VILNIAUS UNIVERSITETO
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MAGISTRO BAIGIAMASIS DARBAS

PROJEKTO KOMANDOS KOUČINGAS: KOMPETENCIJOS, PRAKTIKOS IR IŠŠŪKIAI	PROJECT TEAM COACHING: COMPETENCIES, PRACTICES, AND CHALLENGES

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SUMMARY

VILNIUS UNIVERSITY BUSINESS SCHOOL

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PROJECT TEAM COACHING: COMPETENCIES, PRACTICES, AND CHALLENGES

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In Nigeria, project teams are the key to organisational success in information technology (IT) and business-development consulting. NexGen Solutions is a company that provides business coaching, IT, and consulting solutions; thus, it depends on project teams to offer solutions to clients in a client-oriented manner. But cultural diversity, gap in skills, staff turnover, strict project timeframes, and unreliable technology infrastructure tend to test the team cohesion and performance. In multi-ethnic teams, the communication barriers and lack of harmony in expectations and hierarchical norms are common so that any act of dissent can be suppressed, trust, and cooperation are undermined. This has led to the use of team coaching as a strategic intervention to help enhance collective capability, psychological safe space, cross-cultural communication, and responsiveness to adapt. This paper examines how the International Coaching Federation (ICF) Team Coaching Competency Framework and Adaptive Coaching Theory can be adapted to the project teams at NexGen Solutions based on the country-specific socio-cultural and technological context of Nigeria. Although these frameworks have been well-studied in Western and resource-intensive settings, their translation

into collectivist, hierarchical, and resource-constrained settings is not well-researched. The identified gap is filled in this research, as a context-sensitive team coaching model is built based on volatile, uncertain, complex, and ambiguous (VUCA) systems. The research is a sequential explanatory design of mixed methods which is guided by a pragmatic philosophy. A structured survey in line with ICF competencies and Adaptive Coaching Theory was used to gather quantitative data, and open-ended questions were used to get qualitative information to capture contextual issues. The sample of 86 employees' purposive sample was comprised of the project managers, IT specialists, business analysts, and support staff. Data were analyzed using descriptive and inferential statistics as well as thematic coding to bring about numerical trends and contextual knowledge.

SUMMARY

VILNIAUS UNIVERSITETO VERSLO MOKYKLA

TARPTAUTINĖS PROJEKTŲ VADYBOS STUDIJŲ PROGRAMA

STUDENTĖ MCKAY KASIM

PROJEKTO KOMANDOS KOUČINGAS: KOMPETENCIJOS, PRAKTIKOS IR IŠŠŪKIAI

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Nigerijoje projektų komandos yra pagrindinis organizacijos sėkmės veiksnys informacinių technologijų (IT) ir verslo plėtros konsultacijų srityje. Įmonė „NexGen Solutions" teikia verslo konsultavimą, IT ir konsultavimo sprendimus; todėl ji priklauso nuo projektų komandų, kad galėtų klientams teikti sprendimus orientuojantis į klientą. Tačiau kultūrinė įvairovė, įgūdžių skirtumai, darbuotojų kaita, griežti projektų terminai ir nepatikima technologinė infrastruktūra linkę išbandyti komandos darną ir veiklos rezultatus. Daugiatautėse komandose komunikacijos barjerai ir lūkesčių bei hierarchinių normų nesuderinamumas yra dažni, todėl bet koks prieštaravimas gali būti slopinamas, silpninamas pasitikėjimas ir bendradarbiavimas. Dėl to buvo pradėta naudoti komandos mokymų metodą kaip strateginę priemonę, siekiant padidinti kolektyvinį gebėjimą, psichologinį saugumo jausmą, tarpikultūrinę komunikaciją ir gebėjimą reaguoti bei prisitaikyti. Šiame straipsnyje nagrinėjama, kaip Tarptautinės koučingo federacijos (ICF) komandos koučingo kompetencijų sistema ir adaptyviojo koučingo teorija gali būti pritaikyti projektų komandoms įmonėje „NexGen Solutions" atsižvelgiant į Nigerijos šalies socialinį, kultūrinį ir technologinį

kontekstą. Nors šios sistemos buvo gerai ištirtos Vakarų ir išteklių turtingose aplinkose, jų pritaikymas kolektyvistinėse, hierarchinėse ir ribotų išteklių aplinkose nėra pakankamai išnagrinėtas. Šiame tyrime užpildoma nustatyta spraga, nes sukurtas konteksto atsižvelgiantis komandos koučingo modelis, pagrįstas nepastovias, neaiškias, sudėtingas ir dviprasmiškas (VUCA) sistemas. Tyrimas yra nuoseklaus paaiškinamojo mišrių metodų dizainas, pagrįstas pragmatine filosofija. Siekiant surinkti kiekybinius duomenis, buvo naudota struktūruota apklausa, atitinkanti ICF kompetencijas ir Adaptacinio koučingo teoriją, o kontekstinėms problemoms užfiksuoti buvo naudojami atviri klausimai siekiant gauti kokybinę informaciją. 86 darbuotojų tikslinga imtis sudarė projektų vadovai, IT specialistai, verslo analitikai ir pagalbinis personalas. Duomenys buvo analizuojami naudojant aprašomąją ir išvedamąją statistiką, taip pat teminį kodavimą, siekiant nustatyti skaitines tendencijas ir kontekstinę informaciją.

