a topic of great value in the business world today (Edwards, 2003). For several years athletes and actors have understood the importance of coaching when it comes to improve performance. Today leaders in western business are equally popular as sports heroes and media personalities (Orme, 2004). That is because there are numerous factors that are similar between the business and sports. The leaders have become coaches and their employees are their teams. (McNutt & Wright, 1995) Cleary (1995, cited in Gerow, Wright & Anderson, 1998 p. 59) defines coaching as “an informal, planned, ongoing process for interacting with employees. The goals of coaching are to improve job performance by increasing employees’ capability for managing their own performance”. (Gerow et al., 1998) Ige and Kleiner (1998 p. 9) define a team as “a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable”.

Burdett (1998) describe coaching as a form of leadership. For this thesis, leadership and coaching will have the same meaning as well as groups and teams, no matter what the authors refers to. Redshaw (2000) suggests that managers have been coaching naturally since the day they became managers. All managers are coaches; some just do it better than others. (ibid.) A managers job can be facilitated and gain the benefits of employee commitment and retention with the help of a coaching plan. (FERENCE, 2001) The main skills of coaching can be separated into mental and interpersonal skills. Observation and analysis is included in the mental part. In the interpersonal skills motivating among other, is a key element. (Phillips, 1995) Bell (1987 p. 26) suggests that it is appropriate to look at the coach as a “powerful metaphor for discovering new ways to optimize the commitment and contribution of a work team”. Coaching helps the employee with many issues, for example: motivate team members, set goals, consider important company and career decisions, solve problems, handle relationships and communicate with others. Coaching is not a form of training, instead of teaching new skills coaching focuses on studying the present situation, find performance goals, bring forth personal recourses, and put a plan into practice for accomplish the goal. (King & Eaton, 1999)

Withmore (1996) discusses the importance of increasing personal effectiveness, and refers to it as finding ones “inner game”, as often illustrated in sports. The author further explains that the focus has moved from looking at different techniques toward the development of mental and physical consciousness. Once the best individual natural rhythm and focus (personal technique) of a player has been developed, the external techniques can be used but only if they match the personal rhythm. (ibid.) A big problem within business is that the employees are not as motivated as team players within sports. They do not see everyday at work as a new game to win. That is why coaching has the important task to motivate their employees or “teams”. (McNutt & Wright, 1995) If the coach do not motivate its team, the knowledge within the organization is not used to maximum (Osteraker, 1999).

You can not force someone to be motivated. The only action a leader or coach can take is to create a situation where individuals will respond on their own initiative, “the ingredients of motivation are within each”. (Rabey, 2001, p. 26) All successful organizations need to find the factors that motivate its coaches to continuous learning and take advantage of its knowledge (Osteraker, 1999). Ellemers, Glider and Haslam (2004) claim that understanding of work motivation can be gained by incorporating present insights concerning self-categorization and social identity processes. The coach has to examine the way in which these processes influence the motivation and behavior of individual and teams at work. (ibid.)

In motivation research there have always been two different approaches: “Be though” and “Be good”. “Be though” means that management motivate their employees by fear. “Be good” on the other hand means that management motivates their employees by understanding. (Reis & Peña, 2001) There are several factors that influence motivation: leadership, communication, and growth, are some examples. Since motivation is an important concept in organizations they strive to have motivated employees and see leaders and coaches who are able to motivate others as successful. (Francesco & Gold, 2005)

## **1.2 Problem discussion**

Browning (2004, p. 68) writes that “coaching in business is like dieting in real life. Everyone is doing it, but it is often difficult to see the results. That is because it is a lot more to effective

coaching than what people think". For example Edwards (2003) believes that a great coach relies on his or hers own expertise to smooth and accelerate the progress of individual learning and increase the personal effectiveness of the person being coached. According to Redshaw (2000) many training providers set out to "teach" coaching; however the principle should be you don't "teach" coaching. You coach it. It is because coaching is not a didactic way, people who are well coached freely becomes good coaches themselves. The coaching process needs to be flexible and consider that the needs and priorities of the employees can change. It is of high importance that the coaching process is client-centered and goal-focused; the ideal is that the driving force is an underlying set of values. If the wrong goals are set, or if the employees do not want the goal enough, it can result in failure. (King and Eaton, 1999) If coaching does not result in failure, the organizational benefits can be huge. The results can be a faster learning organization, and therefore it can adapt to changes more effectively. The learning and sharing of new skills can be very motivating to employees. (Redshaw, 2000)

When a coach establishes a clear link between delivering positive results and recognition, rewards stimulates the employee's motivation. However, in many organizations the leaders separate needs from performance rewards. For example organizations spend a lot of money to train employees in team building skills, but financially reward them individually. (Lachman, 2000) Coaching is often discussed, but not very often implemented in an effective way, for increasing managerial performance for all levels in the organization. (Longennecker & Neubert, 2005) What characteristics does a good coach possess? What is the difference between an average coach and a great coach? How can you differ an experienced coach from a person that just have taken a "how to be a coach" course? (Edwards, 2003)

Ellemers et al. (2004) state that people work more and more in groups to support each other. Teams come in mixed shapes and sizes and exist for various purposes. The main characters behind teams are that the members take responsibility for their work, supervise their own performance, and modify their performance strategies to solve problems and adapt to changing conditions, this in contrast to managers. The team also recognizes that they are a part of an organizational context and their performance goals should line up with those of other organizational units. (Johnson, Heimann & O'Neill 2000) The team members achieve goals together instead of focusing only on individual goals. Teams increase efficiency and productivity and the reward is that employees gain more freedom and control. Despite all the good outcomes the experience can be confusing. Companies expect middle managers to transform, preferably yesterday, into star team leaders ready to coach, motivate and empower. The problem is that only a few managers and companies understand the transformational process. (Caminiti & Sookdeo, 1995)

The relationship between the coach and the team is central. There has to be a shared respect between the two. It takes time and skills to build that mutual trust and it gets easily hurt. If the coach is self-confident and motivated, it communicates itself to the employee and builds their confidence. (Phillips, 1995) Many studies focus on motivation but still very little is known about motivation in teams. However, many organizations are more and more using group-based systems, such as teams. That is why it is important with further research on motivation within teams. (Ellemers et al., 2004) Rabey (2001) points out that to reach a high level of motivation companies need to reduce the major de-motivators which are frustration and uncertainty, among the employees. According to Decker (cited in Terreri, 2002 p.29), "motivation is really a challenge in a distribution centre environment because, for the most part, you are doing the same things day out and day in". He promotes leading through coaching instead of managing in a traditional way. (ibid.)

In theory, work motivation researchers try to understand:

1. Which conditions encourage people to invest behavioral energy in their work
2. Which activities people are likely to focus their efforts on
3. What makes people persist in such efforts over time

This has developed into many studies on motivation theories which show how different parts of motivation work and how they are interrelated. Some of these models mainly deal with describing of the need that may be fulfilled by work-related behavior, for example Maslows hierarchy of needs. (Ellemers et al., 2004) Maslows hierarchy of needs is one of the earliest and most well-known theories about motivation, it was created in the 1950's. (Stum, 2001) Fransesco and Gold (2005) explain that an individual must satisfy one need level in order to reach the next level. However, it is clear that the five needs do not motivate everyone, since all individuals respond to different stimuli. Also, individuals can return to a lower level of needs and more than one needs level can be important at the same time. (ibid.) Questions that Maslow's theory leads to are: is it still applicable in the new millennium? Is it what coaches follow to motivate their teams?

It is important to relate the personal goals with the organizational goals since the team members are easily motivated by personal goals. The important task for the coach is to guide and motivate their team to find those goals. (Ellemers et al, 2004) There are several benefits for both the organization and the people. If an organization has good coaches it will lead to a high level of motivation and good working relationships. (Redshaw, 2000) According to Woodruffe, (2005) having teams who are thoroughly motivated and truly engaged with what they are doing is the most powerful competitive weapon any organization can enjoy. However in order to make it work, it requires a good process (Redshaw, 2004). How can the coach achieve these ideal conditions?

### **1.3 Purpose and research questions**

Based on the discussion above the purpose of this thesis is to provide a better understanding of how teams become motivated.

In order to reach this purpose, we pose the following research questions:

**RQ1** How can the coach be described?

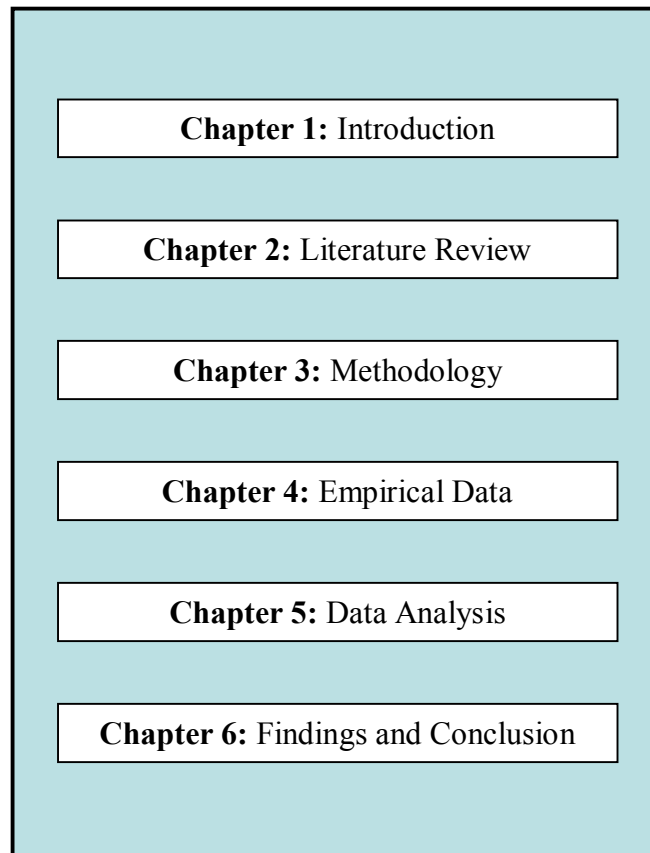
**RQ2** How can be the process of being motivated be described?

**RQ3** How does motivation fulfill the needs of teams?

### **1.4 Disposition of the thesis**

This thesis will consist of six chapters. Chapter one started with a background to the subject of the thesis and then moved on to a problem discussion, which ended in a purpose and three research questions. Chapter two provides information about previous studies relevant to the area of research. Chapter three describes how the research is conducted. In chapter four the collected empirical data is presented. In chapter five the data is analyzed and compared to

existing research. Finally chapter six will answer the three research question and discuss the findings and conclusion (see figure 1).



**Figure 1:** Disposition of the thesis

## 2. LITERATURE REVIEW

*In this chapter, literature relevant to the research purpose and the research questions will be presented. First a description of the coach will be presented followed by the coaching and motivation process. Then a presentation of how motivation fulfills the needs of teams. Finally, the chapter will end with a conceptualization of the literature reviewed.*

### 2.1 Description of the coach

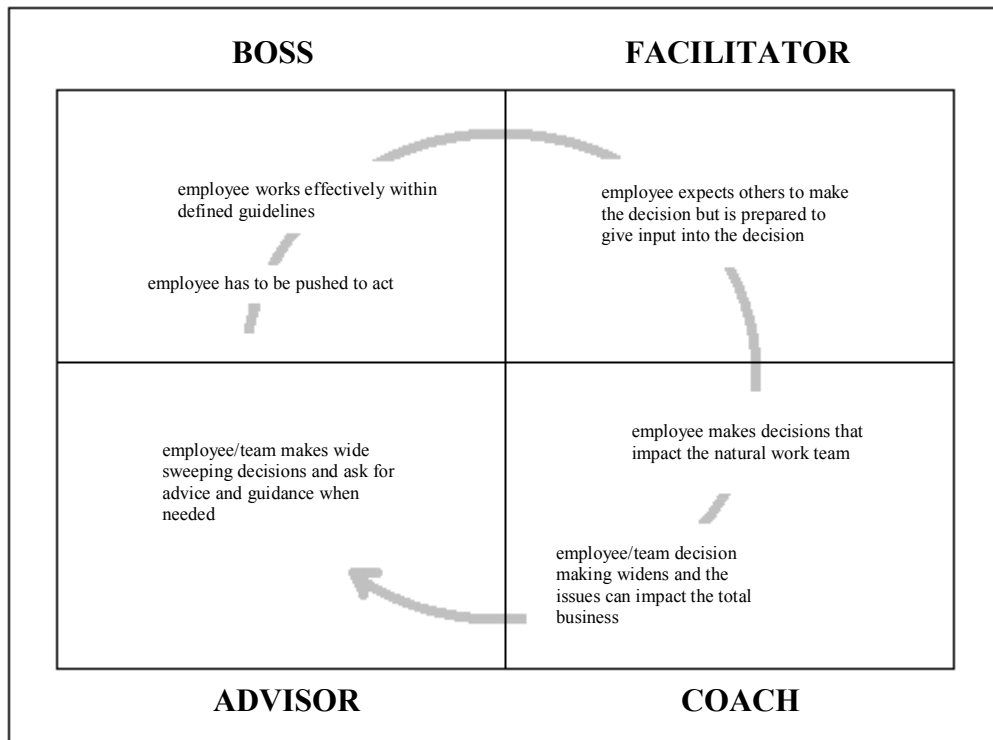
Coaching has a number of characteristics which differentiate it from other activities. Coaching managers believe that their purpose is to adding value to the organizations by helping their team to learn, grow and develop. (Phillips, 1995) In order to describe the coach we will bring up the coach's role, skills and different approaches of coaching.

#### 2.1.1 Role of the coach

According to Silsbee (2005) most people agree that coaching is a vital part of managing and leading, but doing so can be burdened with complications. Important elements to consider are the authority of the leader over the employee, and the potential for the leader's interests to separate from other individuals' interests. Handling these difficulties in a strait forward and realistic way is crucial to establish a trustworthy relationship where real learning and development can take place. (ibid.)

The role of coaching is to create conditions so that people can perform to the best of their ability. The importance is that the employee is learning rather than the coach teaching. Coaching can cut across hierarchies and functional boundaries - a senior manager can, for example, act as a mentor for a more junior manager elsewhere in the organization. Or someone in an IT department may have a coaching role with internal customers in other departments. Although sometimes equated with delegation, coaching is actually much more. Most managers claim to be well experienced at delegating work. Usually, this involves work they are too busy to do or simply do not want to do, which is delegated to people they feel will do the work effectively. In doing so, managers may well be missing opportunities to develop and coach their staff. Whenever managers perform a task which someone else could do, they prevent themselves doing a task which only they can do. (Phillips, 1995)

The coach's role is not as a teacher, but as a partner who introduces the high performer to new challenges, options, and behaviors. (Witherspoon & White, 1996) The successful organizations of tomorrow will be those that describe what is possible, not on presumptions drawn out of past practice, but as being limited only by the reach of their own imagination. This can only be achieved if the organization is prepared to disassemble unnecessary hierarchy and redefine the role fulfilled by managers at every level in the business. The role to drive, organize, punish must give way to challenge, empower, encourage, and reinforce, a transition that is ultimately dependent upon the ability of those in key leadership roles to coach (see figure 2). (Burdett, 1998)



**Figure 2:** The evolving role of the team leader  
**Source:** Burdett, 1998 (p.143)

For organizations and front-line leaders alike, the transition from boss, to facilitator, to coach, and some instances to advisor, is already well advanced. What is lacking, however, is invariably not the spirit of coaching, but the delivery skills to carry through on good intent. (Burdett, 1998)

### 2.1.2 Coaching skills

Leaders and managers must want to coach if they are going to become successful coaches. They must be willing to share their success and set backs and give feedback as well as receiving feedback (Phillips, 1995). An effective leader must seem to: understand goals and purposes, be able to satisfy them, understand the implications of his or her actions and be consistent and clear in his or her decisions. The key-word is 'seem' since the people will follow until they discover that their leader does not have these characteristics. (Prentice, 2004)

Phillips (1995) study found that in order to succeed as a coach it requires more than confident possession of the behaviors and skills that are wished to get passed on to the team. The coaches own values and beliefs will shine through. If a coach just follows a checklist, skepticism and lack of enthusiasm will transmit to the learner. That is why coaches must be aware of other peoples' values, but also their own. According to Edwards (2003) the language and specifically the questioning skills are basic for effective coaches, in order to make the team successful. A list of seven key principles of a great coach is presented:

1. Focuses their attention on achieving the employees' outcome.
2. Negotiates how the employee wants feedback.
3. Uses high impact questions.
4. Gets themselves out of the way and releases value judgments.
5. Has excellent personal mental/emotional state control and great behavioral flexibility.

6. Is fully present and listens with full attention.
7. Believes that everyone has the inherent abilities and resources they need to succeed.

Both Barry (1994) and HR Focus, (2002) agree with Edwards (2003) about the importance of being a good listener and help to achieve the employees' outcome. HR Focus, (2002) suggests tips for good listening (see table 1).

**Table 1:** Mentally and physically good listening

<b>Physically:</b>	<b>Mentally:</b>
<ul style="list-style-type: none"> <li>•Face the speaker</li> <li>•Maintain eye contact</li> <li>•Lean towards the speaker</li> <li>•Stay relaxed</li> <li>•Do not interrupt</li> <li>•Watch nonverbal signs</li> </ul>	<ul style="list-style-type: none"> <li>•Listen for the central theme</li> <li>•Keep an open mind</li> <li>•Analyze what is being said</li> <li>•Listen to what is not being said</li> </ul>

**Source:** Adopted from HR Focus, 2002

Barry (1994) also adds some more principles, other than listening, that a good coach should possess or do. The first one is to choose the right time, think if the employee has the time and possibility to talk undisturbed. Then the coach should communicate clearly, do it open and honestly and make sure that his or hers body language and expressions are in line with what it means. Learn how to deal with the employee's emotions and discover if there is something wrong, is also important for a coach. To delegate projects help increase satisfaction and broaden skills. Then it is also important to encourage continuous improvement. The last principle is to give criticism in a way that makes the employee understand that the coach is willing to help. Give positive feedback before criticism. (ibid.) However Burdett (1998) disagree by claiming that if positive feedback is followed by criticism the employee will take for granted that after every "reward" something negative will come. HR Focus (2002) has created a guide on how to provide feedback:

- Prepare carefully, think around the situation, and consider how the learner might respond.
- Always ask for their opinion first - it will give you a starting point.
- Always start with the positive.
- Ask questions and listen to responses.
- Give specific examples as part of the feedback.
- Suggest things they can do to improve.
- Check the learners' understanding and agreement.
- Offer help and support.
- Always end on a positive note.

According to King and Eaton (1999) a good coach must believe in the potential of the individuals and operate on the assumption that the people receiving the coaching are experts about themselves and their work. However; an attitude of mind is just as important as the skills and procedures of coaching. Some of the core principles here are:

- People know more than they think they know.
- Every person has resources for improving performance.
- Useful questions are worth more than commands.
- Every person is responsible for their own contribution to the company.
- Every setback represents a learning opportunity.
- Experiments precede learning.
- Challenging but achievable goals bring out the best in people. (ibid.)

HR Focus (2002) has made a study where they have set ten steps that are critical for effective coaching:

1. Be clear with performance standards and expectations. Leaders with excellent coaching skills make their employees know what they must accomplish.
2. Give regular feedback on their performance. Leaders should initiate the feedback conversation and pay attention to the knowledge, skills, and qualities that are important for the employee success in their current jobs. If an employee has to take initiative to a feedback conversation, the leader is not focusing on the employee relationship.
3. Observe on-the-job performance and interaction with customers or clients. Those who overlook this may be considered out of touch and their feedback could be resented.
4. An effective coach selects particular areas for improvement and supports employees in developing their plans, both personal and professional, to reach preferred objectives.
5. Be aware of excellent performance and give rewards for it. Coaches must give public praise and make sure that their employees are recognized or receive a concrete reward for exceptional performance.
6. Effective coaches offer their team members opportunities to grow by providing professional guidance and training and support them in applying what they have learned to their jobs.
7. Top coaches create personal relationships with their team members and work on their interpersonal skills. Less effective leaders or managers focus only on the administrative and mission aspects of their work at the cost of individual relationships.
8. Decide if the employee has a “will” or a “skill” problem. A will problem can be solved with motivation while a skill must be solved with patience and training.
9. It is important for an effective coach to be open-minded and consider all aspects of the performance before making a decision.
10. Provide opportunities for the employee, good coaches introduce them for other strong leaders from whom they can learn.

Lloyd (2005) interviews Philippe Rosinski who is the author of “Coaching across cultures”. On the question what makes a good coach he replies: “A genuine desire to help people tap into their potential. A passion to help people grow and be more successful. An ability to listen without judging. And I would add, a commitment to help people take great self-care as well as serve others” (Lloyd, 2005 p. 18). Philippe Rosinski further explains that he believes most people have those qualities already; sometimes it is just deeper down. Coaches believe that people have more potential than they show. However, coaches are also reminded about the

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dark side of humanity and its destructive potential. Yet coaches must strive to bring out the best in people and building on the remarkable constructive side of human capital. (ibid.)

### **2.1.3 Approaches of coaching**

There are two approaches for coaches to take into consideration: interpersonal approach that focuses on enhancing team performance through improved interpersonal relationships and a functional approach with the same purpose. Hackman and Wageman's (2005) team coaching model focus on improving a team's task performance process rather than interpersonal relationships. According to Ross (2005, p. 5) Wageman states that "While relationships are very important I do not think they are the path to performance. My view is that good relationships grow out of helping people accomplish something important together." Instead of looking at the interpersonal relationships first it is suggested that if there is problem leaders should re-examine the design of the team and ask themselves the following questions:

- Is the direction clear?
- Is the task motivationally well designed and meaningful for the team?
- Do I have the appropriate reward and information systems in place? (ibid.)