Raktažodžiai: Projekto komandos koučingas; Koučingo kompetencijos; Hibridinė darbo aplinka; Kultūrinė įvairovė; Psichologinis saugumas; Projekto našumas; Adaptatyvus koučingas; ICF komandos koučingo sistema; Mišraus metodo tyrimas

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1. INTRODUCTION

1.1 Relevance of the Topic: The ever-changing business life in Nigeria has brought the project teams to the forefront in organisational success, particularly in the information technology (IT) and business-development consultancy industries (Widdowson et al., 2020). In NexGen Solutions- a company providing business coaching services, IT services and development consulting, project teams form the most important tool of providing client-oriented services. Nevertheless, the lack of team cohesion and performance are severely affected by such factors as cultural and ethnic diversity, skills gaps, employee turnover, short project schedules, and untrustworthy technological infrastructure (Adeniyi and Ojo, 2022; Karlsen and Berg, 2020; Oke and Ogunsemi, 2019). The multi-ethnic workforce in Nigeria is often characterized by a lack of communication, conflicting expectations, and the lack of goal alignment, which undermine trust and the ability to work together (Afolabi et al., 2021). Such contextual obstacles are supplemented by hierarchical cultural norms, which dishearten any kind of dissent, and technological restrictions, which make it hard to arrange hybrid working setups (Ogunnaike et al., 2020; Morrison-Smith and Ruiz, 2020). As a result, the need to optimise performance of project teams has emerged as an emergency need by the Nigerian firms that are facing volatile, uncertain, complex, and ambiguous (VUCA) environments.

Team coaching appears to be one of the most strategic interventions that best fit the intricate issues of the hybrid and the multicultural project environments. In comparison with individual coaching, which is mostly aimed at personal growth, team coaching is aimed at building the capacity of the team in a systematic way. It nurtures such critical components as trust, psychological safety, effective cross-cultural interaction, and adaptive reactions to the changing project requirements (Clutterbuck, 2020; Hullinger and DiGirolamo, 2021). Team coaching helps teams embrace dispersion, cultural diversity, and technological interruptions in a more unified and stable manner due to the importance placed on group dynamics, shared accountability, and shared problem-solving. NexGen Solutions, through the empirical evidence provided, also highlights the practical effects of the targeted coaching interventions. Case studies and organisational reports show that these types of initiatives have contributed to significantly more efficient IT service delivery schedule, higher levels of customer satisfaction, a greater level of employee motivation, and increased rates of talent retention (Adebayo and Iweala, 2022; Oke and Ogunsemi, 2019). These findings point to the practical organisational returns of investing in organised team coaching in project-based settings that are technologically oriented. The current research explores the application and localization of two

internationally eminent models: International Coaching Federation (ICF) Team Coaching Competency Framework (ICF, 2020) and the Adaptive Coaching Theory (Hullinger and DiGirolamo, 2021). These models have widespread validation in the Western environment, which is marked by individualistic culture orientations, horizontal hierarchies, and rich in technological resource. Nevertheless, their effectiveness has not been properly investigated among collectivist societies with group harmony, respect to the hierarchy and resource limitations- characteristics common to most Nigerian organisational environments (Jones et al., 2019). This study aims to fill the gap in knowledge that is important by discussing the localisation of these frameworks in the context of the unique socio-cultural and technological environment in Nigeria. It tries to find the ways in which universal coaching principles can be directly adapted to be as relevant and effective as possible in non-Western, high-context, resource-restricted settings, and thus help to make the global coaching practices to be more inclusive and culturally responsive.

1.2 Novelty: Team coaching is now emerging into focus in the last decade, but scholarship is less developed than that of individual coaching, especially in non-Western settings. The gap in this thesis is filled by exploring the team coaching of NexGen Solutions, a consulting firm in business development and IT based in Nigeria. In contrast to most studies, whose focus lies in the leadership or management in general in Nigeria (Adeniyi & Ojo, 2022; Oke and Ogunsemi, 2019), this research study explores the question of coaching project teams, further adding content to the discussion of performance enhancement in the culturally diverse and resource-consuming Nigerian context. It presents an innovative categorization of coaching practice that is specific to local issues, including cultural misconceptions, skills gaps, and virtual teams (Afolabi et al., 2021).

The study modifies the global models, specifically, the International Coach Federation (2020) competencies and the Adaptive Coaching Theory (Hullinger and DiGirolamo, 2021) to the conditions of the Nigerian environment, in which the applications have not been tested previously. A theoretical model of team coaching in a volatile, uncertain, complex, and ambiguous (VUCA) environment in Nigeria is promoted, which offers the companies instructions on how to enhance performance (Bozer and Jones, 2020). The study will further serve as a pre-theory development in team coaching by combining global coaching literature with realities in Nigeria (Widdowson et al., 2020). Targeting the project-based teams, as opposed to the general organization procedures, bridges a significant gap in the literature. NexGen Solutions empirical evidence augments academic knowledge and provides practical

solutions to IT and business settings. Such a two-fold academic and practical input render the thesis a notable addition to the body of knowledge concerning team coaching in developing economies, and with much broader implications to the global conversation.

1.3 Statement of Problem: Although team coaching frameworks are becoming increasingly popular around the world, their efficacy in resource-restricted, multi-ethnic, and hybrid working setups is only loosely comprehended. The IT and business-development consulting services in Nigeria are highly influenced by cultural diversity, strong hierarchical values, severe lack of skills, poor technological infrastructure, and lack of coordination challenges in virtual teams. These aspects regularly hamper communication, destroy trust, and impair the overall team performance (Afolabi et al., 2021; Morrison-Smith and Ruiz, 2020; Widdowson et al., 2020). The two most popular frameworks are the International Coaching Federation (ICF) Team Coaching Competency Framework (ICF, 2020) and Adaptive Coaching Theory (Hullinger and DiGirolamo, 2021), which have become widely accepted and proven to be effective mostly in Western settings that are characterised by individualistic cultures, flatter hierarchies, and strong technological support. There is however a striking lack of empirical data on their extent of applicability and adaptations that must be made to fit the Nigerian context, where collectivist values, respect to authority, scarcity of resources, and complexities of hybrid work are the most common. In the absence of these localised insights, organisations are likely to apply generic models that do not consider barriers that are unique to a context, and therefore, constrain possible improvements in team cohesions and project outcomes. This knowledge gap presents a significant risk to the Nigerian consulting firms that seek to improve the project delivery in more distributed and diverse teams. The lack of culturally sensitive coaching strategies can remain inefficient, impede transfer of knowledge, and create turnover worsen the already talent-deficient situation. The overall research question to be used in this study is thus: How can ICF Team Coaching Competency Framework and Adaptive Coaching Theory be localised and scaled to suit the cultural diversity, hierarchical pattern of communication, technological limitations, and hybrid team dynamics in Nigeria, to maximise project results in IT and business-development consulting? This study will be used to form an evidence-based, locally applicable paradigm regarding project team coaching by exploring the team coaching practices at NexGen Solutions, a representative Nigerian consulting organisation. The research will yield realistic, generalizable suggestions that allow practitioners working in comparable developing-economy contexts to enact cultural-sensitive and

technologically viable coaching interventions that have a significant positive impact on team trust, collaboration, and performance (Jones et al., 2019).

1.4 Aim: The thesis aims to develop a classification of project team coaching competencies and practices at NexGen Solutions, Nigeria, to address challenges and enhance project performance, in alignment with the ICF Team Coaching Competency Framework and Adaptive Coaching Theory.

1.5 Objectives:

1. To evaluate the impact of team coaching on cultural diversity and hybrid work environments at NexGen Solutions.

2. To identify key coaching competencies, including trust-building, active listening, and adaptability, within NexGen Solutions' project teams.

3. To analyze coaching practices that enhance project performance at NexGen Solutions.

4. To assess challenges of hybrid work on team coaching at NexGen Solutions.

1.6 Methods: A mixed-methods survey design was employed, integrating quantitative and qualitative approaches within a pragmatic research paradigm (Creswell & Plano Clark, 2018). Data were gathered through a structured electronic questionnaire administered to project team members at NexGen Solutions. The instrument comprised 5-point Likert-scale items adapted from the International Coaching Federation (ICF) Team Coaching Competency Framework (ICF, 2020) and Adaptive Coaching Theory (Hullinger & DiGirolamo, 2021), together with open-ended questions designed to capture contextual nuances. This combination enabled systematic measurement of perceived effectiveness across key competencies including trust-building, active listening, adaptability, collaboration, and conflict resolution, while the qualitative component elicited rich descriptions of how Nigeria-specific factors such as cultural and ethnic diversity, hierarchical communication norms, skill shortages, and technological constraints shape the application and adaptation of global coaching frameworks (Braun & Clarke, 2019; Saunders et al., 2019). The design thus facilitated both statistical rigour and contextual depth essential for developing a locally relevant model of project team coaching in hybrid, multicultural settings.

1.7 Structure and Scope of the study: This thesis is organised into as many as five major sections to study team coaching at NexGen Solutions, Nigeria, on teams IT and business

projects in a culturally diverse and hybrid service work environment. It is a part of Objective 1; the introduction describes the relevance, novelty, problem, aim, objectives, and mixed-methods approach of the research, thus defining part of the research foundation. The literature review evaluates the critical features of recent scholarly work on team coaching, cultural diversity, or hybrid work to determine gaps in knowledge to inform the selection of the empirical study (Objective 1). The research methodology describes a survey approach that is based on a standardised questionnaire with a 5-point Likert scale using 60-80 respondents from NexGen Solutions. It uses descriptive statistics to allow for reliable data analysis, and Objectives 2 and 3 are supported by this. The Results section presents survey findings, classifying coaching competencies (e.g., trust-building, active listening) and practices that enhance project performance, addressing Objectives 2, 3, and 4. The Conclusions section will provide a summary of the findings, present a custom conceptual model of effective coaching, and suggest the recommendations applicable to NexGen Solutions and further studies. The research scope is limited to NexGen Solutions project teams, and results are applicable to other Nigerian firms in the project-based industries.