Still many leaders believe that interpersonal relationships are the foundation of team health. Pamela Wohlberg, senior director and regional head of contracts and outsourcing at Pfizer, has experienced a combination of both coaching approaches. She believes the interpersonal approach may be effective when:

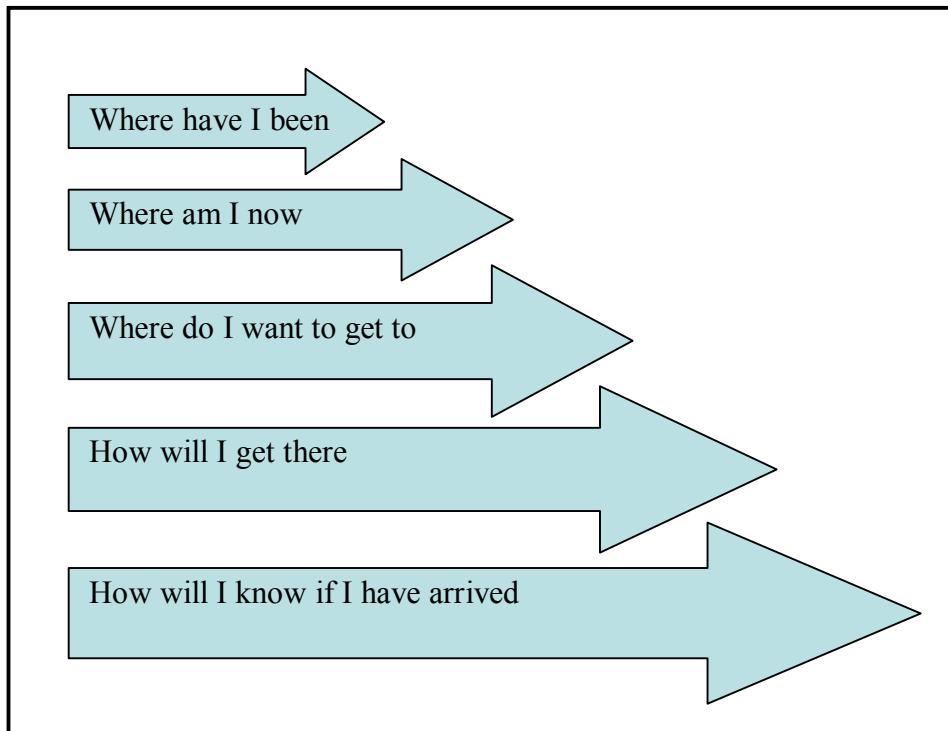
- Forming a new team with individuals from significantly different corporate cultures (for instance, forming a team after a merger).
- The team relies disproportionately on the stronger personalities to drive strategy, make decisions, suggest options and alternatives, or drive meeting agendas.
- Difficult issues either are not addressed or are ineffectively resolved, negatively affecting project deliverables.
- Productivity is suboptimal, but poor performers are not managed by others in the team. (Ross, 2005)

## **2.2 The process of being motivated**

Coaching process are more often discovered in companies, in a recent survey of 170 HR professionals, Hayes Group discovered that more than half the respondents had set up some sort of coaching program in the past 18 months. (MCB UP Ltd, 2003) To gain a deeper understanding of this phenomenon we will bring up both the coaching and the motivation process. However, we are confused regarding the difference between the two processes. We could not find any literature on how the two processes are linked together.

### **2.2.1 The coaching process**

Barlow (2005) recommends five questions for the coach to ask the employee. The questions will help the employee to structure a plan for his or her learning. The questions are based on the view that most people consider their life as a journey. The questions are shown in figure 3.



**Figure 3:** Questions for a coach to ask the employee  
**Source:** Barlow, 2005 (p. 12)

The first question to ask the employee is; *where he or she has been*, in order to understand what they have learned from the past. In order to understand how a person is today, you have to consider their past since every person is a result from their past. Understanding the way to the present, helps address the second question, *where am I now*. By undertake the questions in this order helps the coach discover if the person maybe never had the chance to learn to be effective. Instead of the employee blaming him- or herself the coach can help to see that maybe it is not his or her fault. Maybe the employee did not have good role models to learn from or have never been coached well. When the coach have outlined where the person sees him- or herself now, the third question is to *consider goals for learning*. The employee needs to figure out what he or she want. A learning program can be created only after such goals are set. The employee does this by answering the fourth question, *how will I get to where I want to be*. When using this coaching-style it becomes a personally owned learning program. The last question, *how will I know when I have arrived*, make the employee consider how he or she would measure their learning. These questions does not have to be explicit, what is important is to have them in mind and use them as a structure to make sure that the employee has well thought-out all that is necessary in order to take action. (ibid.)

Successful coaching does not only depend on the coach, it should be seen more as a partnership between the coach and the employee. Regular coaching make the employee bring out a little extra which leads to an increasing overall performance. This is why coaching should ask for a “stretch goal”, which reaches a little bit beyond the employee’s last performance. (King and Eaton, 1999)

Instead of using the five questions process presented by Barlow (2005) in figure 4, King and Eaton (1999) focus on four basic steps to coach for results:

1. Set both specific goals and long-term aims for the coaching process;
2. Explore the current situation in terms of personal reactions, problems and possibilities;

3. Identify the options through which a realistic goal can be achieved;
4. Commit to a time action plan through which the goal can be accomplished.

King and Eaton (2005) refer to the process as a journey in the company. If the journey is going to be successful you need to know where your starting point is, where you wish to finish, what route you are going to follow and any alternatives, and also how the environment may change during the journey. The guide (the coach) also needs to be familiar with the different journeys that his team might make and the common setbacks that might be encountered along the way. If an employee repeatedly fails to achieve his or her goal it usually reflects a personal block. By coaching these blocks can be removed.

Koonce (1994) presents the process in a slightly different manner, focusing on four phases:

1. Precoaching;
2. Data gathering;
3. Coaching;
4. Coaching; Follow-up monitoring and consulting.

In the first phase, *precoaching*, the top human resource person of the company explains to the coach the specific issues he or she would like him or her to address. In this meeting, where also the executive should be present, goals and time frames are established, and an assessment session with the employee is scheduled. The company also identifies a support system for the employee and designates advocates within the company who will act as internal cheerleaders for the employee.

In the second phase, *data gathering*, the employee gets involved in the process. He or she gets interviewed by the coach who will get all the information needed of the employee's background. The coach also conducts several interviews with other people in the organization in order to obtain an understanding of how the employee relates to other people.

During the third phase, *coaching*, the coach and the employee meet regularly for seven months up to a year. These meetings contain frank discussions and after some time the employee starts to understand how his or her behavior affects other people. When the employee has come to this realization the real learning can begin. The coach and the employee together formulate an action plan so that the employee can change his or her behavior and make sure that he or she does not fall back to old patterns once the coaching phase is over.

The last phase, *following up*, involves a period of monitoring and consulting. Four to seven months after the formal coaching phase it is time to see if the employee can sustain the changes in behavior. During this phase the support system in the organization is extremely important. (ibid.)

In an article by Giglio, Diamante and Urban (1998) the coaching process is also described in the form of phases, although they based their process on three, instead of four phases:

1. Building commitment and personal transformation
2. Moving the executive forward
3. Facilitating the personal transformation

The first phase, *building commitment and personal transformation*, is divided into three steps. The first step “establish a learning relationship not a telling relationship” means that the coach does not conduct personal analysis; instead he or she focuses on learning about the structure and the dynamics of the job. In this way the coach can slowly enter the world of the employee. This will make the employee trust and respect his or her coach.

In the second step “act as an objective information provider”, the coach builds respect and further develops an open, honest relationship. The employee will in this step not only understand the focus of the information provided, but also understand the objectives and his or her role in the coaching process. Further on the coach will not only provide the employee with information, he or she will also be a classifier, questioner, elaborator, and a motivator.

The last step of the first phase is called: “engage in joint problem identification”. Here the coach will transform into being more supportive and excited about figure out the problem of the organization. The coach needs to slowly break down barriers and work towards an open and honest relationship. The coach also, by using his or hers expertise, encourage the employee to notice all the factors on the individual- group- and organizational level that are influencing the situation.

The second phase, *moving the executive forward*, is also divided into three steps. With the first step “build a credible data bank”, it is time for the employee to establish new behaviors. The data that has been collected need to be tested for accuracy. The coach need to find out what is true and what is only perception. Without credible data and an understanding of how to use it the coach is on the wrong path.

The second step “let the clients come to their own conclusions” it is time to specifying the problem. The coach should in an objective way show the employee all the data that has been collected, and also have prepared explanations for the situation that he or she provides. It is important not to rush the coaching process since the success in phase two depends on success in phase one. The coach present and explain the current organizational culture, needs, concerns and motivations of peers, structure and processes, and also the external demands influencing behavior within the organization, for the employee. This will make the employee identify his or her role in the organization easier which can facilitate when he or she will start to change his or hers behavior.

The third and the last step of the second phase is “acceptance of the situation and realization of the need to change”. Here it is very important that the employee has understood his or hers responsibility of the situation, otherwise there can not be any change. All people in the employee’s surroundings need to be very supportive and work together. The environment has to be blame free, so that one can make a mistake, without being afraid to be fired.

The last phase is *facilitating the personal transformation*. The first step of that phase is concerns: “set action plans that are realistic, achievable and within the executive’s control”. Here the employee will learn how to implement the development plans of the management. All relevant people around the employee should be informed about exactly what the employee will do, how it will be done, and why it is important.

The second step is “weave a safety net”. Things can go wrong when the employee implements the development plan, so he or she must be able to cope with failure. The goal is to

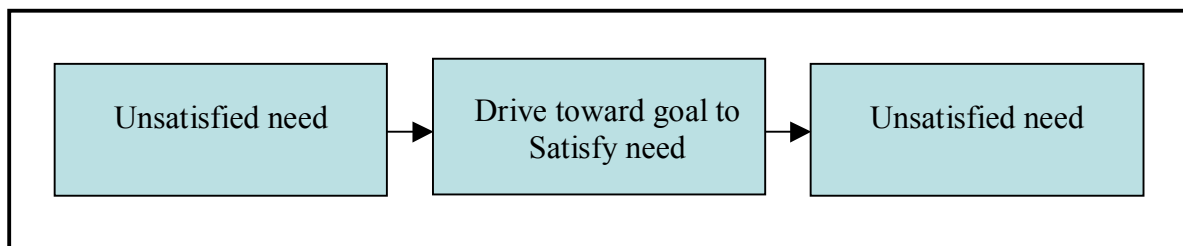
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continuously improve, not perfection. Role playing and other counseling techniques can be very helpful for the employee to mentally precise and respond to setbacks.

The last step of the last phase is “self-generated motivation and continuous improvement”. If the employee feel good about him or herself and has more fun, he or she will be more creative and productive. (Giglio, Diamante & Urban, 1998)

### 2.2.2 The motivation process

Motivation process theories summarize universal motivation mechanisms (Fransesco & Gold, 2005). *The basic motivation process* focuses on three basic elements: needs, drives, and goal attainments (see figure 4). People who have an unsatisfied need will become goal directed to satisfy the need. (Hodgetts et al., 2005)



**Figure 4:** The basic motivation process

**Source:** Hodgetts et al., 2005 (p.369)

*Reinforcement theory* is based on the premise that if someone is doing something and not get recognized for it, why should he or she repeat it? If someone is doing something, and receives a punish he or she often stops for the moment, although it might not end the behavior forever. When the reinforcement theory is applied to motivating workers in an organization it is called: Organizational behavior modification (OBMod). (Francesco & Gold, 2005) Buhler (2003) states that OBMod is extensively used in organizations. It helps to shape behavior and motivate employees. The typical OBMod program concerns four steps:

1. Ensure that workers know the behaviors expected of them as part of the job
2. Train observers and have them record the workers' correct and incorrect behaviors
3. Reinforce workers who practice correct behaviors and provide corrective feedback
4. Evaluate the effects of the program of behavior (Francesco & Gold, 2005)

Another theory than can help managers to understand how to motivate employees is ‘Thorndike’s law of effect theory’. It gives managers a good understanding of how to use reinforcement in the most effective way. Even though the reinforcement theory seem relatively easy to grasp, it is much harder to implement it. To motivate an employee the manager must acknowledge the correct behavior, and reward it in an effective way. For example, if an employee helps and takes care of a newly-hired employee, and is acknowledged and thanked from his or her supervisor, there is more likely that this employee will help another newly-hired employee some other time in the future. The managers need to introduce a positive consequence after a good and correct behavior. The theory also works the other way around, if a manager wants to stop an inappropriate behavior of an employee. For example, if an employee show up late for work, and than receive less in his or her monthly salary with a reprimand from his or her supervisor, it is likely that the employee will be careful to be in time henceforth. The ‘Thorndike’s law of effect theory’ also claims that if ones co-workers get rewarded, one might see the incentives and may then change their own behavior. (Buhler, 2003)

*The first goal setting theory* was developed by Locke and Latham. The theory suggests that goals affect performance. (McCalley, 2004) Francesco & Gold (2005) suggest that, in order to generate high performance:

- Goals should be specific, rather than vague.
- Feedback should be provided (especially workers giving feedback on their own output).
- The individuals need to be committed to the goals.
- The individuals should believe on their ability to accomplish a certain task. (ibid.)

Hodgetts et al. (2003) agrees with the prior statements and claim that there is considerable research evidence that shows that workers performance is extremely good when they are assigned precise and demanding goals that they are involved in setting.

## **2.3 Motivation to fulfill the needs of teams**

In work situations individuals are often required to align with their work team or the whole organization. The employees are expected to support converging goals and to sacrifice individual interest in order to achieve collective outcomes. Motivation theory should focus on its applicability to teams as well as individuals. Previous studies on work motivation mean that the motivation to achieve a collective performance is viewed as a derived from individual concerns and motives. (Ellemers et al., 2004)

### **2.3.1 Actions to motivate**

Woodruffe (2005) also states that there are activities that the coach can apply to motivate their teams. Some of the most important non-financial motivations are:

- *Advancement*: the extent to which the employees perceive that their job is giving them a career advancement opportunity.
- *Autonomy*: The employees are likely to appreciate a degree of independence.
- *Civilized treatment*: It is important for the employee to be civilized treated. Even if the managers are under stress they are not allowed to treat people in a brusque or uncivilized way.
- *Employer commitment*: coaches like to feel that their employees are committed to them and their career.
- *Environment*: it is important with a pleasant working environment. When the pressure is high on the job a not agreeable environment can have a negative effect on performance.
- *Exposure to senior people*: the employees want to be noticed by the organizations senior people.
- *Praise is awarded when praise is due*: it is a sign of poor management when the employees get negative feedback after poor performance, but never are given positive comments.
- *Support is available*: the employees like to have someone available to ask if they need advice.
- *Being challenged*: employees like to feel challenged, if they know that they can respond to the challenge successfully.

- *Being trusted*: it is important for the employees to feel that they are trusted and feel that they belong to the team. Employees who feel trusted are more likely to feel as useful and important part of an organization and are more likely to be loyal to the organization.
- *Working for a good and reliable organization*: employees want to be proud of their job and the organization they work for.
- *Useful assignment*: employees that are feeling that they are doing a truly useful assignment are likely to feel more motivated.
- *Work/life balance*: coaches who shows sensitivity to work/life balance issues is very likely to outsource the one who does not. (Woodruffe, 2005)

Price (2005) outlined a guide how to motivate the employees in a sensible way.

Following are ten actions for a coach to think of:

- *Provide incentives*: a good start to motivate the employee is a competitive salary. Pension contribution, healthcare scheme, non-monetary rewards such as flexible working and promotional opportunities can also motivate the team.
- *Say thank you*: If the employees are being recognized and praised it will promote team spirit and raise job satisfaction. The coach has to appreciate the team and say thank you. It can be done loud, in a letter or with an employee of the month scheme. It is also important with feedback on the performance.
- *Offer a choice of benefits*: People want different things from their work, it can be status, higher pay, better working condition or flexible benefits. The coach has to meet different needs.
- *Lead by example*: the coach has to encourage the team through good leadership by being motivated and committed. The coach has to know what motivates and demotivates him or her.
- *Cultivate a positive company culture*: the company must develop a culture that encourages trust and rewards good performance. The team will be demoralized if the rules are unreasonable, disputes are unresolved and underperformers are unchecked. A demotivator for teams that want to be rewarded is when company discipline fails and non-performers are not fired.
- *Provide a high-quality work environment*: it is important with a safe and comfortable work environment for coaches. The environment motivates them to perform better.
- *Create opportunities for growth and development*: training and education can be a good motivator for the team. It is important for the employees to know that they can improve and develop their skills.
- *Empower your staff*: people that feel that they are given more responsibility at work will feel more important and build esteem. The team will be more motivated if they are able to make their own decisions and be responsible for their own work.
- *Manage change*: change is common in any growing business but it has to be introduced well to avoid failure. The coach has to communicate with and motivate the team to participate.
- *Monitor employee satisfaction*: companies have to find out if the team are satisfied with their work and if there is something that demotivates them. (ibid.)

Hopkins (1995) discussed five of these actions to improve team moral and motivating employees; social gatherings, employee recognition, continuing education, employee meetings and empowerment.

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- The first category, *social gatherings*, is vital to both employee and organizational growth and well-being. Fun events such as: picnics, family days and holiday parties can create a positive atmosphere that will influence on the workplace. The caring and supporting feeling will give employees a sense of belonging. This leads to that employees will take more responsibility in their work, which leads to higher morale. These events create an environment where the employees can relax and relieve some work stress.
- The second category, *employee recognition*, is the most important one. This category can also be called the “thank you” category. Many managers today seem to busy to take some time to recognize and thank the employees for a work well done. Although many time it seems like there are always time to point out and correct mistakes. There are many way to recognize employees, for example: employee rewards, pay raises, promotions, and physical and verbal support. There is also important that these recognitions take place in some sort of forum, where the peers also notice the recognitions. This works as an motivator not only for the one being recognised, but also for the peers who will strive harder achieve high results to they also can become rewarded.
- The third category, *continuing education*, can be an investment both to the employee’s, and to the company’s, future. Companies should let their employees attend educational workshops, classes and conferences. This will improve their knowledge which in turn will improve their work performance. These continuing educational opportunities will update the employees on current trends and issues affecting their work. When new tasks concerning current trends come along the employees will be more prepared and will take them on more responsible. Skill development will make the employees more confident and aware of their abilities, which make them more motivated.
- The fourth category, *employee meetings*, is a good way to show support for the employees’ ideas and concerns. It is a very effective way to communicate from employee to management level. It is important that managers are available to attend these meetings and take the time to listen and allow them regular input in decision making.
- The last category, *empowerment*, plays a great role in increase employee motivation. What makes it so important is the philosophy that employees are willing and able to participate in decision making and are allowed by the management to participate. In this way, employees will support the decisions made. So in order to make sure that the employees will follow new rules and regulations, make them a part of the decision making. (Hopkins 1995)

According to Ellemers et al. (2004) there is no quick and simple solution for motivation problems and there is no best way to motivate people at work. They continue by claiming that it is important to first find out who should be motivated to work towards which goal. After that, the work situation can be organized towards dealing with the definition that is relevant to that goal. (ibid.)