1.8 Limitations: The research faced several limitations that determined its level and pattern. To begin with, the lack of Nigeria-specific studies on the topic of team coaching meant that much of the reliance had to be placed on the global frameworks, developed primarily within the Western-oriented setting, which might not necessarily reflect the local cultural, hierarchical, and resource realities (Ogunnaike et al., 2020; Afolabi et al., 2021). The limit was met by purposeful contextualization of the research tool as well as the results interpretation.

Secondly, the final sample size was lower than the final target of 80-100 respondents because of organisational processes at NexGen Solutions, such as heavy workloads, internal approval needs, and unavailability of staff (Oluwatayo et al., 2020). Thirdly, the time and financial limitations could only conduct the investigation on one case organisation, which made it difficult to generalise the results to other project-based firms in Nigeria (Idoro, 2019). Despite these obstacles, the integration of the stringent literature review and empirical evidence gathered in a culturally diverse, hybrid-work environment resulted in believable, context-specific findings that have a high degree of applicability to NexGen Solutions and other organisations of this kind.

2. THEORETICAL ASPECTS OF PROJECT TEAMS COACHING

Project team coaching is a focused intervention that is designed to improve the collective performance, promote collaboration and reach project-specific goals within the intricate organisations. Even though individual coaching focuses on personal growth, project team coaching focuses on group dynamics, which requires coaches to support common objectives, conflict, and cultural diversity under varying conditions of operation (Widdowson et al., 2020). In NexGen Solutions, Nigeria, a company offering both business coaching and IT services project team coaching services, plays a leading role in the volatile, uncertain, complex, and ambiguous (VUCA) environment of the nation, the environment that is characterised by cultural diversity, the hybrid work patterns, and the technological issues. The existing literature review is based on the synthesis of theoretical and empirical points of view and dwells upon the International Coaching Federation (ICF) Team Coaching Competency Framework and Adaptive Coaching Theory to have a good ground to persuade in the problems that are present in NexGen Solutions.

2.1 ICF Team Coaching Competency Framework.

The Team Coaching Competency Framework (TCCF), which was launched by the International Coaching Federation (ICF) in 2020, is an extensive model of team coaching, defining eight core competencies, namely: creating awareness, designing actions, planning and goal-setting, establishing trust and safety, maintaining a coaching presence, powerful questioning, active listening, and managing progress and accountability. They are an inevitable requirement in the cohesion of heterogeneous teams around common goals especially in NexGen Solutions where multi-ethnic teams need trust and effective communication to deliver IT and business projects. As an example, trust is created because it overcomes cultural barriers and allows members of different ethnic affiliations to work together effectively (Afolabi et al. 2021). Listening helps coaches to comprehend the dynamics of the team so that the members sense their importance a factor that is of great importance in relation to the Nigerian culture, which emphasizes collectivism, that is, a culture that places an emphasis on group harmony (Ogunnaike et al. 2020). Effective questioning promotes thinking and problem solving and this is why in NexGen Solutions the teams can work under any complicated requirements like creation of innovative improvements in technology within a strict timeline. The effectiveness of the framework is confirmed by empirical data. Ballesteros-Sanchez et al. (2019) identified that the method of coaching would improve the emotional intelligence of project managers, as

well as refine teamwork skills related to communication, being directly transferred to the team coaching in terms of the group cohesion and conflict management. In NexGen Solutions, where teams that project managers coordinate are diverse, these skills are essential in building cooperation in IT projects. Remarkably, another important issue is trust-based leadership as a significant factor leading to the cooperation of project teams (Bond-Barnard, et al., 2018), which reflects the ICF competency of creating trust and safety. This competency generates an atmosphere in the organization of NexGen Solutions that members can share ideas without fear as this is vital in innovation-oriented projects. In addition to that, the ability to manage progress and accountability makes teams stay afloat with the objectives of a project-related issue that composes the lack of competency and the high turnover rate in the Nigerian IT sector (Adeniyi & Ojo 2022).

Notwithstanding these strengths, the TCCF has mostly emerged within the Western environments where individualism values prevail, and it may be difficult to use this method in Nigeria since the society is collectivist (Ogunnaike et al. 2020). As an example, effective questioning with strong implications should be changed to the indirect direction to prevent the level of confrontation to comply with cultural norms of being respectful and saved in character. Hierarchy in Nigerian organizations can also reduce open discussion, which means that coaches should create the sense of psychological safety to increase engagement (Edmondson & Bransby 2023). Moreover, there are also limited empirical tests that support the framework (such as empirical validation on non-Western context) which limit the applicability of the framework (Jones et al. 2019). The coaches in NexGen Solutions must deal with technological barriers, i.e., weak internet, hindering virtual teamwork in the hybrid workplace (Morrison-Smith & Ruiz 2020). As an example, a coaching presence in virtual environments also requires flexible tactics, such as using asynchronous communication that can keep everything engaging regardless of the technological divides. The focus of the framework on the establishment of awareness and action design is especially applicable in the case of NexGen Solutions where coaches should assist the teams in establishing skill gaps and what they can do about them to improve the project work. Harvey et al. (2019) demonstrate that psychological safety, fostered through competencies such as active listening, mediates the relationship between team learning and performance a critical factor for NexGen Solutions' innovation-driven projects. Nevertheless, the universal nature of the framework might not be able to explain the situational peculiarities of Nigeria, such as ethnic diversity or budget limitations, and require contextual adaptation (Afolabi et al. 2021).