### **2.3.2 Safe working environment**

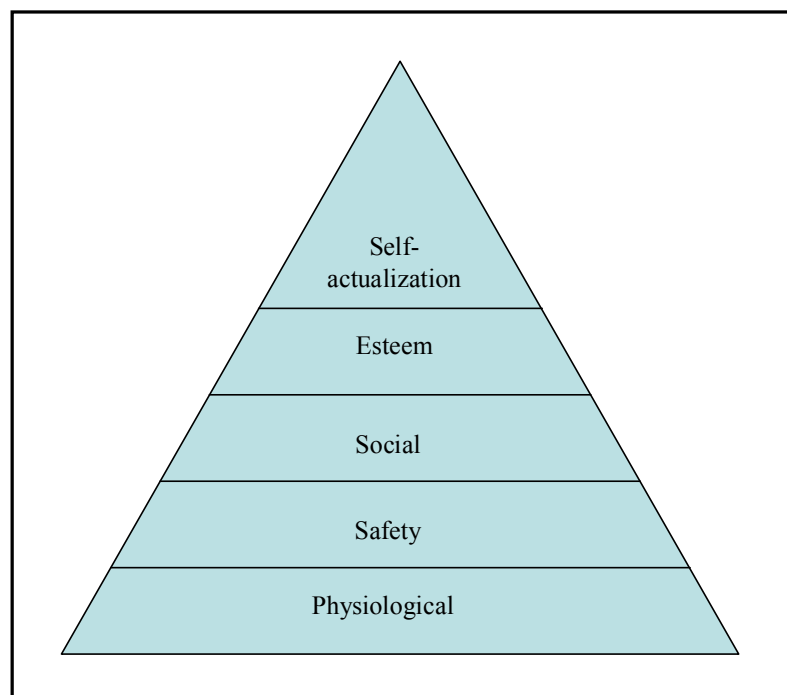
Curtice (2005) states in order to motivate employees you have to keep your company safe. If the “safe” conditions are not being addressed in companies, it could be facing a disaster. A safe environment results in an increase in both motivation and production. In an environment that is safe:

- Employees are treated with dignity and respect;
- The work environment is free from verbal abuse or harassment of any kind;
- “Put down” humor or practical jokes are forbidden;
- Sexual harassment is not permitted;
- Rude and/or profane language is not tolerated;
- No sexually explicit jokes, calendars or other pornographic materials are posted anywhere or sitting on or in any employees’ desks (or are transmitted via e-mail);
- No negative references are made to anyone’s skin color, religions affiliation, national origin, sexual orientation or gender;
- Bullying behaviors or comments concerning people’s body part, body type or weight are frowned on (Curtice, 2005);

### 2.3.3 Revisiting Maslow’s hierarchy of needs

Maslow’s hierarchy of need theory can be useful for managers, even if the five needs in order do not motivate everyone. It can provide an idea of how managers can motivate coaches by looking at the needs that are important and in what order they may influence people in a specific culture. (Francesco & Gold, 2005)

- *Physiological needs*: are the basic need for food, water, clothes and shelter. Organizations give salary to satisfy those needs.
- *Safety needs*: are protection, stability and absence of pain. Retirement plans and medical insurance are examples that satisfy those needs.
- *Social needs*: are the need for affection and relationships.
- *Esteem needs*: are the needs for power, status recognition and perceive a feeling of importunateness.
- *Self-actualization needs*: is the desire to reach ones full potential and set their own goals to achieve (see figure 5). (Hodgetts et.al., 2005)



**Figure 5:** Maslow hierarchy of needs  
**Source:** Hogetts, et al., 2005 (p. 371)

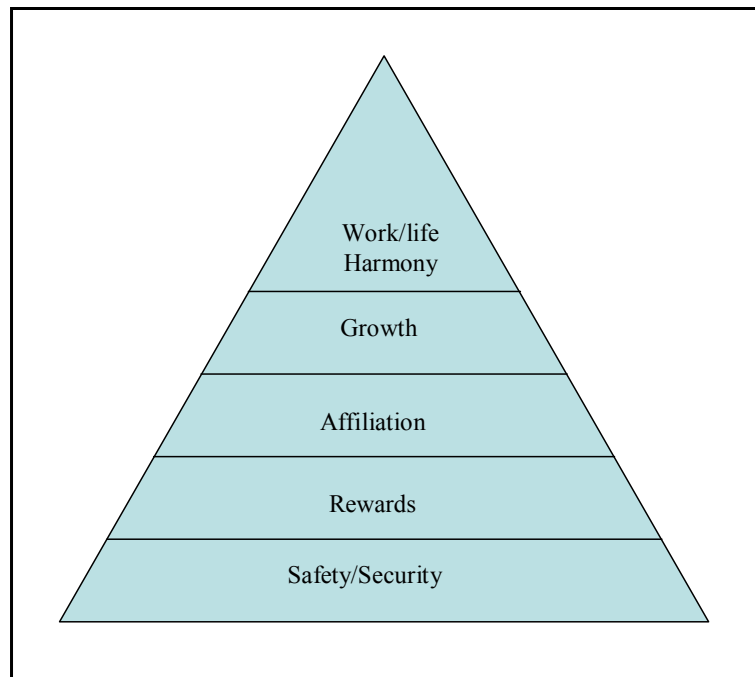
According to Fransesco and Gold (2005) Maslow's theory rests on a couple of assumptions. For example, it no longer motivates behavior when a level of needs is satisfied. Lower level needs must be satisfied before upper level needs become motivated.

According to Stum (2001) Maslow's theory has been popular for over 40 years because it is logical and easy to understand. Price (2005) state that individuals all respond to different stimuli and to get the best out of your people are fairly general. If you use Maslow's hierarchy of need you can not go far wrong with the basic principles (ibid.). Osteraker (1999) states that motivation theories based on needs are supposed to be used as guidelines for management in order to found motivational factors. These theories have been criticized because they do not consider the uniqueness of the individual and the organizations surroundings. Osteraker continues by claiming that Maslow's hierarchy of needs can not be rejected because that criticism. It can be the method of application that is out of date and not the theories themselves. The dimensions of motivation can be accepted and a focus on the method of application is instead required. We do not have to create new theories but adjust the ones we have to our dynamic environment. (ibid.)

Price (2005) applies Maslow's theory to explain how the coach can motivate and encourage the employees to do a better job. The author describes it by looking at:

- *Material needs*: the coach has to make sure that the employees are getting a fair reward for their effort and these payments will reflect the business goals. Commission structures should be easily understood and direct to keep people interested.
- *Safety and comfort*: the employee has to take a good look at the work place, because everyone should feel safe at work. It is important with the right facilities, equipment and working environment.
- *Esteem*: it is important for the employee to belong to a team. The coach can praise in public but criticism should be a private conversation.
- *Understanding*: if the coach shares information with the team and set realistic goals, the team will understand why decisions are made. The coach has to trust the team.
- *Growth*: a good organization prioritizes individual development. An organization that plan to grow need to have well-trained and motivated employees. (ibid.)

Stum (2001) revisiting Maslow's hierarchy of needs theory to a hierarchical model of organizational commitment. Researchers, @Work, try to understand workforce motivators that influence employees' level of commitment. Meanwhile Maslow's hierarchy model look at the individual in relation to the environment, @Work looks at the employee/coach dynamic that takes place between an individual and the organization. @Work has created a need hierarchy that demonstrates workforce needs within an organizational situation, the Performance pyramid. It is a pyramid of commitment needs, staring with safety/security up through work/life harmony (see figure 6). Stum (2001)



**Figure 6:** Performance Pyramid  
**Source:** Stum, 2001 (p. 6)

The performance Pyramid shows the five levels of workforce need:

- *Safety/security*: the employee first have to feel physically and psychological safe in the work environment to make commitment possible. In the modern organization, tough changes are accepted. If the employees belief that a coming change will cost them their jobs or change the employment relationships, the employees need security.
- *Rewards*: rewards in compensation and benefits are the next need that has to be met in the performance Pyramid. It is the major influence why people take jobs. It is common that their motivation and commitment power will decrease when the person become an employee.
- *Affiliation*: the need for affiliation is central. At this level they seek for belonging to the work team and/or the organization. Coaches that communicate with mission, vision and strategy enable to meet the need for affiliation.
- *Growth*: to make commitment at this level the coach must deal with the need for positive individual and organizational change. Employees want to have opportunities to change, learn and have new experiences at work. At this level is it important with individual, workgroup and organizational achievement.
- *Work/life harmony*: this level is similar to the self-actualization in Maslow's theory. People want to meet their potential both at work and in other part of life. The drive is to achieve a sense of fulfillment in balancing work and life responsibilities. (Stum, 2001)

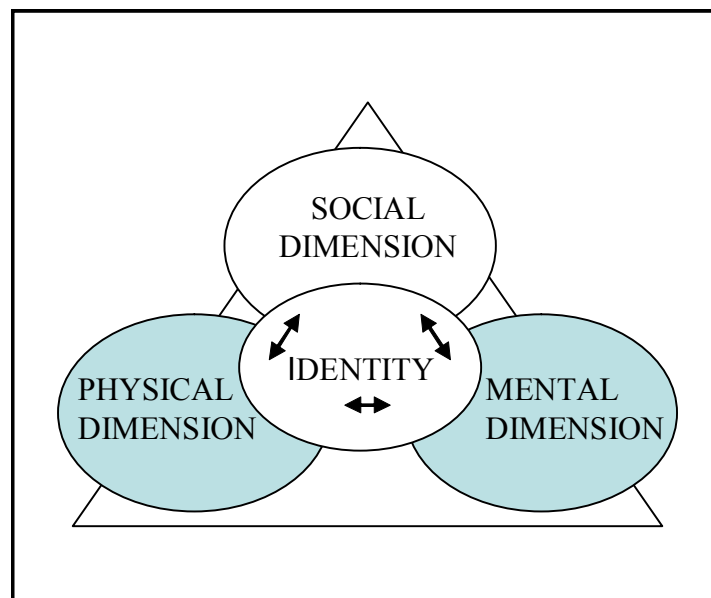
The motivational theories cornerstones, motivational factors, can be divided into three factors: social, mental and physical dimension. This means that factors that motivate employees can be derived from one of these dimensions.

- *The social dimension* represents all social contacts the employee has with other people at work. For example, customers, suppliers and managers.

- *The mental dimension* represents characteristics of the work task. The work should be meaningful and a part of the organization. For example flexible tasks, advancements, autonomy, change and security.
- *The physical dimension* represents physical and material circumstances associated with work. For example pay and other material compensations. (Osteraker, 1999)

All individuals have these needs, less or more depending on person and what is most dominant for that person a specific time.

The organization needs information about dynamics, which characterize the motivation at work. Because of the dynamics, different factors that the organization offers are important for the individual and it is depending on the situation. These dynamics have to be included in the motivational process and a dynamic way of measuring motivation can be by looking at values of the team. Values, attitude and a general understanding of needs that affect motivation helps to understand factors that motivates the team. The dynamic model clarifies the relation between needs and values (see figure 7). (Osteraker, 1999)



**Figure 7:** The dynamic triangle of motivation  
**Source:** Osteraker, 1999 (p.74)

The dynamic triangle of motivation is the essential factors needed to understand motivation in a dynamic way, which are needs and values. Physical, mental and social dimensions are included in the triangle because they are potential indicators of motivational needs. Identity is the dynamic force and can be represented by our values and attitude. (Osteraker, 1999)

## 2.4 Conceptual framework

A conceptual framework emerges from the literature reviewed. The conceptual framework explains, either graphically or in narrative form, where the focus of this study will be. (Miles and Huberman, 1994) Studies were presented in the literature review, the concepts in those studies that were perceived as most relevant for this research is chosen for our conceptual framework in order to collect data as a basis for our research questions. The selected concepts have been chosen on the basis of their potential strength as topics for data collection.

### 2.4.1 Description of a coach

#### *The role of the coach*

Based on what we have reviewed, research was limited regarding the role of the coach. Although, Burdett's (1998) describes the role of the coach in the most concrete manner we could find that is why it is interesting to research and find out more about. Burdett (1998) believes that the role of a coach is to:

- Challenge;
- Empower;
- Encourage;
- Reinforce;

#### *Coaching skills*

We have also decided to base our conceptualization on Lloyd (2005) interview with Philippe Rosinski who is the author of 'Coaching across cultures'. This is because the statement of what makes a good coach is the latest of the ones we found, and it is interesting to see if our data is in line with the newest theory. Philippe Rosinski answers the question what makes a good coach with:

- A genuine desire to help people tap into their potential;
- A passion to help people grow and be more successful;
- An ability to listen without judging;
- A commitment to help people take great self-care as well as serve others;

We will conceptualize one of Barry's (1994) principles as well as Burdett's (1998) statement about feedback. The reason why we chose those two is that they contradict each other completely. This makes it interesting to collect data on to find out what is more preferable.

Barry (1994) states that:

- Positive feedback should be given before criticism

Burdett (1998) states that:

- If positive feedback is followed by criticism the employee will take for granted that after every "reward" something negative will come.

### 2.4.2 Process of being motivated

#### *The Coaching process*

We will rely on King and Eaton's (1999) study on 'Basic steps for to coach for a good result' since it is relatively new, tangible, and describes the coaching process from a goal-oriented approach. The steps are:

1. Set both specific goals and long-term aims for the coaching process;
2. Explore the current situation in terms of personal reactions, problems and possibilities;
3. Identify the options through which a realistic goal can be achieved;
4. Commit to a time action plan through which the goal can be accomplished;

### ***The motivation process***

Regarding the motivational process, we have decided to rely on the OBMod program from the reinforcement theory, presented by Francesco and Gold, (2005). The reason why we feel comfortable to rely on this study is because according to Stajkovic and Luthans (2001) the OBMod program has been frequently used to encourage the effectiveness of various motivators in different types of organizations. Buhler (2003) also explain the extensive use of the OBMod in organizations, this insures that it is still modern and useful. The four steps in the OBMod program, provided by Francesco and Gold (2005) are:

- 1 Ensure that workers know the behaviors expected of them as part of the job
- 2 Train observers and have them record the workers' correct and incorrect behaviors
- 3 Reinforce workers who practice correct behaviors and provide corrective feedback
- 4 Evaluate the effects of the program of behavior

### **2.4.3 Motivation to fulfill the needs of teams**

#### ***Actions to motivate***

We have decided to base our conceptualization on Price (2005) theory for actions to motivate the team. This is the latest guide outlined on how to motivate the employees in a sensible way. These actions are supported by two other authors, Hopkins (1995) and Woodruffe (2005). Actions for a coach to think of:

- Provide incentives: competitive salary motivates, for example pension contribution, healthcare scheme, non-monetary rewards such as flexible working and promotional opportunities.
- Say thank you: recognition and praise will promote team spirit and raise job satisfaction.
- Lead by example: encourage the team through good leadership by being motivated and committed.
- Cultivate a positive company culture: encourage trust and reward good performance.
- Provide a high-quality work environment: safe and comfortable work environment motivates to perform better.
- Create opportunities for growth and development: growth and development, training and education, can be a motivator for the team
- Empower your staff: more responsibility at work will build esteem and make the team feel more important.
- Manage change: change has to be introduced well to avoid failure.
- Monitor employee satisfaction: find out if the team is satisfied with their work and if there is something that de-motivates them.

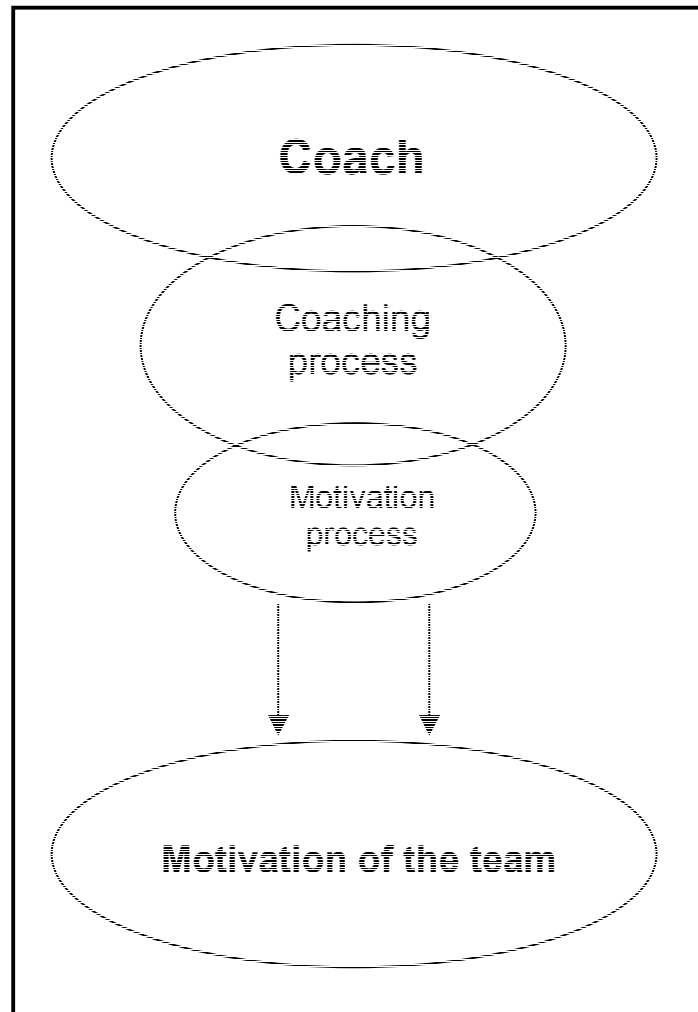
#### ***Teams needs***

We have decided to rely on Stum (2001) for the conceptual framework of teams needs. This is because it is one of the most recent studies on work motivation revisiting Maslow hierarchy of needs and the most suitable for our research question. Maslow's theory is the most extensive motivational theory of needs. Five levels of workforce need:

- Safety and security in the work environment;
- Rewards in compensation and benefits;

- Belonging to the work team and/or the organization;
- Opportunities to change, learn and have new experiences at work;
- Meet the teams potential both at work and in other parts of life, achieve a sense of fulfillment in balancing work and life responsibilities;

Figure 8 shows our research questions visually, how the coach, coaching process, motivation process and the motivation of the team are connected:



**Figure 8:** Conceptual framework

As we see it, based upon mentioned theories, the coach is the head of the team. The coaching process is the process that the coach goes through while coaching the team. The motivation process is partly an integrated part of the coaching process, and when a coach is using these processes it might lead to motivation of the team.

### **3. METHODOLOGY**

*This chapter will present the methodology that was used in order to gather data for the research questions. The chapter will include the following discussions: research purpose, research approach, research strategy, data collection tools, expected models of analysis, and quality standers. Finally we explain the analytical strategy and quality standards of the research.*

#### **3.1 Purpose of research**

The purpose of research can be to explore, describe, or explain. In this thesis we practice all three, however we are primary descriptive.

Exploratory research is used when the researchers want to formulate a precise problem and give the researcher an orientation of what is previously known within the subject. Exploratory research is also used when a problem is difficult to limit and when the researcher is uncertain what models to use and what characteristics that are important. (Eriksson and Wiedersheim-Paul, 1997) Exploratory studies are commonly made through expert interviews, literature studies, and case studies. (Meijer & Styvén, 2001) The exploratory research is used to investigate the possibilities of take on a particular research study. This type of research study is also called a “feasibility study” or a “pilot study”. It is usually carried out when a researcher wants to explore areas about which he or she has little or no knowledge. (Kumar, 1996) This study is exploratory since we explore how teams become motivated.

Descriptive research is used when there is a clear structured research problem and the information already exists (Eriksson and Wiedersheim-Paul, 1997). Descriptive research attempts to describe systematically a situation, problem, phenomenon, service or program, or provides information about the living conditions of a community, or describes attitudes towards an issue. (Kumar, 1996) This study is primarily descriptive since we attempt to systematically describe the concepts, i.e. this study is primarily descriptive in that we review literature, develop a framework, and collect data on how the coach can be described, the process of motivation, as well as how teams become motivated.

To explain means to analyze causes and connections. Explanatory research attempts to clarify why and how there is a relationship between two aspects of a situation or a phenomenon. (Kumar, 1996) When explaining a certain phenomenon it is not only one model that is correct and the researcher has to consider using different models. Using one model will not be enough to reach a complete explanation. (Eriksson and Wiedersheim-Paul, 1997) This study is also somewhat explanatory since we begin to explain and analyze the cases and connections on how teams become motivated.

#### **3.2 A qualitative approach**

As stated above, our study is primarily descriptive and when conducting a descriptive thesis a qualitative research approach can be suitable because according to Langer (2002) a qualitative research is deep, probing, flexible, and open to serendipity. It is aimed at gaining insights, not superficial answers. A good qualitative researcher strives for open-minded neutrality. Qualitative research is not quantitative research - but that does not make it weak, bad, or wrong. It just means it's different. (ibid.)

We have chosen a qualitative research approach because we want to gain in depth information via specific research questions. Our aim is not to generalize in any way, this thesis focuses instead on adding to theory by gaining a better understanding of the chosen research area. According to Denscombe (2000) the qualitative method also has a tendency to see words as the central analysis unit and be associated with description and small-scale studies which is in line with our research. Our research will express situations, actions, norms and values from the perspectives from the people being researched and according to Bryman (1997) those are some of the most basic characteristics for qualitative research.

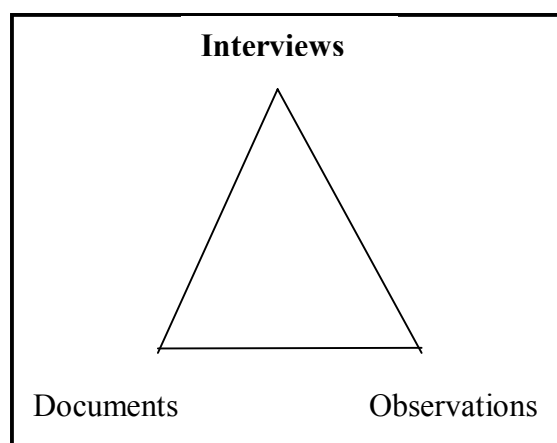
### **3.3 Research strategy**

Due to the qualitative approach used in this research, a case-study was deemed an appropriate strategy to use. Case studies investigate a few objectives in a wide number of perspectives, and it is suitable when the aim of the research is to gain thorough and in-depth understanding of a few objects where it is not possible to draw statistical generalizations (Eriksson & Wiederheim-Paul, 1997) In case study research one or several cases are used to arrive at specific or general conclusions about certain phenomena, recognizing the multitude of variables, complex interrelations and ambiguities of business life. Case study research provides the researcher with an input of real world data from which concepts can be formed and propositions and theory can be tried. Cases can be selected and defined in many ways depending on the problem being examined, access, time and other resources available. The purpose of case study research is usually systemic and holistic, to give a full and rich account of a network of relationships between a host of events and factors. (Gummesson, 2003)

We will use case studies in our research; this is because Yin (2003) recommends case studies when “how” questions are used and since all our research questions are based on “how” we think it is appropriate. The case-study method allows the researcher to be flexible and put attention on the behavior that seem most interesting and relevant at the time. (Granziano & Raulin, 2000) A case study can be a single- or a multiple case study. A multiple case study allows the researcher two or more entities to be studied and compared, which increases the validity of the study. (Yin, 2003) Since we put attention on the behavior that seem most interesting and relevant for us and increase the validity we have chosen a multiple case study.

### **3.4 Data collection**

When collecting data for case studies, the opportunity to use many different sources of evidence is seen as a major advantage (Yin, 2003). In order to obtain convincing and accurate findings and conclusions, we have used triangulation. Triangulation of evidence means collecting data from multiple sources. (Alam, 2005; Yin, 2003) The sources we have used are: interviews, documents and observations (see figure 9).