2.2. Adaptive Coaching Theory

Adaptive Coaching Theory enhances the International Coaching Federation (ICF) paradigm, by promoting context sensitivity and situational responsiveness, because the theory argues that practitioners are expected to adjust interventions in directive and facilitative directions, considering the maturity of the team, the complexity of the project, and situational contexts (Hullinger & DiGirolamo, 2021). This flexibility is especially eminent to NexGen Solutions where the frenetic project edges, cross-cultural diversity, and remote working strategies are the inherent traits of its VUCA environment. As an example, a newly formed NexGen Solutions workforce may benefit with directive coaching to define roles, establish IT-related processes, but a well-established group may need facilitative coaching to develop innovation and self-regulation. According to empirical data of Berg and Karlsen (2016), coaching that is nurturing and empowering can improve team performance because of the achievement of positive emotions and collaboration that suits the organizational diversity-based mission. The adaptability feature provided by the theory is critical in Nigeria as the complexities of hybrid work are entangled by restrictive technological circumstances, including unreliable internet connection (Morrison-Smith & Ruiz, 2020). Cripe and Burleigh (2022) underscore that virtual project managers must cultivate adaptive competencies, including digital proficiency and remote facilitation, to sustain engagement. Therefore, coaches of NexGen Solutions must resort to the low-tech methods of addressing these challenges e.g. asynchronous dialogue or face-to-face interaction when possible.

Edsall & Conrad (2021) note that virtual team coaching implies emotional resilience, a quality that is especially topical in Nigeria, where stress might begin because of a technological setback, and disruption might compromise the team. Adaptive Coaching Theory provides practitioners with a foundation of how to tailor the interventions to these challenges thus making coaching viable in NexGen Solutions. However, the scholarship that substantiates the power of adaptive coaching is mainly based in the West where the technical infrastructure is well established, and most of it may not apply to the Nigerian asset-limited environment. For example, Nigerian project managers often adopt directive leadership styles in response to cultural expectations of authority, a stance that may conflict with facilitative coaching practices (Oke & Ogunsemi, 2019). Therefore, coaches should strike a balance between the two styles to respect the cultural values besides promoting team autonomy. Similarly, Bozer and Delegach (2019) state that Nigeria has a high score on the uncertainty-avoidance index, which influences such coaching effectiveness so that only indirect methods of motivation, e.g., reflective

debriefs, established, can be used to achieve engagement without shaking the established hierarchies.

Evidence-based approaches, such as action learning, also have the backing of Adaptive Coaching Theory in solving skill gaps in the IT undertakings of NexGen Solutions. Coaches can employ action learning to enable collective problem-solving, thereby enhancing technical competencies and interpersonal effectiveness. However, the small amount of research that have tested adaptive coaching across non-Western cultures further demonstrates the necessity of context-specific investigation. Nigerians are collectivists, who value group harmony much more than individualism; this may force the coaches to deemphasize personalistic strategies affecting group members (Ogunnaike et al., 2020).

The expansion of hybrid work, accelerated by the COVID-19 pandemic, necessitates adaptive practices that promote both engagement and psychological safety in virtual environments (Radu et al., 2023). The coaches of NexGen Solutions are therefore forced to ensure alignment of teams to project goals mostly in innovation-driven IT-based projects. This research can provide an answer to these considerations because it will empirically test Adaptive Coaching Theory in Nigeria and define how directive and facilitative orientation coaches can learn to employ to improve the outcome of their projects. By synthesizing insights from organizational psychology specifically psychological safety (Edmondson & Bransby, 2023) and leadership research, the study develops a tailored coaching model for NexGen Solutions, bridging global frameworks with localized practices to elevate performance in Nigeria's culturally diverse, hybrid-work environment.

2.3 Theoretical Perspectives

In addition to the International Coaching Federation's (ICF) competencies and Adaptive Coaching Theory, organizational psychology and leadership studies contribute substantive insights into team coaching practice. According to the model presented by Hackman and Wageman (2005), three fundamental team coaching functions should be addressed: motivational (energetic effort of a team), consultative (improving performance strategies), and educational (building team capacities). At the NexGen solutions, these functions play a very vital role in enhancing team contribution, tackling the acute skills gap within the information-technology projects as well as streamlining the processes involved in project delivery. Specifically, motivational coaching can motivate NexGen Solutions' teams to surmount cultural misunderstandings, whereas educational coaching cultivates both technical and

interpersonal competencies required for complex tasks. However, the framework expressed by Hackman and Wageman might not be comprehensive enough to encompass the collectivist nature of the Nigerian culture, thus upholding group harmony over individualistic elements, so culturally based interventions are critical in the given context (Ogunnaike et al., 2020).A psychological safety that is defined as an ingrained belief held by a group of people that it is safe to take risks and express ideas is yet another contribution to the field by the organizational psychology body (Edmondson & Bransby, 2023). This construct enhances team learning and innovation, which is especially pertinent in the case of NexGen Solutions since heterogeneous team members are involved in the information-technology projects based on innovation. As established by Harvey et al. (2019), the relationship between team learning and performance is mediated by psychological safety whose effect is highly visible in NexGen Solutions project team environments. Coaching practices that cultivate psychological safety, such as transparent communication and active listening, align with the ICF framework and are essential to organizational success. Leadership theories further augment understanding of team coaching. According to Bozer and Delegach (2019), the score of uncertainty-avoidance in Nigeria affects coaching performance. This means that the coaches of NexGen Solutions will have to ensure that their interventions are low in terms of confrontation, with the preferred method being indirect inquiries aimed at provoking reflection without necessarily compromising cultural unity. Greif et al. (2022) advocate evidence-based practices, including action learning and reflective debriefs, which are central to remedying identified skill gaps in NexGen Solutions' information-technology projects. As far as qualitative studies are concerned, Oke & Ogunsemi (2019) note that directive leadership styles are regularly selected by project managers of the Nigerian origin, a detail which can prove to stand in the way of facilitative coaching practices.

2.4. Project Team Coaching

Project team coaching is a prepared and identified intervention that aims to improve overall team performance and facilitate effective teamwork and attainment of project goals within the changing and sometimes a volatile organizational environment. In contrast to one-on-one coaching that focuses on the personal development and individualised developmental support, team coaching similarly focusses on delivering optimal group performance, the potential synergy of different individuals included in the team, and the challenges of interpersonal and systemic dynamics within groups (Widdowson et al., 2020). This difference stresses the systemic and relational approach to team coaching, in which the coach will always connect with the team as a system; they will not work with individual issues and concerns.

Hackman and Wageman (2005) have expanded on the theoretical basis of team coaching, as the authors outline three basic functions that determine effective team coaching, motivational, consultative, and educational. The motivational role focuses on mobilizing the team members to join force in a common cause and cement the commitment and sense of purpose. The consultative role entails strategic improvement of team procedures and growth of behaviours that help in performance improvement. Finally, there is the educational role, which concentrates on capacity-building, team learning, and development of interpersonal competencies that are necessary to achieve long-term effectiveness. These central functions are particularly crucial in the project-based contexts, when project teams must cope with the area of intense task interdependencies, strict timeframes as well as regular environmental uncertainties (Karlsen & Berg, 2020).

A complementary definition of team coaching can be found in the offering given by International Coaching Federation (ICF, 2020): team coaching is a co-creative, collaborative process, the coach is the one who aligns with the team and acts in a structured way to enhance unit effectiveness. The key features of this process are factors like trust, joint responsibility, and the outlined clear purpose as the characteristic features of successful team engagement. In this context, the coach does not only help to align the goals but also help the team to achieve relational agility, promote psychological safety, and develop efficient communication channeling. Several researchers have confirmed the transformative prospects of team coaching on the enhancement of project and team performance. A meta-analysis done by Jones et al. (2019) presented the results of a vigorous study whose critical aspect was that performance outcomes showed significant improvement regarding workplace coaching, and team-level interventions had more significant effects. This highlights an exclusive efficacy of coaching that opposes individual performance improvement but rather focuses on group processes and group performance. Widdowson et al. (2020) additionally convey the opinion that team coaching has the benefit of developing better teamwork and conflict resolution that is critical to the optimum functioning of teams, especially ones that are diverse or cross-functional projects.

The contribution of team coaching to the development of emotional intelligence in project managers is also rather significant, as it improves the level of team cohesion and communicative competence. Ballesteros-Sanchez et al. (2019) confirm that thanks to the coaching process, the project leaders are more sensitive to the team relationship phenomena and are in a better position to cope with interpersonal issues. Similarly, as Bozer and Jones

(2020) disclose, team coaching is one of the practices that enhance the rates of engagement and productivity, especially in the context of high-stakes and time-sensitive project delivery, because it strengthens clarity, morale, and shared agency. Team coaching has also been singled out as the source of trust. Bond-Barnard et al. (2018) assert that direct outcomes of coaching-based activities founded on trust further support greater cooperation, which in many cases defines project success. Interned, Greif et al. (2022) recommend one of the evidence-informed practices, action learning, citing its ability to develop competences of the team systematically, especially in projects and activities that are technologically demanding or innovation-intensive.

Team-related dynamics are rather complicated, and coaches must have a subtle grasp of interpersonal processes and systemic questions. As noted by Clutterbuck (2020), team coaching is a challenging in the sense that some intricate relational dynamics, such as power imbalance, role ambiguity, or hierarchical impact, may impact the team functionality in a significant manner. In addition, the coaching interventions should be culturally sensitive. According to Ogunnaike et al. (2020), in a collectivist culture, where it is most important to maintain harmony and agreement within a group, the values of the community must resonate with the coaching style to have an effect. The effectiveness of team coaching is further modulated by contextual issues relating to team commitment and the organisational hierarchy. Adeniyi and Ojo (2022) conclude that team commitment-based coaching interventions have a positive correlation to better project results. In hierarchical organisational structures, Oke and Ogunsemi (2019) argue that effective coaching needs to be cautious by balancing both directive and facilitative approach to fit into cultural expectations and power relations. This sentiment is shared by Iordanoglou (2019) who says that the coach must adapt his or her techniques to the unique operational and cultural reality surrounding every single team.