**Figure 9:** Triangulation

We have conducted focused and open-ended interviews, which where the primarily source of evidence, thus interviews stands at the top of the figure. Observations and documents where used in supporting roles. In a focused interview you will follow a set of questions derived from the case study protocol. The interview can still remain open-ended, to preserve flexibility of the interview and to make room for additional information. (Yin, 2003) One type of focused interview is focus group interview (Lundahl & Skärvad, 1992). We chose to conduct focus group interviews because they are suitable when the aim is to gain in-depth knowledge of a certain topic area (Jinks & Daniels, 1999). Other benefits with focus group interviews are the ability to witness enthusiasm, confusion and indifference, and to allow brainstorming among participants (Palmerino, 1999). Zikmund (2000) summarized the primary advantages of a focus group as: Relatively brief, easy to execute, quickly analyzed and inexpensive. The disadvantages can be the effect of group dynamics on responses, small unrepresentative samples, geographic constraints and fairly high per-unit costs (Palmerino, 1999). It is recommended by authors that have experience with focus groups to provide refreshments during the discussions. (Krueger, 1994) That is why we offered coffee and home baked cake during the focus groups and also during the individual interviews.

According to Zikmund (2000), a focus group contains an interviewer or moderator and six to ten participants. The moderator's role is to introduce the topic and encourages the participants to discuss the subject among each other. The participants should experience the moderator as neutral and also non-judgemental, so the participants feel they can express themselves in a relaxed environment. It is also a possibility to have a moderator team, when the principal moderator main concern is to keep the discussion flowing and taking a few notes; the assistant moderator's takes comprehensive notes and is in charge of recording equipment and distractions. (Krueger, 1994)

In addition to the focus group interviews we have also conducted two individual interviews with the coaches. This is because we do not see the coaches as a part of the team and believe that teams and coaches see things from two different angles and we want to uncover those angles. Also we believe that the coach and the team speak more freely if they are separated since they often can refer to their own team versus coach. The advantage with individual interviews is that they uncover the best thinking of the respondent without drawback of group dynamics. Another disadvantage with focus group interviews compared to individual interviews is that in a focus group it could be one percentage of the respondents that do the most of the talking. The quality of the individual interviews can be increased by the reason that the good or bad ideas from one respondent do not influence another. The in-depth interviewing also uncovers the "why's" behind the statements, which can be hard to obtain

from each focus group member. (Palemerino, 1999) Although, Morgan (1997) points out that issues of depth can sometimes favor focus groups. The individual interview's ability to produce greater depth and continuity is based on an assumption that the person who is being interviewed actually has more to say. This study used a moderator team for the focus group interview session and for the individual interviews. We also used audio recorders for the individual interviews and recorders and video camera for the focus groups interview to insure that nothing was missed out. The success of a focus interview is based on good questions asked to the right respondents, but also a skillful moderator. (ibid.) We used documents that were gathered from the companies' homepages and from brochures, given by the companies, in order to describe the companies' backgrounds. To obtain data by observations we recorded the focus group to receive reactions, and attitudes of the respondents. We also used observations when the companies showed us around on a company tour.

### **3.5 Sample selection**

The purpose of this section is to provide an explanation of how the respondents for the focus group interview and the personal interview were sampled. Time constraint was a contributing factor to our sample selection that is why we have chosen two companies located in Sweden, Luleå. We preferred to conduct personal interviews, and therefore we wanted companies within Luleå and surroundings. This would reduce the disadvantages of geographic constraints and fairly high per-unit costs.

The first company we contacted was Gestamp HardTech that develops, manufactures, and markets safety components for the car industry. We contacted a person in one of the teams at Gestamp HardTech to make sure that the company was suitable for our research. After our contact confirmed that Gestamp HardTech was appropriate we called the operator who connected us to a coach. The coach agreed to an interview and informed his team. The second company was SSAB Tunnpålar which is one of the four subsidiaries at SSAB, Swedish Steel AB. SSAB Tunnpålar manufactures high strength steel for other companies. To get in contact with the SSAB Tunnpålar we used a contact on the company. The contact person gave us a name of a suitable coach to interview. The coach in his turn contacted the team.

The reason why we have chosen these two companies is because both are located in Luleå and both are based on similar structure with coaches and teams, this due to the fact that Gestamp HardTech was formerly owned by SSAB. Since we knew people that worked in both companies it is a convenient selection, this is due to the time limits. Both coaches said that we would be able to conduct a focus group interview with 5-6 members in one of their teams. We have chosen two case studies; the first case is the coach and the team at Gestamp HardTech. The second case is the coach and the team at SSAB tunnpålar. We have gained information about the companies and their structure by talking to our contacts on both companies. They have explained that the production level consists of teams and coaches. Both coaches have worked in the production level before they become coaches. The coach at SSAB Tunnpålar has been coaching his team longer than the coach at Gestamp HardTech has had his team. Some of the team members in the Gestamp HardTech team were also temporary employed. We have chosen to separate the coaches and the teams in four different cases to be able to compare them within the company as well as between the companies, (see figure 10)

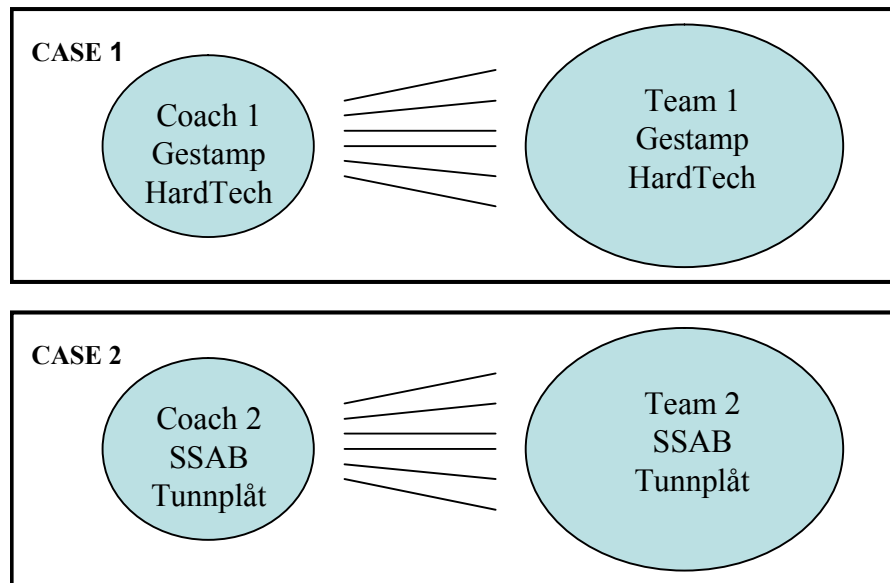


Figure 10: An overview of the two cases studied

### 3.6 Analysis of data

When conducting case studies there are different general analytical strategies you can choose from. We have chosen to rely on theoretical proposition, which is also the most common. The result will be based on research questions and compared with collected data from previous studies. (Yin, 2003)

Miles and Huberman (1994, p. 10) define data analysis “as consisting of three concurrent flows activity: data reduction, data display and conclusion drawing/verification”. The authors explain the three stages:

- Data reduction: helps to sharpen, sort focus, discard and organize the data to draw and verify conclusions. The data can be reduced and transformed through such means as selection, summarizing, paragraphing, or through being subsumed in a larger pattern.
- Data display: means taking the reduced data and displaying it in an organized compressed way to easily draw conclusions.
- Conclusions drawing / Verification part: is the last analytical activity for a qualitative research. It is at this stage the researcher starts to decide what things mean. They do this by noting regularities, patterns, explanations, possible configurations, casual flows and propositions.

The most data in qualitative data analysis is in form of words. Two types of analysis are within-case analysis and cross-case analysis. In the within-case analysis the data collected will be compared with previous theories to highlight differences and similarities. (ibid.) In the second analysis, cross-case analysis, the data in the case will be compared with data in another case (Santos, Powell & Hinks, 2001). Although it is tremendously important how you collect data, it is just as important what you do with the data once collected. In reports based on qualitative research, data collection is usually described, sometimes at length, whereas analysis and interpretation stand out as the Achille’s heel. Analysis and interpretations are part and parcel of the same issue: how to make sense of data. Interpretation is more linked with qualitative approaches. Its process is not as explicit, transparent and orderly as in analysis, and replication is more difficult. (Gummesson, 2005)

### **3.7 Validity and reliability**

According to Denscombe (2002), the matter of accuracy is often linked to the philosophy of validity and reliability, notions that carry a lot of weight as far as social research is concerned. If the study is valid and reliable, then it has gone a long way toward gaining scientific acceptance.

Validity means that a theory, model, concept, or category describes reality with a good fit, just as a good map properly describes Earth (Gummesson, 2000). Our identity, values, and conviction can not be completely eliminated and according to Denscombe (2002) that decreases the validity. That is something we are aware of, however this subject is not controversial and we have enough control over our attitudes to work in an objective way. Triangulation will be used to gain multiple sources of evidence. These sources will be: personal interviews, focus group interviews, direct and participant observations, and documentation. Secondly, the interview guide will be viewed by other people before the sessions, in order to make sure it is understandable. Thirdly, the sessions will be videotaped, recorded and notes will be taken. This is to enhance the validity by minimizing the risk of missing important information. Since we translated the interview guide from English to Swedish and then back to English again, the validity could be affected negatively.

Reliability means that two or more researchers studying the same phenomenon with similar purposes should reach similar results (Gummesson, 2000). To increase the reliability of this thesis, the researchers will try to avoid leading and subjective questions, which will be facilitated by the use of a structured interview guide. However, when interpreting the answers, the reliability might be affected negatively by personal values. The second way to increase the reliability of this thesis is to develop a case study database, the videotapes, audiotapes and notes from the sessions will be saved. However it is difficult to establish reliability to any larger extent, as the case studies deal with the perceptions on people an intangible and varying subject. The reliability can also be influenced that people change their perceptions over time, which makes it difficult for another researcher to achieve the same results even if they would use the same people and tools. Finally all three researchers participated in the interview and will observe the tapes and videotapes in order to increase the reliability.

## 4. EMPIRICAL DATA

*In this chapter the empirical data will be presented. The data has been collected from two individual interviews and two focus groups. First the companies will be presented followed by the empirical data from the two cases in the same order as the stated research questions.*

### 4.1 Case 1: Gestamp HardTech

In 1975 the development of a major new type of process technology started: the press-hardening method. Development work began at NJA (Norrbottens Järnverks AB) in collaboration with Luleå Institute of Technology. Gestamp HardTech is a company that develops, manufactures and markets safety components for the car industry. Their activity is based on the technology of hardening boron steel in connection with compression stamping. The hot-stamping technology allows narrower tolerances, improved dimensional stability and reduced weight. Gestamp HardTech can therefore provide lighter, more cost-effective solutions than alternative methods and deliver safety components to the world's leading car manufacturers in Europe, North America and Asia.

The production takes place in Luleå, Sweden and Mason, Michigan USA. Except for supplying the European and the Asian market, Luleå is also where the development of process and tool technology takes place. ([www.hardtech.gestamp.com](http://www.hardtech.gestamp.com))

We arrived at Gestamp HardTech in November 28<sup>th</sup>, 2005 where we met the coach who we had arranged to interview. He started with giving us a company tour, where he explained the process of their production. Then, the individual interview took place. The interview lasted for about one and a half hour. After the interview the coach sent in the team which we interviewed in form of a focus group. The focus group interview lasted about one and a half hour as well. We provided coffee and cake during both interviews. To make it easier for the reader we will from now on refer to Gestamp HardTech as HardTech.

#### 4.1.1 Description of a coach

Regarding the description of the coach, one participant of the focus group answers right away that a coach role is to drive the team; that driving the team is the most important role since that is what it takes to move the team forward. The group agrees to that statement and wish that the coach should act as an informer and give clear and specific directives, with straight communication and straight answers. The coach should also have the authority to make decisions and decide what to be done and in what order. The participants think that the coach's role is to be a bouncing board, someone that you can talk to especially if you are having difficulties with something.

The coach considers *challenge* as an important part of the coach's role. The coach has to make the team find solutions in their own job to make them more motivated. The coach is facing a lot of problems and questions about how they are going to solve them. It is important for the coach to find out what kind of ideas the team has. The coach has a lot of completed solutions, but he support the teams own improvements. The coach suggests that the team should think to get an insight of what they can do to move on. The team also believes that challenge is a part of the coach role but adds that it depends on the job. All of the participants agree that if the job is individualistic the coach should challenge you to take one step further

but if it is a production job the role is not to challenge since everybody already knows what to do.

The coach thinks that *empower* is important and similar to challenge. He states that people say that “coaches are lazy” but he disagrees. The coach claims that they are just trying to develop the team and make improvements to facilitate their work. According to the group, empower is a role that a coach has. The group wants to feel that they actually can influence someone. One participant says that the more knowledge you gain, the more you feel that you can improve things, and that is motivating. The other team members agree.

The coach and the team agree that it is important to *encourage* the team, although the team states that it is absolutely important. The coach believes that a coach has to be aware of even the small changes. He or she has to discover the small things the team does, and maybe develop it further. The coach also states that if a person takes a task one step further he or she needs to hear that it is good. The focus group states that to not encourage is the same as demotivating the team. The team agrees that encouragement is something that should be given face-to-face; it gives more effect that way.

The coach and the team both believe that it is important for a coach to *reinforce* the team. The coach states that reinforcement is connected to challenge, empower and encourage. The focus group considers it important that they can feel comfortable to go to the coach if they have problems. The coach reinforces by trusting the team, not by supervising in a suspicious way that only creates conflicts. One participant adds that the coach should know what is going on even without supervising. The whole group thinks that reinforcement and self-esteem regarding the work tasks makes it more fun to go to work in the mornings and will make them perform better.

The coach adds that he sees his position as a coach as very exposed. The coach is expected to always have the answers to all the questions but it is not that easy all the time. The coach’s big role is to get the ball rolling between the coach and the team.

According to the coach, *important skills for the coach* are to be a nice human being, get to know the employees, be open-minded, flexible and calm. When the coach has obtained personal knowledge, he or she should also create a relationship with the employees. The coach states that you can not get anywhere without personal knowledge, and that is the most important skill. In addition to those non work-related tasks, the employees have to be involved and make decisions. The coach has to make sure that the team is a part of the work. The coach needs to consider all the fact before they take actions. Rethink the situation before taking actions otherwise the team can lose the confidence. Since the coach has professional secrecy, it is important that he or she do not talk with one employee about another. Confidence is very important. The coach sees coaches as lonely even if they have a lot of friends in the team. There is a certain distance between the coach and the team but it is to the coach the team often turns to when they have home and work related problems. According to the focus group, important skills for a coach are a good and even temper and not to be afraid of conflicts. The coach must be brave so that conflicts are not swept under the rug. The coach should not be angry for a long time since that can bring the group down. Another important skill for a coach is to have power and not be afraid to make own decisions. Regarding conflicts the coach should not be afraid, neither up nor down in the hierarchy. According to the group it is important that the coach trusts the team and does not check up on them all the

time. The majority of the group thinks the coach should be with the team and be a part of the group instead of sitting at the office all the time.

Regarding that coaches should have *a genuine desire to help people tap into their potential*; the coach believes that the coach should have the capability and desire to help people tap into their potential but not to 100 percent. The coach further states that it is not important to 100 percent since the coach only can help to a certain level, after that the team must have the will too. The coach tries to encourage the team, think of improvements and show where the team is heading. According to the majority of the focus group it is very important for a coach to have a genuine desire to help people tap into their potential in order to get the team motivated.

Both the coach and the focus group believe that a coach needs to have a *passion to help people grow and be more successful*. The coach states that a coach always has to help the team to grow and become more successful. It is the coach's role to raise the team and raise the employees to reach to a certain level. The focus group considers a passion to help people grow and become more successful as just as an important skill as tapping into the teams potential. However, according to the group that is a skill that is important for everyone.

The coach and the focus group agree that it is important for the coach to have an *ability to listen without judging*. According to the coach, a coach has to listen carefully many times before he or she decides to take action. In the focus group one participant states that "you must feel comfortable and what you are saying have to be in confidence otherwise you don't dare to say things to the coach". The whole group agrees. That skill creates confidence and that is important for a coach.

*A commitment to help people take great self-care as well as serve others* is regarded as important for the coach and for the focus group. The coach explains that that is what a coach is trying to build. The coach thinks that a coach should try to help people take great self-care as well as serve others. Each person has to feel confident with his or her working task and the team can help each other. The coach brings up an example: if someone makes a mistake at work the team can help to sort it out. The coach state that brotherliness is very important, it is almost A and Z he adds. The focus group agrees that commitment easily spreads to the entire team and if the coach is committed to the group and the production, the team gets committed and wants to help each other.

Regarding *how feedback should be given* the coach states that feedback is good, and it should return to the team as quickly as possible. He further claims that it is easier with small things, small changes, because in those cases he can give direct feedback when the team presents the idea. Positive feedback will make the team and the individuals grow. The coach considers negative feedback from the company as more difficult since he works so close to the team. Praise should be given individually because people can feel uncomfortable receiving it among others. Although, some people love it, he adds. In the focus group one participant explains that it is a golden rule that criticism is given face to face and praise is given in front of everybody and everybody agrees to that. To be devalued in front of a whole group is worse than being devaluated face-to-face. That also has an impact on the entire team; it creates a bad atmosphere, according to the group.

The coach and the focus group disagree that *criticism should be given in connection to positive feedback*. The coach does not give criticism in connection to positive feedback, if there is a problem he brings it up and say "we have a problem". They will then have a

dialogue and discuss the negative message. The coach further states that it is risky and wrong to turn something negative into something positive, and vice versa. Something positive can not compensate the negative. The majority of the group does not think criticism should be given in connection to positive feedback because otherwise the positive feedback is out concurred if it is given in connection to criticism, or at least the positive or the negative gets less important. The focus group also considers it important that feedback is given continuous, even concerning the little things. That leads to commitment and if the feedback returns quickly the team can do something about it. Feedback is important in order to you know where you stand when it comes to the goals (that are set by the coach and the management) and your skills. One participant thinks it would be good to know how well the team has done, to receive follow up on the production.

The coach and the focus group agree that *positive feedback that is followed by criticism will make you take for granted that after every "reward" something negative will come*. One participant of the focus group states that "if you say something positive and then "but", everything that has been said before the "but" becomes less important." All the other participants agree.

#### **4.1.2 The process of being motivated**

The coach assumes that some coaches may have steps that they follow in a structured way, but that is nothing that he uses. The coach continues by claiming that since he is with the team he can feel if something is needed in the production. The coach does not see himself as a structured leader and think that the optimum would be something in the middle. The coach has mandatory one-to-one conversations with every team member once a year. He thinks it is important to get to know each other and give the team the chance to express themselves regarding the working task, if it is to much or not enough to do. It is a chance to talk to each individual in privacy. The coach further states that it is okay with the mandatory one-to-one conversations once a year, since he meets his team daily during the year. The focus group thinks that the first step a coach should make is to unite and give the team a possibility to talk and get to know each other. The second step is to make the team know what is expected from them from the beginning.

The coach considers *setting both specific goals and long-term aims* as important but admits that it is difficult in his position. He can set goals for today and tomorrow but not in long-term. The focus group thinks long-term goals are really important. They think there should be at least some long-term goals because to have only short-term goals are not as motivating.

The coach and the focus group both believe that *exploring the current situation in terms of personal reactions, problems and possibilities*, is also an important step for a coach. According to the focus group the coach needs to scan the situation continuously to discover both problems and possibilities.

The coach considers *identify the options through which a realistic goal can be achieved* as very important. The coach makes the connection with Gestamp HardTech and explains that they do it all the time; the team tests themselves to see what is possible. They introduce small changes to see if they can do the same amount of work in a shorter time; an effective change can result in more time and to more opportunities to improve their work. The majority of the focus group believes that if the coach identifies the options through which a realistic goal can be achieved, it makes it more fun to work. One participant says that "if the goals are too extreme you do not even bother to try; because you know that you can't reach them anyway."

You must know that you can actually reach them.” The other participants in the focus group agree. They also say that it is important that the coach who is setting the goals has been working in the production.

The coach considers *commit to a time action plan through which the goal can be accomplished* as a rather important step while the team views it as important. The coach claims that if the team does not have a plan they do not know how much energy to use. The coach believes that there should be some kind of time action plan but he admits that he lacks one. At HardTech they have a plan for what is expected from week to week in form of pallets but not an actual time action plan. One participant of the focus group states an example. “We have a computer that shows the orders from day to day. But it is hard to follow because it vary so much. The best thing would be if there was a good time action plan so we would know exactly”.

The coach adds that they do a lot by routine without thinking. It is very important for the coach to listen and have the capability to see. It is a lot to notice and a lot that you can lose if you are not observant. The coach can miss that someone from the team is having a problem if he do not spend time with them.

Concerning the *motivation process* the coach explains that he does not follow any specific process, although there are some steps that are involved. The coach thinks that the first you have to get to know each other; the team should feel that they can come to him. It takes time and the team is shy in the beginning that is why it is important to build confidence. The coach further states that it can be some extra meetings and discussions with the rest of the team, to keep the group together. The coach thinks that next thing is to focus on what to do, improvements and working tasks. The coach further brings up an example: with the sander, you are only allowed to sand for a certain time. The team’s task is to find out how much they sand, if they keep it within the limit. After that the team hands in the result to the coach. In this way the coach save time and the team is involved in the decision. The coach explains the plan how much they should produce to survive. The team has seen the plan, the deliveries. The coach asks the team “how much can we handle?” The coach further explains production status where they note stops and errors. According to the participants it is important to give the team the whole picture of what needs to be done and let the team be a part and decide how that should be done. The participants do not think it is motivating to always get the idea of what you should do from day to day they would prefer to also have more long-term aims.

The coach agrees with *ensure that workers know the behaviors expected of them as part of the job*. The team has to be aware of their job and above all the behavior expected. The focus group believes that this phase is very important.

Regarding *training observers and have them record the workers’ correct and incorrect behaviors*, the coach states that he is always around the team in the production if they need a helping hand. Some people may feel that I am watching them but it is just because I like to be among them. The coach continues by saying that it can be people in a team that you have to be a little bit stricter with and inform them about how to behave. One way is to bring it up on workplace meetings, and for the ones who do not listen, they can be talked to in privacy. The coach also adds that when team members encourage other team members, they receive positive feedback. Occasionally a team member can be promoted but most of the time the reward is verbal. He suggests that praise should be given in private since some people feel it is tough to hear it in groups but on the other hand some people love it. One participant in the

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focus group describes how it is on HardTech “We check each other; give suggestion of what to improve and how to simplify. No one goes straight to the coach.

The phase to *reinforce workers who practice correct behaviors and provide corrective feedback* has been mentioned before by the coach, in the discussion regarding feedback. The team believes that it is a safety to know how to act. One participant claims that when you know you do not always feel pressured. The majority of the focus group agrees. One participant thinks it depends on how you are as a person.

The coach states that it is important to *evaluate the effects of the program of behavior*. He also says that “evaluation is something you always carry with you as a coach. You always wait for the ball to return, which is what you expect. However it is the coach responsibility to get the ball rolling otherwise you can’t expect it to come back. If you can’t keep the ball rolling you have to continue to take in info and help until it happens.” The team believes that a coach should have evaluation in mind and know how. It is important to listen to what they have to say.

#### **4.1.3 Motivation to fulfill the needs of teams**

According to the coach is the first thing they need is employment and the knowledge of for how long the employment is going to last. The company has a list of people substituting for another, without knowing how long they are going to stay. It normally takes two years for an employee to obtain a permanent job. The coach states that if he knows in the beginning that two people are going to get a permanent job, he will spend all his time with them. He will give them training and as good possibilities as possible. The coach consider safety as important, to know what kind of employment the employees have. According to the coach own experience are the individual is not satisfied until he or she got a permanent job.

*Provide incentives: competitive salary motivates, for example pension contribution, healthcare scheme, non-monetary rewards such as flexible working and promotional opportunities.* The coach considers it dangerous if it is not given spontaneous. The focus group wants the coach to be a part of setting their salaries since they say it is the coach who knows them best and how well they perform. Flexible working hours motivates them a lot, one participant adds that it should not be that hard if an employee wanted to take a day off. The majority of the group thinks that a job well done should be rewarded with promotion.

*Say thank you: recognition and praise will promote team spirit and raise job satisfaction. Appreciate the team and say thank you.* The coach mentions this a lot, and confirms that if a person takes a task one step further he or she needs to hear that it is good. The team says that it is important to feel appreciated for what they do. Praise is very important for a coach to give his or her team in order to motivate, the group states, both to the entire team and to single team members. It makes a boring job easier.

*Lead by example: encourage the team through good leadership by being motivated and committed.* Both the coach and the team believe that it is important for a coach to be around and among the team members, instead of sitting in his or her office all day long. The coach adds that it is important to be honest, come up with small fun things, improvements, but you can not always be happy. All people can have a bad day but the focus group comment that it is important that if the coach is in a bad temper, that he does not stay angry for a whole day.

*Cultivate a positive company culture: encourages trust and rewards good performance.* The coach thinks that rewards should be given spontaneous and for a reason, one way is to give rewards to the employees when the company gains profit. The coach believes that a coach has to make the team make their own decisions and find their own ways solve to their problems. The team states that the coach reinforces by trusting the team and it is important that the coach trusts his or her team. The team believes that the coach should give the team a feeling of that they can take care of themselves. Fussiness is bad because it lowers the motivation, and it does not take much to loose the motivation according to the group.

*Provide a high-quality work environment: safe and comfortable work environment motivates to perform better.* Both the coach and the team consider it very important. The coach states that they have not invested in automation at HardTech, the company has grown fast and unfortunately the automation has not kept up with the development. Many employees have problems with their arms, shoulders, necks and backs. The coach continues by explaining that they have rehab with temporary working tasks if an employee can not practice his or her ordinary working tasks. Some people can later go back to their first job while others can never go back. The coach thinks it is important for employees to exercise in their spare time. They have a gym and a workout facility at SSAB where all employees can workout. The coach further states that HardTech also has inter-company football, floorball and hockey teams for their employees. The focus group emphasizes that cleanness is important, that it is more fun to work if the place is clean and fresh. One participant states is it de-motivating to start Monday if it is messy and the others agree.

*Create opportunities for growth and development, training and education, can be a motivator for the team.* Both the coach and the team agree. According to the coach, a coach should always work on developing the group and try to make them manage things on their own. However, the coach also sates that he would like to see little more stability in the organization. He thinks it is great when the company grows but unfortunately it costs a lot of money and it does not always work out for the best. The focus group says that education and developing are important. “You should not always have to ask if you want to learn something new” one participant states and the others agree. The group wants the training right away when they start; they do not want to learn the long hard way. This is because the team also wants to know the purpose of their job and what consequences it has.

*Empower your staff: more responsibility at work will build esteem and make the team feel more important.* The coach says that it will make them feel more motivated. The focus group agrees with the coach.

*Manage change: change has to be introduced well to avoid failure (communication).* The coach considers it very important for the team to be involved in changes within the company. The coach continues by saying that changes and decisions can be fast and people are not always prepared. According to the team, openness about changes is important. The coach should discuss information about changes with the team.

*Monitor employee satisfaction: find out if the team is satisfied with their work and if there is something that de-motivates them.* The coach often discusses the weight of listening and communicating with the team. The focus group also considers it important for the coach to listen.

The coach considers *safety and security in the work environment*, as a very important need. It is incredibly important if you are in a situation where you have none, and then a raise in salary is not important at all as long as you get a salary that you can live off. One participant states that “safety is the most important need”. Two other participants agree to that statement.

The coach considers *rewards in form of compensations and benefits* as difficult. The coach believes that rewards in forms of money are dangerous. The coach claims that it is better with praise and other forms of rewards. The coach assumes that all rewards do not make team more grateful, happy or positive. The coach brings up an example: if you buy cake once it is very good but then the team wants it all the time. This makes the compensation more like a burden than something good. Best is to have nothing continuously and when they then receive a reward it will be more appreciated. The coach thinks it will reduce the expectation if rewards are given more spontaneously. The coach suggests that they can reduce all and celebrate when they have something to celebrate, for example a new product. The company could offer something when they have made a profit. The team has a split opinion regarding rewards in form of compensation and benefits. Two participants think that a raise in salary does not increase the motivation that much, while the rest think it is important with a higher salary if they feel that they know more “otherwise I get de-motivated and lose my self-confidence” one participant states. One adds that praise is less important than a raise in salary if you do a good job. An example from one participant brings up the difficulty in setting individual salaries “it is hard to raise a hard working skilled person that has been working for one year in the company and not one that has been working for ten years that doesn’t perform well.” Still the majority think it is important to have the opportunity to receive a higher salary because it motivates you to stay in the company and work hard. One participant thinks it is most important to have a chance for promotion in order to get the job you want. Another benefit that is important according to the group is flexibility. That makes it much easier for them in their personal life; to easily get a day off when you want is important. Access to a workout facilities and sports are also a great motivation for the majority of the team.

The coach and the team consider *belonging to the work team and/or the organization*, as important. The team should be updated on what is going on in the company. The coach continues by claiming that it depends on the person, some employees just want to clock in, do their job and go home. The coach has to meet each individual’s needs and try to obtain a regular level. The coach also adds that it is important to feel that you belong to the organization, since they work in teams. He also adds that he assumes that it is more important for the individual to feel belonging to the team than to feel belonging to the company since it is in the group they work every day. The focus group agrees and explains that it is important to have good contact with each other, good relationships; it is easier and more motivating to work then. It is motivating for the team to feel that they are a part of something. “Then you get devoted to your colleagues and to your coach and then you perform better”, one participant states. It is especially important when the work is relatively monotonous. It makes it more fun to go to work in the morning because you are going to see your friends. One participant states that “the motivation decreases when I know that my substitute is about to run out, but for the sake of my colleagues I still perform well.”

The coach thinks that *opportunities to change, learn, and have new experiences at work* is important at some times. The coach adds that it is easier with individuals that accept their job, even if people who see promotion opportunities and want to advance also bring something positive for the group. The focus group does not perceive it as important as the other needs.

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Although, they think it is some-what motivating to get opportunities to change, learn and get experiences at work, both with the work friends and the work itself.

The last need is *meet the teams potential both at work and in other part of life, the goal is to achieve a sense of fulfillment in balancing work and life responsibilities*. The coach considers it very important to meet the teams' potential both at work and in other parts of life and that the goal is to achieve a sense of balance. The coach understands the employees' home situation even if he is a leader at work. There is no boarder between home and work for the individual. The coach continues by saying that it is important for him as a coach to talk about his family with the team members. He believes that that differs between coaches, some share nothing about themselves. The focus group says that balance is important, if you do not enjoy your work you do not feel happy at home and the opposite. It also reflects on your performance if you are unhappy at home or at work. One participant states that it is very important that you feel that you can focus your energy on the family and your home when you are not working.

When we brought up the question if any of these needs feel more important the coach answered the first statement, safety and security in the work environment. The coach adds that after that can you build on the rest; the individual can not take the final step if he or she does not have a permanent job, even if the person is a part of the group is there something missing.

Regarding the topics above the team adds that it is most important that the coach give the team clear directives with an action plan and not give criticism when you think by your own if you are expected to. It is important that the coach does not supervise you in a way that it feels like he is watching over your shoulder all the time. A coach should also be aware that the team's performance can not be on top all the time "it is a difference between doing one thing for two hours and doing the same thing all day long.

## **4.2 Case 2 SSAB Tunnpåt**

Swedish Steel AB, SSAB, was formed in 1978 and is today one of the worlds leaders in the steel industry with around 9000 employees. One of SSAB's subsidiaries is SSAB Tunnpåt that emerged in 1988. SSAB Tunnpåt AB is the biggest steel sheet manufacturer in Scandinavia and one of Europe's leaders in the development and manufacture of high-strength steel grades. The company has a coking plant, blast furnaces and steelworks in Luleå. Slabs supplied mainly from the company's plants in Luleå and from SSAB Oxelösund are used for producing steel in Borlänge. ([www.ssabtunnplat.se](http://www.ssabtunnplat.se))

When we arrived at SSAB Tunnpåt, in November 28<sup>th</sup> 2005 we had lunch with the coach and his colleague. Before the interview took place they gave us a company tour and we had the opportunity to ask questions about the company and their production. The interview with the coach was conducted as an individual interview and took approximately one hour. After the interview, the coach introduced us to his team. The interview with the team was conducted as a focus group interview which took about one hour. During both interviews the participants were offered coffee and cake. To make it easier for the reader we will from now on refer to SSAB Tunnpåt as SSAB.

#### 4.2.1 Description of a coach

The coach at SSAB believes that the most important *role of a coach* is to serve the team and make sure that they are happy and enjoy their work. In order to achieve that, the coach needs to get to know all persons in the team to bring together a functioning team.

The coach does not consider *challenging* the team as the role of the coach. He feels that it is the team members own responsibility. Although, if a team member expresses a wish to develop, for example through change or learning new tasks, it is important that the coach give him or her possibility to do so. The focus group considers it more fun to work if coaches challenge the team. The challenge for the team at SSAB is to always be one step ahead and that challenge is important for the team to feel important.

Both the coach and the team consider *empower* as important. According to the coach it is important since the coach can not always be around. However, the coach says that even though his team is rather independent, he is always available on his cell phone. The focus group states that it is motivating to get opportunities to do things on their own; otherwise the job would be boring. One participant states that they have a mutual trust relationship with their coach and that empowers the group.

Both the coach and the team consider encouragement as really important. The coach considers it just as important as letting the team know when something wrong has happened. You have to be very honest as a coach and let the person or team know that he or she has not act as preferred. The team says that “When you have done something wrong you need to be encouraged to move on and not think about the bad thing you did; the coach must make you aim forward” one participant states. According to the group you can never get too much positive encouragement.

According to the coach, *reinforce* the team is also important in a coach’s role. The coach states that it is related to enjoying ones work. If you do not feel confident and safe it is not so fun to work. The coach concludes the coach’s role as “reinforce, help were its needed and make sure that the team has the tools necessary”. The team believes that a reinforcing coach strengthens the team. According to the focus group the coach should reinforce and give the team self-confidence; that is very important to have at work. Otherwise everyone would feel insecure about the work and each other and would get de-motivated and perform worse.

Concerning *a coach’s skills* the coach considers the people as the largest recourse at work, and therefore he believes that the most important skill for a coach is to be a good judge of character. Be able to understand and get to know the team properly. To be able to do this a coach need to be humble. The group thinks it is highly important that the coach is a good listener. The focus group agrees, one participant states that “if the coach doesn’t listen things can’t change”. The other team members agree. The coach should also be sharp and have a good temperament. One participant states “We workers should be able to get angry and frustrated if things don’t go our way, and the coach should be able to handle that without taking it personal and get angry”. The other team members agree and add that if the coach has a short temper it could create conflicts easily. The coach further considers it a strength to know the team inside and out, since it creates trust between the coach and the team. The group agrees that the coach has to trust the team. This makes it possible for the team to open up to the coach if there is a problem, whether it is personal or job related. Trust is important “that is how I work”, one participant says “you don’t want anybody running after you to see if you’re

doing right all the time when you work, you must feel more independent". All the team members agree with that statement.

The coach and the team agree that a coach should have a *genuine desire to help people tap into their potential*. The coach states that it is a part of the team's development. A coach should be able to make the most of the team's desires and potentials. The focus group agrees and says that it is the coach's job to lift out every team members full potential.

Both the coach and the team think that a coach should have a *passion to help people grow and be more successful* to make the most out of the team's desires and potentials. The focus group considers it important that the team can see that the coach really believes in them, and that he means what he says. "If the coach says something he must make it happen so we can feel that we trust him", one participant says.

The coach states that a coach should have an ability to *listen without judging*, in order to help the team. The coach admits that the right harmony in a team, then it is even more important to listen without judging as a coach. The focus group states that an ability to listen without judging is the most important skill. The team should be able to contact the coach with any kind of problem and feel comfortable with it. It is easier to open your heart if the coach listens without judging.

Both the coach and the team consider it important for the coach to have *commitment to help people take great self-care as well as serve others*. The coach believes it is important in order to make the coach and the team enjoys their work. The coach gave an example: "You have to help each other in order to make it work; it does not work if someone is sitting on the side while the others are working". The coach explains how you make team members help each others by pointing out one determining factor: always communicate with the team (to address potential problems). Then the coach should listen and then work it out. The team states that if it does not work between the team members; if they are not willing to help each other, their moods gets really bad and also their performance and it is the coach that has to make it work. The whole team must work in the same direction.

When *giving feedback to the team* or to a team member, the coach believes that you should consider what type of person who is receiving the feedback, if it is negative feedback. You should also consider giving negative feedback to the person, or persons, in private. Otherwise the person, or persons, can obtain a feeling of being singled out. Then if the problem still is not dissolved, you might need to take it with the entire team. The coach believes in giving positive feedback in front of the entire team, even if it only is directed to one person. According to the focus group, feedback should come very quick; otherwise it has little effect according to the focus group. It is important with both positive and negative feedback so we know how we are doing. One participant says that "if it is negative feedback to a certain team member it should be given face to face and then to the entire team if it is something that can help others in their work" the other agrees. The group also thinks that if it is something in general it should be given to the whole team and that positive feedback should be given both face to face and to the entire team. The majority of the focus group feel that when something goes wrong they get to hear about it right away, that it is the little positive feedback many coaches has a hard time to give.

The coach *does not see any reason for mixing positive and negative feedback*. He explain that it does not feel right if you start off by saying something positive, and than say "but" and

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criticize. In that case it smoothes over the praising. The majority of the focus group thinks that *criticism* should not be given in connection to positive feedback. That is because there is a risk that one thing outweighs the other thing. One participant says “if they say you been doing well at something and then adds a “but” you know there will come something negative. Better to take the positive feedback at one occasion and the negative feedback at another occasion” the other agrees and one adds that the word “but” is a loaded word that should be avoided.

The coach points out that feedback is very important for the team. It reinforces the entire team. It is just as important that the coach is honest with the negative feedback. A coach need to be honest, open, and direct. *If positive feedback is followed by criticism, it will make you take for granted that after every “reward” something negative will come.* The focus group agrees and says that if it is a pattern, of course you would believe that something negative will come if you hear something positive.

#### **4.2.2 The process of being motivated**

The coach does not use an acknowledged motivation process, he believe it is something that he is doing by routine. The coach further explains it as “safety, knowledge the way you handle people”. The group does not think there should be any procedures a coach should go through, just straight rules.

The coach says that *setting both specific goals and long-term aims* depends on the job. In his job it is difficult since it is not he who sets the goals and long-term aims. However, he believes that goal setting is an important part, as much as it is possible depending on the job. The focus group considers it important to set both specific goals and long-term aims in their work. They do not have any particular long term aims because their work depends on other teams at HardTech. They think long-term goal is good to have but specific goal is more important so they know what is expected from them. One participant explains that they work after a list of objectives and that they have access to intranet, where we they can see how the orders look like. They appreciate that the intranet is always available and that they can take a look at it whenever they want to.

*Exploring the current situation in terms of personal reactions, problems and possibilities* is very important for both the coach and the team. Several times the coach emphasizes the significance of getting to know the team properly. He claims “if you are not happy at work, than you are not happy at home, and if you are not happy at home, than you are not happy at work”. It is just as important for a coach to ask the team members how the production is going as asking about his or her family. If someone has a problem at home and can not ventilate it, it can at worst end up in an accident at work. The team considers that exploring the current situation in terms of personal reactions, problems and possibilities is something the coach should do everyday. It is very important that the coach can integrate with the people around him and is able to do these things.

Both the coach and the team think that a coach need to *identify the options through which a realistic goal can be achieved.* The coach states that if the goals that are set are not reachable it is no point of having them; it becomes more like a disadvantage than something positive. The team sees a realistic goal as much more motivating, they say “the goals should be set high, but we should be able to reach them if we work for it in order to feel good about ourselves if we reach the goal”, one participant states and the other agrees.

The coach and the team agree that it is important for the team to be able to receive information about the *time action plan through which a goal can be accomplished*. But the information should not be “forced” on the team, but if someone is interested it should be available. The focus group thinks it is important to know what the coach has in mind, in order to avoid misunderstandings. The focus group also adds that the coach must plan ahead and make a time action plan that they can follow. The team feels that if the coach feels secure and know what to do, they will trust him or her more.

Concerning the *motivation process* the coach claims that money is a huge motivator and that the team needs to know if they are doing well and are committed they will have a raise gradually. The coach establish that two important factors are communication (letting the team express their opinions) and trust between the coach and the team. The coach further states that the team needs to know that the “coach’s door is always open”.

The coach and the team believe that it is important to *ensure that workers know the behaviors expected of them as part of the job*. If one team member is behaving inappropriate it can destroy an entire group. That is why it is so important that the coach know the team members when you are creating the teams, the coach states. It is important that the team members know their roles and are considerate to the other team members. The focus group considers that if the coach ensures that the workers know the behavior that is expected of them it is motivating. Otherwise the team feels more insecure about what is expected by them.

The coach thinks regarding *training observers and has them record the workers’ correct and incorrect behaviors* that it is important to have control over the team, how they perform. The coach hires a consultant ones a year that follows the team, and he or she makes sure that they are doing their job. In addition, a yearly test is also held to test the working skills of the team members. The coach also says that he visits the team on daily basis, have a cup of coffee with them and see how things are going. The focus group thinks that is not a necessary step to train observers and have them record the workers’ correct and incorrect behaviors. According to the focus group the coach will be updated as long as the relationship with the team is good. One participant describes how it works at SSAB “other coaches tell our coach how we are doing when our own coach is not available, and otherwise the coach himself will take a look”. “I guess that if you know you are being watched our behavior changes a bit, because that is how people work. But in the end you can’t cut corners too much anyway and it is demotivating to have someone watch you all the time”, one participant says and the other agrees.

Both the coach and the team believe that it is important to provide feedback to the team in order to *reinforce workers who practice correct behaviors and provide corrective feedback*. The team thinks it is how it should be and states that at SSAB it is working. “If you are good you want to know it too, that motivates you”, one participant in the team states.

The coach explains that in the test he can *evaluate* if the feedback was successful. Regarding *evaluating the effects of the program of behavior* the focus group has an individual talk with their coach every year. They talk about everything, their personal life, what they want, if they like to get more training in something. That motivates then because they want to get an opportunity to have an impact on their situation. The team says that their coach has made it clear that they can go to him whenever they want, and that trust is important. The team also comments on their written knowledge test that they have every year regarding their work. That makes them keep up with things and to fresh up their minds. According to the focus

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group, that is a good thing because they want to be make sure that they know how everything works. They also points out that the test is not that hard, just hard enough so that they must open the books a little. But it motivates them.

#### **4.2.3 Motivation to fulfill the needs of teams**

*Provide incentives: competitive salary motivates, for example pension contribution, healthcare scheme, non-monetary rewards (flexible working and promotional opportunities.* The coach does not believe in competitive salary motivates because it creates unjustness and enviousness. The coach explains that the team members might wonder “am I just as good as him, why was he rewarded and not me?” The focus group believes it motivates them to be able to receive a promotion or a higher salary. The team thinks that a study trip to see how their affiliates are doing is something that would motivate them. One participant states “our team can often save the company from loosing huge amounts of money and it would be a stimulating experience to se how our affiliates are doing”. The others agree. The team further states that salary always motivates. The focus group thinks that the coach should be able to set or affect individually based salaries if some persons want to take on more tasks or go through more training. That could lead to replacing other persons, and for that he should have a higher salary. One participant believes that “flexible work would be fun even if we can’t have that here. However, if it is easy to get some days off it is motivating and that is something a coach can make happen”. Another participant adds that “you must work back that later though; it is like give and take but it works fine”. The group agrees.