(Afolabi et al., 2021).

2.4.1 Cultural Diversity

Cultural diversity in project teams refers to the situation where there are members with different cultural, ethnic, linguistic, and social backgrounds working in the same structure. The multidimensionality of this diversity rapidly introduces an extensive set of diverse worldviews, thinking patterns, and behavioural patterns, greatly affecting team processes, interpersonal relationships, and project outcomes in general (Afolabi et al., 2021). Although diversity is often related to increased creativity, problem-solving ability, and more enriched decision-making, it is also a complex challenge. These involve a geographic higher likelihood of bad communication, conflicting expectations of different roles, and a possibility of cross-cultural lack of understanding that could hinder teamwork and efficiency (Ogunnaike et al., 2020). As teams are becoming culturally pluralistic, especially in environments that are characterised by high collectivist cultures, certain value orientations to teams become of central importance, including group harmony, hierarchal deference, and indirect communication. According to Bozer & Delegach (2019), people in collectivist settings prioritise relational balance and respect towards the authorities, which can belittle the chance of expressing themselves, especially during conflict-saturated circumstances. This cultural orientation requires a coaching style that is extremely sensitive to the background norms and that can foster psychologically safe environments to encourage discussions and disagreement. Coaches should

thus equip themselves by being cultural brokers, hence mediating teams by being tactful in conversation but maintaining the socio-cultural distance.

Afolabi et al. (2021) state that the concept of cultural diversity among project teams in Nigeria has a positive impact on innovation and new styles of solving a problem. Nevertheless, they emphasise the importance of the existence of intercultural competence to bring these benefits into reality. This ability to recognise, read, and respond to cultural differences becomes key to the mitigation of conflict, development of trust, and cohesive operation. Ogunnaike et al. (2020) also point out that constructive criticism is usually suppressed in collectivist societies, and coaches need to use some measures that promote an open yet considerate discussion. Such a setting requires trust formation as an essential precondition of genuine communication and protracted cooperation. According to Jones et al. (2019), coaching of different teams is the way to enhance the level of mutual understanding and promote better integration in teams and coherence of purpose. Otherwise, Bond-Barnard et al. (2018) argue that coaching based on trust-orientated practices has the capacity to moderate the impact of cultural diversity as it orients team members to shared goals and increases group efficacy. Bozer and Jones (2020) support the importance of coaching as a means of increasing engagement rates, especially through setting an inclusive atmosphere, where the opinion of all team members can be heard and respected.

The most important aspect of diverse teams is psychological safety, which is directly associated with the coaching process. Widdowson et al. (2020) also highlight how the coach can create a safe team environment that neutralises risk-taking and vulnerability, which is especially critical in multicultural environments where people could be reluctant to express their disagreement. Edmondson and Bransby (2023) go on to say that it is based on such safety that team learning and adaptability are built. With a particular emphasis on such challenges as cultural awareness in the coaching practice, Clutterbuck (2020) recommends that coaches learn to match their coaching strategies with team norms and values. Within high uncertainty-avoidance environments, Bozer & Delegach (2019) recommend that coaches label their approach as indirect and non-confrontational but with a sense of respect for cultural preferences and enabling development and accountability. Structured debriefs are some of the reflective practices that have been suggested to be used in breaking the cultural divide. According to Greif et al. (2022), such practices offer team's chances of exposing and examining cultural assumptions without threatening them, which increases teamwork and shared understanding. This process may, however, be complicated by structural hierarchies. According to Oke &

Ogunsemi (2019), hierarchical norms can limit open communication and feedback, which coaches should account for by creating interventions that are culturally and structurally responsive. Adeniyi & Ojo (2022) show that responsiveness of coaching in a diverse world leads to alignment, improves mutual respect, and benefits towards a better project performance.

2.4.2 Hybrid Work Environment

The mixture of face-to-face and remote collaboration, which is recognised as hybrid work setting, has become an important aspect of the post-COVID-19 professional world. This workplace reorganization also forms a complex picture in terms of team coaching in the context of remote team coherence, trust, and engagement in geographically and digitally separated units (Morrison-Smith & Ruiz, 2020). Changing patterns of collaboration between the members of a team in both the physical and virtual spaces require new coaching approaches that can bridge the spatial, technological and psychological barriers. According to Hann (2023), about 20-25 percent of the international workforce will still work partially remotely by 2025, which proves that hybrid forms of work will remain one of the basic needs. The projection sustains the need to develop a team coaching practice that can adjust to changing work arrangements and could respond to the changing needs of the hybrid professional ecosystem.

The hybrid working environments develop a need to engage and maintain a team in synchronous and asynchronous forms of coaching. Radu et al. (2023) state that hybrid teams are specifically susceptible to disintegration and disconnection, as they operate by using technology to pass communication. Based on this, the coaching profession should devise methods of making the experience gap that exists between on-site and remote members non-existent, thus resulting in shared purpose and belonging regardless of physical location. According to Morrison-Smith and Ruiz (2020), technological disparities, reduced social cues, and limited informal interactions are the main barriers to hybrid collaboration. Such restrictive tendencies make it harder in a team to form personal relationships and bonds and trust, the basis of efficient work collaboration and learning. Coaching purposes in a hybrid team give more innovation to leadership. According to Reyes et al., (2021), leaders working in hybrid situations often face the challenges of aligning the team goals, dealing with two-way communication forms, and ensuring regular attendance. These challenges have brought into the picture, the greater demand of coaching interventions that can develop greater flexibility in leadership, strategic communication and empathy within digital-enabled settings. Cripe & Burleigh (2022) stress that virtual project leaders need higher digital literacy and remote

process management and social technologies skills to overcome complicated work processes and interpersonal relations cross-platform. These competencies should be incorporated into the coaching curriculums to make sure that leaders are able to work in hybrid environments effectively.