*Say thank you: recognition and praise will promote team spirit and raise job satisfaction. Appreciate the team and say thank you.* The coach believes that recognition and praise will promote team spirit and raise job satisfaction. The coach used to provide coffee and some sort of cake or biscuit on Fridays but it was not so popular among the team members. He believes that positive feedback is the best motivator. The whole team believes that giving praise is something that the coach can do in order to motivate the team.

*Lead by example: encourage the team through good leadership by being motivated and committed.* The coach believes in encourage the team through good leadership by being a motivated and committed coach. He states: “I enjoy going to work every morning, I really like it, and I thinks it influence the team. If I say: today a new week starts – we are really going to have fun! It doesn’t work if I, say: now it is Monday again, with a sigh. What kind of signals would that give?” The team thinks it is very important that their coach has faith in the future and is positive. They also believe that if the coach is negative it will spread to the team and make them feel negative. The team further states that the coach can encourage them to seek other jobs internally if they want to, and that motivates them.

*Cultivate a positive company culture: encourage trust and reward good performance.* According to the coach, another way to motivate the team, which the coach repeatedly emphasized throughout the interview, is to encourage trust and reward good performance. The coach gives an example of what way coaches could implement it “every time we have had the mandatory face to face conversation, the last thing I say is: The door is always open, if there is any problem – let me know. If something happens, just call. You never have to hesitate.” The coach thinks that individual rewards can create injustice and he prefer team rewards. The coach further states that it is important with trust. The coach also considers feedback as the best motivator. The team considers trust as very important.

*Provide a high-quality work environment: safe and comfortable work environment motivates to perform better.* Both the coach and team consider it very important. The coach believes that safe and comfortable work environment motivates the team to perform better. The coach says that that is the reason why they have the yearly tests, so that no one can say “I did not now how”. The coach claims that if you feel safe it is more enjoyable to work. The majority of the participants in the team thinks it is more fun to go to work if it is a clean environment. One participant adds “safety motivates, to feel that the company and our coach care about us”.

*Create opportunities for growth and development: growth and development, training and education, can be a motivator for the team.* The coach believes that growth and development, training and education, can certainly be a motivator for the team. He says that is what his team goes through continually with the new rules and laws all the time. The coach continues to explain that, “there are those who tell me on their own initiative that they want to, for example, learn how to drive a tractor”. The individual should first take the initiative for training and development and the coach should then make it happen by giving him or her the opportunity. The team believes that education motivates, however the participants add “we have many internal courses about safety. The big problem is that they put the courses on our days off, and that does not motivate us, it de-motivates us.” Most of the participants still feel that when they have taken a course they feel that it is more fun to work.

*Empower your staff: more responsibility at work will build esteem and make the team feel more important.* The coach claims that more responsibility at work will build self-esteem and make the team feel more important. “If you feel responsible you will also feel that you are a part of the work and the organization, that it is you and the team that is doing something instead of the coach being there and push the team”, he states. The team agrees that responsibility motivates. The team feels more important and cares more about the work if they have more responsibility.

*Manage change: change has to be introduced well to avoid failure.* The coach claims that change has to be introduced well to avoid failure. The coach says that coaches need to be very clear, or else the team will be insecure and worried. The team believes that a change must be introduced well. “We must get a chance to prepare ourselves and fight for our sake if we need to” one participant states. The focus group thinks that communication between the coach and the team is important in a company.

*Find out if the team is satisfied with their work and if there is something that de-motivates them.* The coach agrees and says that on the workplace meetings the team can come up with new ideas. The team states that the coach must scan how they are doing. A dialog between the team and the coach must exist all the time so that both feel secure with each other. The participants agree. The focus group says that the coach should be around them, not just sit by his or her desk. “The coach should stop by even if it is nothing important, just have a small chat and take a cup of coffee. He should ask about the kids and the weekend and not always job talk” one participant states and the others agree.

The coach believes that one important need for the team is to be occupied, since the team already has the knowledge. The coach thinks that if the group is too big and they do not have enough to do it can create irritation and tension. The team should have right amount of job for the members.

Further, regarding the needs of the team, the coach claims that *safety and security in the work environment* is very important for the reasons mentioned earlier. If you do not feel safe it is not enjoyable to work. The focus group also thinks that safety and security in the work environment is an important need for them; it is something they take for granted. One participant means that they almost feel too safe. “as far as I am concerned no one have ever been fired here, but that is a good thing” The focus group means that if they feel safe in their employment, then you like your work more, get more motivated, and automatically perform better. If you are afraid to get fired you feel insecure and worried and do not do your job to 100 percent. “Safety to support your family is basic and crucial” one participant adds and the other participants nod.

*Rewards in form of compensation and benefits* are something that the coach do not considers very important, since it gives the wrong signals to the ones who are not receiving any. He feels that it is better for the whole group to meet and go through the bad and the good and they can all communicate with each other. Then they can jointly come up with some changes and solutions. The coach has his own goal for his whole team to have the same salary grade, which he now has reached. He also mentions some rewards that are offered by the company, for example bonuses, Christmas lunches and gifts. And that is given equally to everyone in the company. Regarding rewards in form of compensation and benefits there are a couple of things that motivates especially. According to the group rewards are something you should be able to get but they should not be pathetic; it should be something that actually is worth something for the team. To say thank you can be enough sometimes. Although once in a while the team would appreciate a cake or a study trip. Something that is makes them feel special. The majority of the team thinks that rewards should be given to the entire team and not only to one person. One participant states that “the best reward is a mix between words and things”, the others agree. Health benefits are a good motivation the participants add, to get the possibility to work out for free and play sports mean a lot to us they say. That is not only good for their motivation it also gives them better health and less injuries so the team can perform better.

*Belonging to the work team and/or the organization* is also very important, according to the coach. He believes that everyone at SSAB is very proud to work there. The coach thinks that there is a connection between that and motivation. Belonging to the work team and/or the organization is also important for the focus group. They believe it is important to feel proud to be a part of the organization. The focus group means that if you feel like you belong to the group you feel better and automatically do a better job for the organization. A strong relationship within the team is important, much more fun to work.

*Opportunities to change, learn and have new experiences at work* are up to the team members. The coach says that he does not go around and tell the team members new challenges they should try. If the team requests it he tries to make it happen, since the coach thinks it is positive for the individual and that it can be instructive. Concerning opportunities to change, learn, and have new experiences at work the participants think that it is a good motivator. Opportunities to change, learn, and get new experience make the work more exciting. One participant states an example “latest change was our new working clothes; we checked our lockers every Wednesday when the clean laundry came to see if we had received our new clothes, and that was fun. It was also a question about safety that we got new clothes but it also felt good to know that the company cared for us”.

*Meet the teams potential both at work and in other parts of life, the goal is to achieve a sense of fulfillment balancing work and life responsibilities* is very important. That is why the coach feels that he as a coach want to get to know the team as much as possible. The mandatory one-to-one conversations can give so much, and build up trust he adds. The team believes that balance between work and personal life is important to feel motivated. When they feel good about their job they feel good at home and when they feel good home they feel good about their work. The majority of the participants thinks that it is important to separate business and personal life. "You should not take too much job with you home or the opposite, even though the job is a big part of your life." They all agree that they make a better job if they are happy at home and at work.

If the coach for the team chooses safety and security in the work environment as the most important and the basic need. All other needs are equally important, except for rewards in form of compensation and benefits. The coach also believes that to offer workout facility for the employees is a crucial part, especially if the work is physically demanding.

To conclude the interview, the coach believed that as a coach you need to be open and honest, and never fool anyone. He says if he promise to buy something he will, and if he says no he means no. That is the most important part.

Finally one of the participants of the team adds that "trust is the most important thing for a coach to gain, if the coach doesn't trust me I will feel de-motivated and not do a good job." Another participant believes that everything is important; "you must get all parts of the cake to be satisfied" and the other agrees to that statement.

## 5. DATA ANALYSIS

*In this chapter, the empirical data that we presented in the previous chapter will be analyzed. A with-in case analysis will be conducted in order to compare the data from both cases with our conceptual framework. Then, a cross-case analysis will be presented where similarities and differences between the cases will be revealed.*

### 5.1 Description of a coach

*Burdett (1998) discusses the role of the coach. Burdett considers the role to be: challenge, empower, encourage and reinforce the team.*

Concerning *challenge* as a coach's role, the coach at HardTech believes that it is an important part of the coach's role. The HardTech team is only somewhat supportive, they believe that it depends on the job, if the job is individualistic the coach should challenge the team members to take one step further, but if it is a production job is the role not to challenge since everybody already know what to do. The coach at SSAB disagrees with Burdett's statement since he feels that it is the team member own responsibility. However, the team at SSAB states that if the coach challenge the team it is more fun to work.

Regarding *empower* as a role of the coach, the statement is supported by both cases. The coach at HardTech believes that it is important, while the team thinks that is very important. One of the comments was "the more knowledge you gain, the more you feel that you can improve things, and that is motivating". The other team members agree. The coach and the team at SSAB both consider empowering as important. The coach argues that it is important since the coach can not always be around. The team believes that it is motivating to handle tasks on their own; otherwise the job would be boring.

Both cases agree with the author that *encouragement* is a role of the coach. The coach at HardTech considers it important for a coach, and adds that a coach need to discover the small positive things the team does and that gives the opportunity to develop it further. The team at HardTech considers it very important and prefers that it should be given face to face. The coach at SSAB considers it just as important as letting the team know when something wrong has happened. According to the SSAB team, one can never get too much positive encouragement.

*Reinforcement* is an important role of the coach according to both cases. Reinforcement is connected to challenge, empower and encourage, according to the coach at HardTech. The team believes that a coach reinforces the team by trusting and not by being a suspicious supervisor. The coach at SSAB says that if the team does not feel confident and safe it is not so fun to work. This statement was confirmed by the team.

The team at HardTech adds that the most important role for the coach is to drive the team forward. They also add that the coach's role is to act as an informer, decision maker and a bouncing board. By bouncing board they mean someone they can talk too especially if they are having difficulties with something

A cross-case analysis about the role of the coach will be presented in table 2 where the cases are compared against each other. Also the coach and the team within a case and the

coach/coach and team/team between the cases will be compared. The roles are ranked as not important, somewhat important, important, and very important by using plus and minuses (see table 2).

**Table 2:** Role of the coach

CASE STUDIES	Gestamp HardTech		SSAB Tunnpått	
	Coach	Team	Coach	Team
Challenge	++	+-	-	+-
Empower	+	+-	+	+
Encourage	+	++	+	+
Reinforce	+	++	+	+
++ Very important + Important +- Somewhat important - Not important				

As seen in table 2 there are different opinions regarding *challenge*. The coach at HardTech view challenge as a very important role while the coach at SSAB does not view it as role at all. The teams however both view it as somewhat important. At HardTech the coach views challenge as more important than the team while at SSAB it is the opposite, the team views it as more important than the coach. When it comes to *empower* both coaches and the team at SSAB sees it as important while the team at HardTech only recognizes it as a role. Encourage is similar to *empower* except that the HardTech team now thinks it is very important. The same goes for *reinforce* both coaches and the SSAB team views it as an important role while the HardTech team sees it as very important. The team at HardTech is less consistent in their views than the HardTech coach and the team and coach at SSAB. SSAB and the coach at HardTech is consistent in their view of empower, encourage and reinforce.

*Regarding Lloyd (2005), the coaching skills that a makes a good coach, will now be analyzed:*

The first skill is *a genuine desire to help people tap into their potential*. This statement is supported by both cases. However, the coach at HardTech did not support it fully since he believes that a coach can only help to a certain level after that the team must have the will too. According to the majority of the team at HardTech it is very important. The coach at SSAB claims that it is a part of the team's development, and the team agrees.

The second skill is *a passion to help people grow and be more successful*. Both cases are in line with this statement that it is something that a coach should have. This is something that a coach should be doing continuously, according to the coach at HardTech. The team adds that it as just as important as the previously mentioned statement "tap into the teams potential". The team at SSAB also claims that it is important for the team to know that the coach really believes in them and mean what he or she says.

The third skill is *listening without judging*. This statement is confirmed by both cases, but with different comments. The coach at HardTech thinks that a coach needs to listen very carefully before he or she takes action. The team believes that this skill creates confidence that is important to have in a coach. The team at SSAB even says that it is the most important

skill for a coach, and admits that it is easier to open your heart if the coach listens without judging.

The fourth and the last skill is *a commitment to help people take great self-care as well as serve others*. Both cases support this statement. The coach at HardTech explains that that is what a coach is trying to build. He also says that it is almost the most important skill. The coach at SSAB agrees with the statement and also claims that it makes the coach and the team enjoys their work. He adds that in order to make the team members help each other it is important to always communicate. The coach said that it helps everyone enjoy their work, and the team agrees. If they are not willing to help each other, their moods and performance gets really bad and it is the coach that has to make it work.

In addition to Lloyd's statements, the two cases added some important skills. The coach at HardTech thinks that creating relationships are important. He states that: "you can not get anywhere without personal knowledge, and that is the most important skill". He also adds that a coach needs to make the team feel like they are a part of the decision making process. The coach at SSAB said that being a good judge of character, similar to what the coach at HardTech said, is the most important skill. In order to be that as a coach, you need to be humble. The team mentions some other key skills of a coach: a good listener, sharp, and have good temperament.

Table 3 presents a cross case analysis of the coach's skills. The same coding as the previous table will be used with important as a variable.

**Table 3:** Skills of a coach

CASE STUDIES	Gestamp HardTech		SSAB Tunnplåt	
	Coach	Team	Coach	Team
Genuine desire to tap into peoples potential	+ -	++	+	+ -
A passion to help people grow and be more successful	+	++	+	+
An ability to listen without judging	+	+	+	+++
A commitment to help people take great self-care as well as serve others	++	+	+	+ -
+++ Most important ++ Very important + Important + - Somewhat important - Not important				

The question is if the coach needs those skills in order to be a good coach. The fist statement *a genuine desire to help people tap into their potential* is viewed only somewhat important for the coach at HardTech. He thinks a coach only help to a certain point then the individual must take responsibility for it. However, the team at HardTech thinks it is a very important skill for a coach to possess. In SSAB the team seems to view it as less important than the coach who considers it important. Concerning if a coach should have *a passion to help people grow and be more successful* the coaches in both cases agrees with each other and think it is important. The team at HardTech views it as very important while the team in SSAB is more in line with what the coaches thinks and states it as important. The third statement *an ability to listen without judging* is important for HardTech and the team at SSAB while the coach at SSAB views it as the most important skill a coach can possess. Finally, *a commitment to help people*

*take great self-care as well as serve others* seems to be more important for the coaches than the teams but also more important for HardTech than SSAB.

*Regarding feedback:*

Barry (1994), states that *positive feedback should be given before criticism*. Although, Burdett (1998) states that *if positive feedback is followed by criticisms, the employee will take for granted that after every “reward” something negative will come*. Both cases disagree with Barry’s statement and Burdett’s statement however, was more agreed to. The coach at HardTech does not believe that criticism should be given in connection to positive feedback since it is risky and wrong to turn something negative to something positive and vice versa. He further claims that something positive can not compensate the negative. The team neither thinks that criticism should be given in connection to positive feedback since it can out-concur the positive. The team adds that it should also be given continuously, even regarding little things. This leads to commitment, and if it comes quick the team can do something about it. One team member states that “if you say something positive and then a “but” everything that has been said before the “but” becomes less important”. All the other team members agreed. The coach at SSAB does not see any reason for mixing positive and negative feedback. He uses the same reason as the team members in the HardTech team, that “but” can smooth over the praising. The team at SSAB does not either believe that criticism should be mixed with positive feedback. They believe that it is a risk that one thing out weight’s the other. The team also give a warning regarding the word “but”.

Both cases gave some extra suggestions and advice regarding how to provide feedback. The coach at HardTech said that it should return to the team as fast as possible. He says that he tries to see the positive even in negative feedback. He also adds that praise should be given in private otherwise people can feel uncomfortable. The team at HardTech discusses about a golden rule that said: “criticism is given face to face and praise is given in front of everybody”, but they also adds that they want it face-to-face. According to the coach at SSAB you should always consider the type of person who you are giving feedback to, if it is negative feedback which should also be in private. According to the team at SSAB feedback should be given very quickly. They also think that if it is negative feedback to a certain team member it should be given face-to-face and then to the entire team if it is something that can help others in their work. The team also points out that sometimes the coach can forget about the positive little things.

Table 3 shows Barry (1994) and Burdett (1998) statement about feedback, agree and disagree is used as coding for the statements in the cross case analysis.

**Table 4: Feedback**

CASE STUDIES	HardTech		SSAB Tunnplåt	
	Coach	Team	Coach	Team
Positive feedback should be given before criticism	-	-	-	-
If positive feedback is followed by criticism the employee will take for granted that after every “reward” something negative will come	+	+ -	+	+
+ Agree - Disagree				

Concerning the statement that *positive feedback should be given before criticism* both cases is unanimous; they do not think positive feedback should be given before criticism. Regarding the second statement however, both cases agree that *if positive feedback is followed by criticism the employee will take for granted that after every “reward” something negative will come.*

Table 5 shows how the cases think feedback should be given. The shorten FF is used for giving feedback face-to-face and T for giving it in front of the team. When both were preferred we simply added the shortens together, FF T.

**Table 5:** How feedback should be given

CASE STUDIES	Gestamp HardTech		SSAB Tunnpååt	
Coaches and teams within the cases	Coach	Team	Coach	Team
Positive feedback	FF	FF T	T	FF T
Criticism	FF	FF	FF	FF
FF    Face-to-face, in private T     In front of the team FF T   Both				

As shown in table 5 the coach at HardTech believes positive feedback should be given in private because he believes that people can feel uncomfortable if it is given in front of the entire team. The coach at SSAB thinks it should be given in front of the team. Both teams prefer positive feedback to be given in front of the team, but also face to face. When it comes to criticism both cases prefer it to be given face to face, in private

## 5.2 The process of being motivated

*King and Eaton's (1999) discuss the coaching process from a goal oriented perspective. He presents it with four steps.*

Both coaches follow to some extent the step in the process. However, none of the coaches goes through any kind of coaching process as they see it, they do it by “feeling” or “by hart”. The coach at HardTech has a mandatory one-to-one conversation each year and the coach at SSAB has a knowledge test that the team has to pass each year.

Regarding the first step *set both specific goals and long-term aims* for the coaching process both cases think it is important and the team at HardTech emphasizes it as really important because they feel that it motivates them with specific goals and long-term aims. In their work however, it is hard to see long-term and both the coaches and the teams are aware of that. The team at SSAB think long-term goals are good but it is more important with specific goals so they know what is expected from them. When it comes to *exploring the current situation in terms of personal reactions, problems and possibilities* it is important for HardTech. SSAB however, views it as very important. The coach at SSAB thinks it is just as important to ask about their families as asking about the job. The team thinks the coach should do this everyday. It is very important that the coach can integrate with the people around him or her in order to explore the situation. Concerning the third step *identify the options through which*

*a realistic goal can be achieved* the coach at HardTech considers it to be very important. The team at HardTech is in line with that statement by claiming that it is more fun to work them. The team means that they do not even bother to try if the goals are to unrealistic. The team also thinks it is important that the coach setting the goal have been working in the production. SSAB also thinks realistic goals are important otherwise it is no point having them the coach adds. The team at SSAB views realistic goals as much more motivating. *Commit to a time action plan through which the goal can be accomplished* is rather important to the coach at HardTech so the team can see how much energy to use. The team sees it as an important step so that they would know exactly. The coach at SSAB thinks that information should not be “forced” on the team but if someone is interested it should be available. The team at SSAB views a time action plan as important to avoid misunderstanding.

Table 6 shows King and Eatons (1998) four step in their coaching process. Then a comparison between the cases has been made. Both how important the steps are and if the coaches implement them in their coaching. The degree of importance is showed on the left side of the slash mark while whether or not it is implemented is shown on the right side.

**Table 6:** Coaching process

CASE STUDIES	Gestamp HardTech		SSAB Tunnplåt	
	Coach	Team	Coach	Team
Coaches & Teams within the Cases				
Set both specific goals and long-term aims for the coaching process	+ / -	++	+ / -	+
Exploring the current situation in terms of personal reactions, problems and possibilities	+ / +	+	++ / +	++
Identify the options through which a realistic goal can be achieved	++ / +	+	+ / +	+
Commit to a time action plan through which the goal can be accomplished	+ - / -	+	+ / -	+
/+ Implemented /- Not implemented ++ Very important + Important +- Somewhat important - Not important				

Regarding the first statement the HardTech coach and the coach at SSAB is in line with each other. The team at HardTech considered it to be more important than the team at SSAB and both coaches. However, none of the coaches are using long-term goals. Concerning the second statement the coach and the team in SSAB is united concerning the statements, whereas SSAB views it as more important than HardTech. Both HardTech and SSAB implement that step in their coaching. The third statement is consider more important by the coach at HardTech than the HardTech team and coach and team at SSAB, they all consider it to be important whereas the HardTech coach says very important. Both HardTech and SSAB implement that step in their coaching. Regarding the last statement the coach at HardTech consider it somewhat important while the HardTech team and the team and coach at SSAB consider it important. However, neither of the coaches uses a time action plan in their coaching. The coach and team at SSAB are consistent with each other regarding all the statements, while the coach and team at HardTech only agree with each other on one statement.

*Francesco and Gold, (2005) presents the motivation process as the OB Mod program.*

The first step to *ensure that workers know the behaviors expected of them as part of the job* is considered important by both cases. The team at HardTech thinks it is very important since they prefer straight directives. However, they also think it is important for the coach to not get angry if a team member have done something wrong if they where expected to “think by themselves”. Regarding step two *train observers and have them record the workers’ correct and incorrect behaviors* is nothing that the coaches does, nor does the team consider it something important. Both coaches say they are around the team and see for them selves how they do. The coach at SSAB however, hires a consult once a year that follows the team and make sure that they are doing their job. The third step to *reinforce workers who practice correct behaviors and provide corrective feedback* is something that is important for both cases. Both coaches provide feedback and reinforce their teams. According to the focus group at HardTech it is important because they feel it is safe to know. The team at SSAB in line, they want to hear if they have been good because it motivates them. Finally, the last step *evaluate the effects of the program of behavior* is something both cases do, although in different ways. The coach at HardTech explains that he always carries the evaluation with him and waiting for the ball to return while the coach at SSAB has a more formal evaluation, a yearly test. He sees in that knowledge test if his coaching was successful.

The coach at HardTech does not really use any steps in order to motivate the team; however he can imagine two steps that are important in order to motivate the team. Step one is to get to know each other, team building. It is important to create confidence. Step two is to focus on what to do, improvements and working tasks. It is important to let the team be a part in making decisions. The coach at SSAB states that communication and trust are two important factors. He also believes that money is a part of the motivation process, to be able to get a raise if they are doing well and are committed.

Table 7 shows Francesco and Gold’s (2005) motivation process with two added steps. Then a comparison between the cases has been made where the steps has been ranked as primary and secondary depending on the importance viewed by the cases.

**Table 7:** Motivation process

CASES STUDIES	Gestamp HardTech	SSAB Tunnplåt
Ensure the worker know the behaviors expected from them as a part of the job	P	P
Train observers and have them record the workers incorrect and correct behavior	S	S
Reinforce workers who practice corrective behaviors and provide corrective feedback	P	P
Evaluate the effects of the program of behavior	S	S
Create a trustworthy relationship	P	P
Let the team be a part of the decision making process	P	S
P    Primary S    Secondary		

As shown above, the cases are united in all the steps except the last one whereas HardTech sees it as a primary step and SSAB as secondary. HardTech sees it as a primary step because it motivates the team when they can influence their work and make them feel more important.

### **5.3 Motivation to fulfill the needs of teams**

Price (2005) suggests actions that the coach can apply to motivate the team. The first action that Price suggests that *competitive salary motivates such as pension contribution, healthcare scheme, non-monetary rewards (flexible working and promotional opportunities), i.e provide incentives* motivates the employee. The coach at HardTech considers it dangerous if rewards are not given spontaneous. The coach at SSAB believes that competitive salary motivates because it creates unjustness and enviousness. The coach think that it can make the team wonder why some are rewarded and some are not. However the team at SSAB believes it motivates to be able to get a promotion, either a higher salary or a better position. The team realise that not everyone can get promoted since it would be no ordinary workers left. Another action that the coach can apply to motivate the team at SSAB is to offer a study trip to see how their affiliates work. The team at SSAB supports individually based salaries if that person wants to take on more tasks or go through more training. The team at HardTech support individually based salaries and would like the coach to be a part of setting their salaries since they say it is the coach who knows how well they perform. The team also states that a job well done should be rewarded with promotion. Both of the teams support flexible work. The team at SSAB considers flexible work as fun even if it is not possible at their workplace. Both of the teams consider it easy to take a day off work if they would like.

Price recommends the coach to *say thank you: appreciate the team and say thank you*. The author suggests that *recognition and praise will promotes team spirit and raise job satisfaction* and both cases support this and consider it very important. The coach at HardTech states that individuals needs to hear what is good and the coach at SSAB consider positive feedback as the best motivator.

That the coach can *lead by example: encourage the team through good leadership by being motivated and committed* is supported by both cases. Both the team and the coach at HardTech agree and believe that it is important for a coach to be around and among the team members, instead of sitting in his or her office all day long. The coach adds that it is important to be honest and come up with small fun things, improvements. The coach at SSAB states that it is important to be positive at work and enjoy it since that influence the team. The team at SSAB agrees and thinks it is very important that their coach has a faith in the future and is positive. They also believe that if the coach is negative it will influence the team and make them feel negative. The team at HardTech comments that it is important that the coach is not angry for long period of times. The team at SSAB further states that the coach can encourage them to seek other jobs internally if they want to and that motivates them. All the members in the team agree.

The literature explains that the coach can motivate the team by *cultivate a positive company culture: encourage trust and reward good performance*. That statement is partly supported by both cases. The coach at HardTech think that rewards should be given spontaneous and one way is to give rewards to the employees when the company gains profit. The coach at HardTech believes a coach has to make the team make their own decision and find their own ways solve their problems. The team at HardTech states that the coach reinforces by trusting

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the team and according to the team is it important that the coach trust them. The team believes that the coach should give the team a feeling of that they can take care of themselves. Fussiness is bad, it lowers the motivation, and it doesn't take much to lose the motivation according to the group. According to the coach at SSAB a way to motivate the team is to encourage trust and reward good performance, which the coach repeatedly emphasized throughout the interview. The coach at SSAB thinks it is important with trust and encourages the team to come to him if they have any problems. However, the coach at SSAB thinks that competitive rewards can create injustice and he prefers team rewards. The coach at SSAB considers positive feedback as the best motivator. The team at SSAB considers trust as very important.

Concerning the statement to *provide a high-quality work environment: safe and comfortable work environment motivates to perform better*, both cases support it and consider it very important. However the coach at HardTech states that they have not invested in automation since the company has grown fast and unfortunately the automation has not kept up with the development. This has resulted in many employees having problems with their arms, shoulders, necks and backs. The coach at HardTech continues by explaining that they have rehab with temporary working tasks to make it possible for the employees to continue working. Both the coach at HardTech and SSAB thinks it is important for employees to exercise in their spare time. They have a gym and workout facility at SSAB where all employees can workout. Both the team at HardTech and SSAB emphasizes that cleanliness is important and that it is more fun to work if the place is clean and fresh. One participant states it is de-motivating to start Monday if it is messy and the others agree. The coach at SSAB explains that they have a yearly test to make sure that everyone knows their job to avoid misunderstandings. The coach at SSAB claims that if you feel safe it is more enjoyable to work. The team at SSAB states that safety motivates, it is nice to feel that the company and our coach care about us, they say.

Price states that it is important for the employees to know that they can improve and develop their skills. The author suggests that the coach should *create opportunities for growth and development: training and education can be a motivator for the team*. Both cases agree and support the statement. According to the coach at HardTech, a coach should always work on developing the group, and try to make them manage things on their own. However, the coach also states that he would like to see a bit more stability in the organization. It is always fun when the company grows but it costs and it does not only work out for the best. The team at HardTech says that education is important and developing. The team wants the training right away when they start at the company; they do not want to learn the long hard way. This is because the team also wants to know the purpose of their job and what consequences it gets. The coach at SSAB states that the team goes through training and development continually with the new rules and laws all the time. The coach continues to explain that individuals that first take the initiative for training and development are given the opportunity. The team at SSAB says that they have many internal courses about safety. The big problem is that they put the courses on our day of which reduces the motivation. The most of the participants in the team still feel that when they have taken a course they feel that it is more fun to work.

Regarding the statement, *empower your staff: responsibility at work will build esteem and make the team feel more important*, are supported by both cases. The coach at SSAB states that if you feel responsible you will also feel that you are a part of the work and the organization. He continues by adding that it is the team that is doing something instead of the

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coach being there and push the team. The team at SSAB states that they feels more important and cares more about the work if they get more responsibility.

The literature states that change is common in any growing business and the coach has to communicate with and motivate the team to participate. The statement *manage change: change has to be introduced well to avoid failure (communication)* are supported by both cases. The coach at HardTech considers it very important and continues by saying that changes and decisions can be fast and people are not always prepared. According to the team at HardTech should the coach discuss information about changes and openness is important. The coach at SSAB says that coaches need to be very clear, or else the team will be unsecured and worried. The team at SSAB claims that they must get a chance to prepare and fight for their sake if they need to. The team at SSAB thinks that communication between the coach and the team is important in a company.

Concerning the statement *monitor employee satisfaction: find out if the team is satisfied with their work and if there is something that de-motivates them*. The coach at HardTech often discusses the weight of listening and communicating with the team. The team at HardTech also considers it important for the coach to listen. The coach at SSAB brings up workplace meeting where the team can come up with new ideas. The team at SSAB states that the coach must scan how they are doing. There must be a dialog between the team and the coach to make both feel secure with each other. The team says that the coach should be around them instead of being at the office all the time.

Table 8 shows a cross-case-analysis of the statements presented by the literature. This is to get an overview of the coach and team in both cases.

**Table 8:** Steps coaches can go through to motivate their teams

CASE STUDIES	Gestamp HardTech		SSAB Tunnpåt	
	Coach	Team	Coach	Team
<b>Provide incentives</b>	Rewards should be given spontaneous otherwise it get taken for granted and do not motivates any more	Would like individually based salaries, promotion and flexible working hours as rewards	Some individual rewards can create unjustness and enviousness	Would like possibilities to promotion, higher salary and study trips
<b>Say thank you</b>	Very important, the team needs to hear what is good	Think it very important to become motivated	Consider positive feedback as the best motivator	Think it is important in order to become motivated
<b>Lead by example</b>	Important to be around the team and be honest	It is important that the coach has a good temper	Important to be positive and enjoy work	Very important that the coach has faith in the future and is positive
<b>Cultivate a positive company culture</b>	By trusting the team they get reinforced	Important that the coach trust the team	Encourage trust is letting the team know they can come to me anytime	Trust is very important
<b>Provide a high-quality work environment</b>	Work related injuries can occur if the working environment is not good	Cleanness and freshness makes it is more fun to work	If you feel safe it is more enjoyable to work	Cleanness and safety motivates
<b>Create opportunities for growth and development</b>	Develop the team to make own decisions	To provide training in the beginning of the employment is important	If individuals take initiative they receive training	When a course is taken we feel more motivation
<b>Empower your staff</b>	Empowerment motivates the team	It motivates to get more responsibility	Feel more responsible if the team feel like a part of the work	Feel more important and cares more if more responsibility is given
<b>Manage change</b>	Very important, often people is not prepared	Openness is important	The team will feel insecure if information is not clear	We must get a chance to prepare and fight for our sake
<b>Monitor employee satisfaction</b>	Important to listen and communicate	Important for a coach to listen	Workplace meetings is a good place to discuss it	The coach should be around the team

Regarding higher salary and promotion both teams think it is an important motivator. The coaches did not fully support it because they believed it could create envy if the salary was set

individually. Praise and just to say thank you is viewed as a very important motivator for both cases. The coach at SSAB even saw it as the best motivator. The opinions are different on how to be a good role model but both cases agree it is important because it spreads to the team. Trust is very important by all parties. Concerning providing a high quality work environment both team view cleanness and freshness important while the coaches focus more on safety for the workers. To create opportunities for growth and development is positive for the teams' motivation. Education and training is fun for the workers if it is not provided on their day off. All agrees that gaining more responsibility increase motivation. Regarding how to manage change both teams agree that openness, communication, and information is very important to prepare. The coaches also agree that openness and clearness is something a coach must provide to manage change. To monitor employee satisfaction both the coach and the team at HardTech emphasizes that listening are important in order to evaluate their satisfaction. SSAB are in line with HardTech and the coach at SSAB thinks workplace meetings are a good place to discuss it. The team at SSAB prefer the coach to be a round them so the coach can find out their satisfaction.

*Researcher, @Work, try to understand workforce motivators that influence the employees' level of commitment. @Work has created a need hierarchy that demonstrates workforce needs within an organizational situation (Stum, 2001)*

According to Stum (2001) employees' need security and be aware of a coming change. Employees first have to feel physically and psychological safe in the work environment to make commitment possible. The first need is *safety and security in the work environment* and both cases consider it very important. The coach at HardTech consider it incredibly important if you are in a situation where you have no work security, and then a raise in the salary is not important at all as long as you get a salary that you can live on. According to the coach at HardTech is the first thing the team need employment and the knowledge of how long the employment is going to last. According to the coach at HardTech the individual are not satisfied until he or she got a permanent job. The team at HardTech sates that it is the most important need. The coach at SSAB claims that if you do not feel safe it is not enjoyable to work. The team at SSAB also thinks that safety and security in the work environment is something they can take for granted since no one have ever get fired at their work. The team at HardTech states that if you are afraid to get fired you feel insecure and worried and do not do your job 100%.

The next need that has to be met according to the literature is *rewards in form of compensations and benefits*. The coach at HardTech consider it dangerous and the coach at SSAB not very important while the team at HardTech is partly positive and the team at SSAB thinks that it is something that motivates especially. The coach at HardTech considers it difficult since the employees have monthly salary. The coach at HardTech considers rewards in form of money dangerous and that it is better with praise and other form of rewards. If rewards are expected in intervals it will makes the compensation more like a burden for the coach than something good. The coach at HardTech suggests that the company could offer something when they have made a profit. The team at HardTech disagrees with each other regarding rewards in form of compensation and benefits. Some of the team thinks that a raise in salary does not increase the motivation that much, while the rest think it is important with a higher salary if they feel that they know more. One in the team adds that praise is less important than a raise in the salary if you do a good job. The team at HardTech thinks it is important to have the opportunity to get a higher salary because that motivates you to stay in the company and work hard meanwhile another participant thinks it is most important to have

a chance for promotion. The coach at SSAB does not consider rewards in compensation very important, since it gives the wrong signals to the ones who are not receiving any. On the other hand is the coach at SSAB positive to reward that is offered by the company, for example bonuses, Christmas lunch and gifts, which benefit everyone. According to the team at SSAB rewards are something you should be able to receive, to say thank you can be enough but once in a while the team wants a cake or a study trip or something that makes the team feel special. The majority of the team at SSAB thinks that rewards should be given to the entire team and not only to one person.

The third need is affiliation, *belonging to the work team and/or the organization*, and both cases consider it important, the coach at SSAB even consider it very important. The coach at HardTech claims that the team should be updated on what is going on in the company. The coach continues by claiming that it depends on the person, some employees just want to clock in, do their job and go home. The coach at HardTech also states that it is important to feel the belonging to the organization, since they work in teams. The coach at HardTech also adds that he assumes that it is more important for the individual to feel belonging to the team than feel belonging to the company since it is in the group they work every day. The team at HardTech explains that it is important and more motivating to have good contact with each other and good relationships. The team at HardTech considers it especially important when the work is relatively monotonous because it makes it more fun to go to work in the morning if you are going to see your friends. The coach at SSAB believes that everyone at SSAB is very proud to work there and that is connected to motivation. The team at SSAB believes that it is important to feel proud to be one in the organization. The team means that if you feel like you belong to the group you feel better and automatically do a good job for the organization. They also consider a strong relationship within the team as important and much more fun.

The fourth need is growth and the coach must deal with the need for positive individual and organizational. The literature brings up the importance of *opportunities to change, learn, and have new experiences at work*. The coach at HardTech think it is important at some places and adds that it is easier with individuals that accept their job and feel that it is their job, even if people who see promotion opportunities and wants advance is positive for the group. The team at HardTech does not perceive it as important as the other needs. Although, the team think it is somewhat motivating. The coach at SSAB believes that it is up to the team members. The coach do not suggests new challenges to try, but if the team request it he tries to make it happen, since the coach thinks it is positive for the individual and can be instructive. The team at SSAB sees growth as a good motivator and makes the work more exciting.

The last need is work/life harmony; *meet the teams potential both at work and in other parts of life, the goal is to achieve a sense of fulfillment balancing work and life responsibilities*. Both coaches consider the statement very important. The coach at HardTech has understanding for the employees' home situation even if he is a leader at work. According to the coach at HardTech there is no boarder between home and work for the individual. The team at HardTech says that balance is important, if you do not enjoy your work you do not feel happy at home and the opposite. The coach at SSAB feels that he as a coach want to get to know the team as much as possible. The team at SSAB also considers it important and means that a balance between work and personal life is important to feel motivated. When they feel good about their job they feel good at home and when they feel good at home they feel good about their work.

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The coach at SSAB adds that one important need for the team is to be occupied, since the team already has the knowledge. The coach thinks that if the group is too big and they do not have enough to do it can create irritation and tension. The team should have right amount of job for the members.

Both the coaches consider safety and security in the work environment as the most important and the basic need. The coach at HardTech adds that after that can you build on the rest; the individual can not take the final step if he or she does not have a permanent job, even if the person is a part of the group is there something missing. The coach at SSAB considers all other needs equally important, except for rewards in form of compensation and benefits.

The coach at SSAB believed that as a coach you need to be open and honest, and never fool anyone. The team at SSAB adds that “trust is the most important thing for a coach to gain, if the coach doesn’t trust a team member he or she will feel de-motivated and not do a good job.”

A table is outlined to show how coaches and teams in each companies relate to the needs Stum (2001) demonstrates (see table 9).

**Table 9:** Needs of the team

CASE STUDIES	HardTech		SSAB Tunnpååt	
	Coach	Team	Coach	Team
Safety and security in the work environment	+++	+++	+++	++
Rewards in form of compensations and benefits	+ -	+ -	+ -	++
Belonging to the work team and/or the organization	+	+	++	+
Opportunities to change, learn and have new experience at work	+ -	-	+ -	+
Meet the teams potential both at work and in other parts of life, the goal is to achieve a sense of fulfillment in balancing work and life	++	+	++	+
+++ Most important ++ Very important + Important + - Somewhat important - Not important				

Regarding *safety and security in the work environment* is it the most important need for both cases. The second need, *rewards in form of compensation and benefits*, is considered as somewhat important from all except for the team at SSAB. *Belonging to the work team and/or the organization* is important for everyone and even very important for the coach at SSAB. Both coaches see the statement about the need to have *opportunities to change, learn and have a new experience at work*, as somewhat important. The team at HardTech thinks that it is not important and the team at SSAB considers it important. The last need, *meet the teams potential both at work and in other parts of life, the goal is to achieve a sense of fulfillment in balancing work and life*, is very important according to the both coaches and important according to both teams.

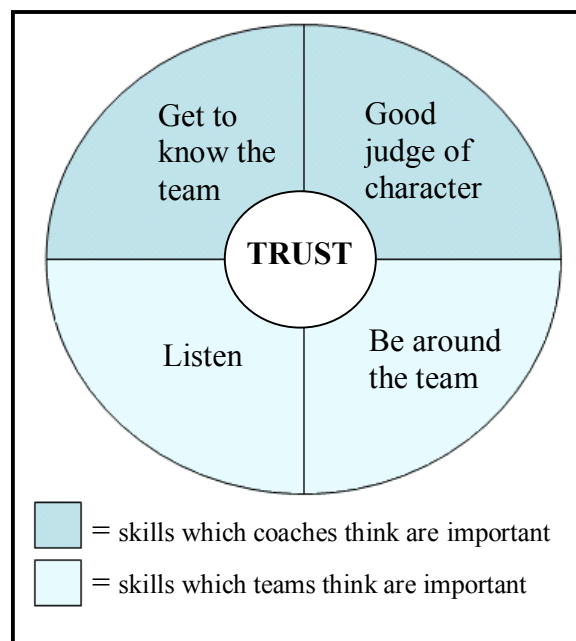
## 6. FINDINGS AND CONCLUSIONS

*This chapter contains the answers to the research questions stated in chapter one, based on the analysis in the previous chapter. The chapter ends with implications for management, theory and for future research.*

### 6.1 Research question one: How can the coach be described?

Overall we found that coaches and their teams' opinions regarding the description of a coach become more alike the longer the coach is coaching the team. Their views become more in line with each other, the more time they spend together. A coach can be described as someone who empowers, encourages, reinforces and challenges the team. All four roles are connected to each other in the way that they are considered positive ways to strengthen and motivate the team. Teams appreciate being challenged; however, it is difficult for a coach to challenge the team with monotonous work. Teams also consider it more important to be challenged the more individual the work is. It could also be a reason that the three other roles (empower, encourage, reinforce) could be seen as more basic roles, and challenge could become important if the basic roles are fulfilled.

A coach can further be described with respect to his or her skills. Our findings indicate that the core in coaches' skills is trust, however the teams have somewhat different opinions regarding in what way the coaches should build trust. Coaches believe that the most important skill is to be able to get to know the team properly, and to be a good judge of character. In order to get to know the team better, the coach needs to be interested in how the team members' families are doing but also be able discuss current up-to-date topics, for example how the towns hockey team's shape is that season. In order to build a good relationship between a coach and his or her team it is important that the coach interacts and spend time with the team instead of sitting isolated in his or her office. A coach would like the team to have confidence in him or her, and this is the right way to create it. Our findings indicated that teams consider listening and trust building as the most important skill for a coach.



**Figure 11:** Skills of a coach

As shown in figure 11, coaches' and teams' perceptions about trust differ. Coaches and teams both believe that trust is important, but they explain different ways to achieve it. Teams prefer if the coach listens to them if they have a problem, a suggestion or a question. They also prefer the coach to be around them during the days instead of working from his or her office. Coaches see trust building from a somewhat different angle; they like to get to know the team by asking them question about everything from their private life to work. Coaches also see it as important to be a good judge of character in order to get an idea of how the team members are as individuals; this could lead to easily know how to assemble a team and how to give feedback to each and every person. A coach must have all four skills (see figure 11) in order to establish trust between the team and the coach. Our findings indicate that coaches and teams listen differently. Coaches listen in a proactive way while teams prefer the coaches to listen reactively. We consider the coach to listen proactively since it is about building trust through two way communication and to listen indirect. The teams prefer the coach to listen reactively because it is about one way communication.

Our findings were consistent between how coaches and teams perceive feedback. It is clear that coaches and teams do not believe in mixing positive and negative messages when providing feedback. The explanation is that if it is mixed, one part of the feedback can easily outweigh the other, for example if a coach starts off a conversation with praising a team member, the praise will be cancelled if the coach ends with giving some criticism to the team member. The risk is that the team members mostly will take the negative parts to his or her hart. The other downside with mixing positive and negative feedback is if a coach provides positive feedback followed by criticism, it is a risk that the team will take for granted that after every "reward" something negative will come. Coaches and teams give a warning for using the word 'but' when you are providing feedback to a team or a team member. 'But' is often the word that is used as a bridge between positive and negative feedback. If the coach always combines criticism with positive feedback; it can be hard to understand what he or she really means, and it can result in lack of trust and self-confidence. Another finding concerning feedback is that it should be given as quickly as possible, so the team can remember and recall the relevant incident. This makes it easier for the team to understand what the coach means, which in the long run can make it easier to correct their action or behavior. If it is negative criticism to one team member, it should be given in private. Regarding praise, it should be provided in front of the team and face to face, although it should also be mentioned that some people feel uncomfortable receiving praise in front of people. A coach should also remember to appreciate the little things and give credit for them. Coaches prefer to give the reward in a verbal way, giving praise.

The most significant conclusions that may be drawn regarding how coaches can be described are:

- A coach and a team in a company think more alike the longer the coach has been coaching the team.
- The primary roles of a coach should be to: encourage and reinforce the team, while secondary roles are to: empower and challenge the team.
- The coach's role to challenge the team is more important the more individual the work is.
- Primary skills for a coach is to build trust, listen without judging, be a good judge of character, and get to know the team.
- Coaches tend to think proactive listening is the more important skill for a coach, while team think reactive listening is more important.



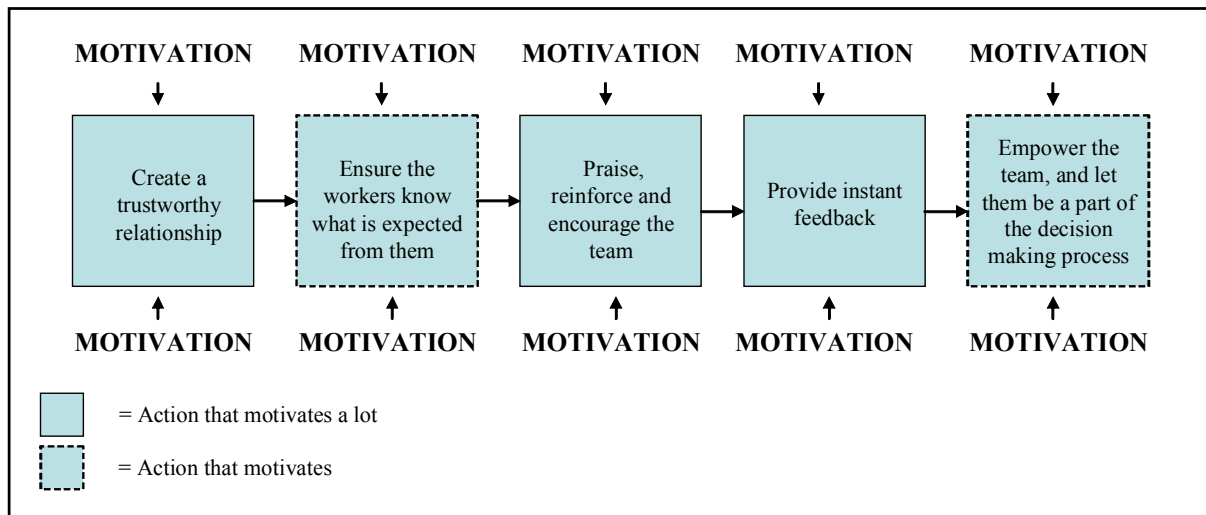
since it improves their motivation and makes it much more fun to work when the goals are reachable. This could be explained by the feeling of content the team feels when they finally reach a goal and if they never do, they will never obtain that feeling, and it is a de-motivator. We found that the coaches commit to some sort of action plan, through which goals can be accomplished. Often at production level, the action plans are based on orders on how much to produce during a specified period of time. It seems as the coaches want the team members, on their own initiative, to look up certain goals that are currently important. As said before, it is hard to have specific goals and long term aims on the production level, which makes it even harder to conduct an in-depth action plan.

The findings regarding the motivation process were fairly consistent. The pattern could be a result from the fact that coaches and teams who work in homogenous industries might need the same steps for motivation. It could also depend on the fact that coaches that start in a production team, obtain an opinion on how to be motivated that they carry with them, and remember when they become coaches. Even though coaches use many steps to motivate their teams, we could not find any clear process that explains this. It seems as it is similar to a lot of the coaching process in the way that coaches just take action when it feels needed and that they do not follow any special order or process.

Coaches believe that the primary steps in the motivation process are the steps that are directly connected to the team, actions that coaches can take which have a positive impact on the team right away. Coaches believe that the most important and the first step in order to motivate teams are to communicate with them, i.e. create trustworthy a relationship. Other steps that coaches perceive as primary are: 'reinforce the workers who practice correct behaviors and provide corrective feedback' and 'to ensure that the workers know how they are expected to behave'. This again could partly be explained by the level that the team is operating on. In production level it might be more important to get exact directions and know what the best way to behave is, since it is somewhat monotone tasks. It might not be as much room for improvisation.

Teams do not think that 'train observers and have them record the workers incorrect and correct behavior' is important. Maybe because they feel overly supervised, however, teams do appreciate the coach to be amongst them in the production but that is seen differently. It is neither something that coaches often practice. Coaches evaluate their teams in different ways, most because of regulation. Some companies have regulations on how to evaluate teams, with for example tests. As said before, many coaches evaluate their teams in yearly mandatory talks. As a complement coaches can always have evaluation in mind when they daily interact with their teams.

Since we feel that the motivation process is integrated with the coaching process we have developed a revised combined version of both processes (see figure 13).



**Figure 13:** Revised coaching and motivation process

Our findings indicate that every step motivates the team more or less. Step one, creating a trustworthy relationship between the coach and the team is crucial for the team to feel comfortable and motivated in their work. Step two to ensure workers what are expected from them is also important for the team to feel safe and get higher self-esteem. Praise, reinforcement, empowerment and encouragement are things that make them feel good and give them the motivation to try harder. To provide instant feedback is something the team desire because then mistakes can be corrected. The last step, to let the team be a part of the decision making process and provide more responsibilities make the team feel more important and that raises their motivation.

The most significant conclusions that may be drawn regarding how coaches can be described are:

- Coaches do not follow coaching processes; they coach by heart instead of head.
- Motivation is seen as a part of coaching, i.e. motivation is one of the coaching-steps.
- The more specific and clear the goals are the more motivated the team gets.
- Short-term goals dominate and there is a lack of long term goals.
- Only short-term goals de-motivate teams.
- The more a coach mixes asking about personal as well as work issues, the more a team becomes motivated.
- Steps one and three in the motivation process are consider to be primary while step two and four are considered secondary steps.
- If coaches pay attention and show interest in the teams' family life and spare time it will improve the relationships between the coaches and their teams, and also create trust.
- Realistic goals are motivating while unrealistic goals de-motivates.
- Coaches seem to lack a formal time action plan.
- The most important and the first step in order to motivate teams is to communicate with them, i.e. create trustworthy relationships.
- Coaches evaluate their teams in different ways. Some companies have regulations on how to evaluate teams, with for example tests. Many coaches evaluate their teams in yearly mandatory talks. As a complement coaches can always have evaluation in mind when they interact daily with their teams.

### **6.3 Research question three: How does motivation fulfill the needs of teams?**

Based on our analysis we found many actions that coaches can and should take in order to motivate their teams. Coaches and teams believe that almost all possible actions to motivate the team are good, if it is bad depends more on how the coach give it to the team. Even though coaches are positive towards rewards they can also be afraid of the negative aspects such as unjustness, enviousness and the risk of team taking the rewards for granted. This could be based on the insecurity of praising one and forgetting another, to be perceived as an unfair coach. It seems as if coaches believe that some rewards will in the end turn out negative. It is not a good idea to reward the team continuously with something, for example a treat every Friday. Team can get used to the rewards, and it no longer works as a motivator, and then when it is taken away, it becomes a de-motivator. Teams have one clear motivator and that is a raise in salary and promotion. It seems like team members prefer to have individual based salary, instead of collective agreements, while the coaches think the opposite since they are afraid of the injustice and envy that can create.

One thing that teams and coaches have in common is that they all think that it is important that the coach appreciate the team. It could possibly be the best motivator, or the action that is closest related to motivation. Is also seemed that coaches and teams both believe it is important for the coach to encourage the team through good leadership. Being positive, honest, good tempered and have faith in the future are some of the skills inquired. According to our findings it is very important that coaches trust their teams, which works as a motivator since the team feels empowered. Even at the production level teams need to some extent know if there is a decision to be made, that the coach has trust in them. A high quality environment is also considered important. Instead of the environment being really cozy and comfortable, for production level teams and coaches it is more important that it is safe and clean. When big changes are expected in a company, the team would like to get in-depth and open information; otherwise it is a risk for insecurity. Coaches and teams believe that it is important with training and development to be motivated. However, training and development should not be provided when the teams have their day off, that de-motivates. The individuals that take initiative for training are the ones who obtain it. The coach can not force anyone to train or learn something new. Teams get motivated if they get more responsibility at work since it makes them feel more important.

It is very important to inform teams in advance about changes concerning the company. If teams know about the changes they are more prepared and can handle the changes better. Teams also want an opportunity to present their comments and opinions regarding the change. Coaches should make their team feel like they are a part of the changing process. It is important with communication to avoid insecurity and anxiety in the team that can arise from a lack of information.

Security and safety in the work environment is the most important need for teams since it is important to feel safe about the job, know that you have a permanent job. It is more important for individuals that only have temporary work since the permanent worker easily takes the job for granted. Individuals have to have a salary to support them and their families and that is the basic need. Coaches think that individual rewards are dangerous and can create injustice in the team. That raises questions like, 'why don't I get a reward?' Teams would like to have a reward when they have done something good and praise is much appreciated.

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It is important to belong to the work team in a production industry since you work together as a united team. The relationships between the team members are more important in a monotonous job than the relationship between the team and the organization. Teams do not find joy in their working task as much as in their good work relationships. Opportunities to change, learn and have new experiences at work are important in order for the team to feel motivated but not always possible. Teams feel more motivated after they accomplished a course or training program.

It is important to find a balance between work and home. If the team members are happy and motivated at work they feel happy at home and both those factors must be reached in order to satisfy an individual. Different team members want different things in order to find that balance. Flexible working hours is an important motivator to find the balance between work and family. Teams feel more motivated if they obtain opportunities to spend time with their family and not let the work control their life.

- Even though coaches are positive towards rewards they can also be afraid of the negative aspects such as unjustness, envy and the risk of team taking the rewards for granted.
- Rewards that are given from coaches to their teams continuously, could turn in to a demotivator when is taken away.
- Team members prefer to have individual based salary, instead of collective agreements.
- The more a coach trusts his or her team, the more motivated the team will get.
- Primary needs regarding the work environment are that it is safe and clean, secondary needs are that it is cozy and comfortable.
- If teams are not provided with in-depth and open information when big changes are due in a company, it is a risk that they will feel insecure.
- The more training and development teams are provided with the more motivated they will become.
- Safety and security in form of a permanent job is the most important need for teams.
- Individual rewards are dangerous and can create injustice in the team.
- If the team members are happy and motivated at work they feel happy at home and both those factors must be reached in order to satisfy an individual.
- The relationships between the team members are more important in a monotonous job than the relationship between the team and the organization.
- Teams find more joy in their good work relationships than in their working tasks.
- Opportunities to change, learn and have new experiences at work create motivation for teams.

## **6.4 Implications**

In this section we will discuss implication and recommendation. More specific: implications for practitioners, theory and future research.

### **6.4.1 Implications for practitioners**

- It is important to always try to create a trustworthy relationship for the team. It is crucial for a coach to know the team properly, to be a good judge of character and listen without judging.
- Try to empower, encourage and reinforce, and if it is possible also to challenge their teams. Challenge is more important the more individual the work is.
- Regarding feedback, it is important to be aware on the way that they provide feedback to their teams, a general advice is to never blend positive and negative feedback and be careful with using the word ‘but’. Also remember that negative feedback should also be provided in private.
- Give instant feedback.
- Never forget to appreciate and praise the team when they have done something good. “They can never get to much praise, as they say”.
- Teams prefer to have specific goals and aims, and it is important that they are reachable.
- Create long term goals in order to get the team more motivated.
- Ask the team if they want training and education, do not let the team take the initiative since they are waiting for a green light from you.
- Teams also prefer specific and clear directions; make sure they know what is expected from them.
- Let the team be a part of the decision making process.
- Do not give rewards continuously that then are taken away because that becomes a de-motivator for the team.
- Trust the team, they will get more motivated then.
- Be open and communicate when changes in the company are expected.
- Provide training and development to the teams, and make sure to not put it on their day off, it de-motivates.
- The team needs safety and security in their work environment.
- Be aware that individual rewards can create envy.

#### **6.4.2 Implications for theory**

We have explored, described and begun to explain in this thesis. We have explored by providing a better understanding on how teams get motivated. This have been done by describing the coach and the coaching- and motivation process as well as finding out how motivation fulfill the needs of teams. To increase the understanding of this area of research we have conducted individual interviews with two coaches, and focus group interviews with two teams. We started to explain in our final chapter by presenting our findings and by drawing conclusions. Our findings made some contributions to previous studies, although this area of research can be further tested, which is proposed in the following section.

#### **6.4.3 Implications for future research**

During our study we have discovered the extensiveness of the research area of how to motivate teams. Therefore we will propose some topics that could be of interest for further research:

- Since our study is based on two companies in the steel industry at production level in the northern part of Sweden, it would be interesting to conduct the same study in another setting.
- Our study is conducted on the lower level coaches and teams, a comparison on how teams get motivated on the lower level in the hierarchy compared to the higher could be an interesting area of research.

- An interesting topic for research is to see if the way of coaching differs between men and women and/or how men vs. women would like to get motivated.
- Feedback was found to be a very relevant and important part of motivation and coaching, therefore it would be rewarding to conduct a more in-depth study focusing on feedback.
- Since motivation is found everywhere in the society it could be very informative to apply this study on other areas, such as the sports world and the academic world.
- It would be interesting to conduct a quantitative study on the topic 'motivation of teams', in contrast to our qualitative study.
- The coaching- and motivation processes seem to interact with each other in different ways. It would be interesting to do further research on how they act and differ from each other.
- A study that tests our combined revised coaching- and motivation process would be an interesting topic of research.
- The teams mentioned that it is important that coaches appreciate and notice even the little things. It would be interesting to find out what they refer to and how to implement it.

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### Interviews

Coach Gestamp HardTech, 2005-11-24, at 08:00

Team Gestamp HardTech, 2005-11-24, at 10:00

Coach SSAB Tunnpålat, 2005-11-28, at 11:30

Team SSAB Tunnpålat, 2005-11-28, at 14:00

### Homepages

<http://www.hardtech.gestamp.com/> last visited 2005-12-02 17:00

<http://www.ssabtunnplat.se> last visited 2005-12-02 17:00

## **APPENDIX A**

### **INTERVIEW GUIDE**

**(English Version)**

**Company:**

#### **RQ 1: How can the coach be described?**

**What is the role of the coach?**

- Challenge
- Empower
- Encourage
- Reinforce

*Do you have anything to add?*

**What are important skills for a coach?**

- A genuine desire to help people tap into their potential
- A passion to help people grow and be more successful
- An ability to listen without judging
- A commitment to help people take great self-care as well as serve others

How should feedback be given?

Do you think that criticism should be given in connection to positive feedback?

If yes, in the beginning or in the end?

If positive feedback is followed by criticism, will it make you take for granted that after every “reward” something negative will come?

*Do you have anything to add?*

#### **RQ 2: How can be the process of being motivated be described?**

**Which phases does the coach go through in the coaching process?**

1. Set both specific goals and long-term aims
  2. Explore the current situation in terms of personal reactions, problems and possibilities
  3. Identify the options through which a realistic goal can be achieved
-

4. Commit to a time action plan through which the goal can be accomplished

**What is important in a motivation process in order to reinforce the teams' motivation?**

**Which phases does the coach go through to reinforce and motivate the teams?**

1. Ensure that workers know the behaviors expected of them as part of the job
2. Train observers and have them record the workers' correct and incorrect behaviors
3. Reinforce workers who practice correct behaviors and provide corrective feedback
4. Evaluate the effects of the program of behavior

*Do you have anything to add?*

**RQ 3: How does motivation fulfill the needs of teams?**

**What should a coach do to motivate the team?**

- Competitive salary motivates, for example pension contribution, healthcare scheme, non-monetary rewards (flexible working and promotional opportunities).
- Recognition and praise will promote team spirit and raise job satisfaction. Appreciate the team and say thank you.
- Encourage the team through good leadership by being motivated and committed.
- Encourage trust and reward good performance.
- Safe and comfortable work environment motivates to perform better.
- Growth and development, training and education, can be a motivator for the team.
- More responsibility at work will build esteem and make the team feel more important.
- Change has to be introduced well to avoid failure.
- Find out if the team are satisfied with their work and if there is something that demotivates them.

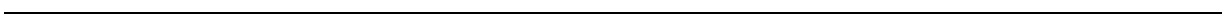
*Do you have anything to add?*

**What are your needs at work? What do you think a teams needs are?**

- Safety and security in the work environment
  - Rewards in form of compensation and benefits
  - Belonging to the work team and/or the organization
  - Opportunities to change, learn and have new experiences at work
-

- Meet their potential both at work and in other part of life, the goal is to achieve a sense of balance work and life responsibilities. (Stum, 2001)

*Do you have anything to add?*



## **APPENDIX B**

### **INTERVJU GUIDE**

**(Svensk Version)**

**Företag:**

#### **RQ 1: Hur kan coachen beskrivas?**

**Vad är coachens roll?**

- Utmana
- Ge möjlighet att göra saker själv
- Uppmuntra
- Ge självförtroende och säkerhet

*Har du/ni något att tillägga?*

**Vilka färdigheter och egenskaper är viktiga för en coach?**

Är dessa påståenden sanna eller falska?

- En genuin önskan att hjälpa människor att lyfta fram deras potential
- En passion att hjälpa personer växa och bli mer framgångsrika
- En förmåga att lyssna utan att döma
- Ett engagemang att hjälpa människor ta hand om sig själv och även andra

Hur borde feedback (återkoppling) ges?

Tycker du/ni att kritik ska ges i anknytning till positiv feedback?

Om ja, i början eller slutet?

Om positiv feedback ges efter kritik kommer man då ta förgivet att efter beröm kommer alltid något negativt.

*Har du/ni något annat att tillägga?*

#### **RQ 2: Hur kan processen att bli motiverad bli beskriven?**

**Vilka faser går coachen igenom i coaching processen?**

1. Sätta specifika och långsiktiga mål
  2. Undersöka den nuvarande situationen i form av personliga reaktioner, problem och möjligheter (vara lyhörd, känna av sin omgivning)
-

3. Identifiera möjligheterna så att ett realistiskt mål kan bli uppnått
4. Att följa en tids handlingsplan för att nå målet

### **Hur beskrivs motivations processen?**

#### **Vilka steg går en coach igenom för att förstärka positivt beteende?**

1. Försäkra sig om att arbetarna vet vilket beteende som är förväntat av dem som en del i deras jobb
2. Träna åskådare och ha dem att återberätta arbetarnas bra och dåliga beteenden
3. Förstärka arbetare som betar sig bra och ge tillrättavisande feedback till de som betar sig sämre
4. Utvärdera programmets effekter på beteendet

*Har du/ni något att tillägga?*

### **RQ 3: Hur ska team motiveras för att deras behov ska bli uppfyllda?**

#### **Vad bör en coach göra för att motivera teamet?**

- Konkurrenskraftig lön motiverar, till exempel pension, sjukvård, icke finansiella belöningar (flexibelt arbete, möjligheter att bli befordrad)
- Erkännande och beröm vill skapa laganda och öka jobb tillfredställelsen. Uppskatta teamet och säg tack
- Uppmuntra teamet genom att vara en bra ledare, dvs. motiverande och hängiven
- Uppmuntra tillit och belöna bra prestation
- Säker och bekväm arbetsmiljö motiverar till bättre prestation
- Tillväxt och utveckling, träning och utbildning, kan motivera teamet
- Mer ansvar kommer skapa förtroende och göra att teamet känner sig viktigare
- Förändringar måste introduceras väl för att undvika misslyckanden
- Ta reda på om teamet är nöjd med sitt arbete och om det är något som gör att de känner sig omotiverade

*Har du/ni något att tillägga?*

#### **Vad är teamets behov på jobbet? Vad tycker du/ni att ett team behöver?**

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- Säkerhet och trygghet på i arbetsmiljön
- Belöningar i form av kompensation och förmåner
- Känna tillhörighet till teamet och/eller organisationen
- Möjligheter till förändring, lärande och nya erfarenheter på jobbet
- Uppnå deras potential både i jobbet och andra delar av livet, målet är att uppnå en känsla av balans i arbetslivet och dess ansvar i livet.

*Har du/ni något att tillägga?*

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