Psychological safety and trust continue to play the key role in the operation of the team in the hybrid environment. The authors illustrate that hybrid teams characterized by high rates of psychological safety perform better compared with teams that do not have such levels of trust (Radu et al., 2023). The importance of coaching to foster psychological safety is that coaches support the establishment of a sense of psychological safety by fostering vulnerability, genuine communication and fair play, whether one is face-to-face or not. Edmondson and Bransby (2023) reaffirm the importance of psychological safety as the predictor of collaboration and innovation, thus being one of the strategic priorities in hybrid team coaching.

Edsall & Conrad (2021) point out that virtual and hybrid coaching intervention builds resilience enabling teams to address the pressures related to disruptions brought about by social media and isolation, as well as changes in working modalities. Clutterbuck (2020) suggests the use of asynchronous communication strategies as one of the feasible methods to sustain continuity and inclusiveness in the coaching processes to address limitations associated with real-time interaction. Such asynchronous activities allow teams to participate at their own rhythm, which minimizes cognitive overload and helps reflections take place. Coaching efficacy in the hybrid working environment has not been researched, Jones et al. (2019) state, especially in cases characterized by limited resources and technological infrastructure. According to Bozer and Jones (2020), the bespoke coaching interventions, which are related to the individual configurations and challenges of hybrid teams, are presented as a promising approach in dealing with hybrid teams. Lastly, Iordanoglou (2019) asserts that hybrid coaching must be circumstantially sensitive, which is more than him/her simply overcoming technological constraints but also taking into consideration the socio-relational aspects of connectedness, equity, and engagement on which the success of a project relies.

Source: Friday, S. (2025).

2.4.3 Coaching Competencies

Coaching competencies are a package of the necessary skills that help coaches enhance team performance, mediate cohesion of teams, and fill the challenges of project-based environments due to the complexity of those. In the Competency Framework of Team Coaching by the International Coaching Federation (ICF, 2020), there are eight core competencies, namely, trust-building, active listening, adaptability, all of which have much to say in the case of project teams. Hullinger and DiGirolamo (2021) state that these very competencies cannot be omitted when it comes to the creation of shared purpose, consistency, and resilience in the context of dynamically developing organisations. When coaching practitioners develop expertise in these skills, the practitioners are in a better position to control the inter-personal dynamics, control the way team members interact, and modify coaching interventions in line with the evolving needs of teams. One of the basic skills of coaching is active listening that can help open meaningful dialogue, foster understanding, and promote emphatic involvement. According to Bozer and Jones (2020), active listening can increase the level of engagement in a team as well as influence the collaboration as it allows one to be open-hearted and state his or her personal background with the help of listening. On the same note, Widdowson et al. (2020) assert that active listening provides a state of reflection in which teams can share issues, express opinions, and collaboratively develop solutions. The skill to listen not to words but to the traces of emotions and group tensions leads to the increased emotional intelligence, which Ballesteros-Sanchez et al. (2019) directly correlate with better cohesion and effectiveness of communication in the group.

Another much required competency in team coaching is adaptability in line with volatile and uncertain project environments. Greif et al. (2022) emphasize that adaptability is a characteristic of effective coaching because flexible interventions enhance the outcomes of the teams in rapidly evolving contexts. Coaches are required to alternate between cooperative and instructor styles, change communication patterns and adapt to the emerging team dynamics quickly. Oke and Ogunsemi (2019) note that in hierarchical cultures, adaptability refers to being sensitive to the coaching styles according to the current power systems and societal norms thereby making them receptive and effective. It is by using these cultural atonements that coaches can find a balance between respect of authority and promoting team voice and participation. The third resource to complement the coaching competency is cultural intelligence that enables judging interventions, considering different values, expectations, and communication styles of the team members. The coaches should implement culturally appropriate strategies, such as indirect communication and maintaining group harmony in the collectivistic cultures, for example (Bozer & Delegach, 2019; Ogunnaike et al., 2020). According to Iordanoglou (2019), the success of coaching in such environment depends on how the coach controls tone, pace, and authority, to acknowledge group based cultural imperative without neglecting team agendas.

The most anchor and arguably most important competency is the ability to build trust because all effective coaching interventions are based on this. The ICF (2020) states that building trust allows collaboration, psychological safety, and the sense of communal accountability to take place. According to Bond-Barnard et al. (2018), the presence of trust intervenes in the connection between coaching and project success as open, honest, and constructive communication is facilitated under it. Trust enhances the process of counteracting misunderstandings and brings convergent expectations in culturally diverse teams (Afolabi et al., 2021). Edmondson and Bransby (2023) state that psychological safety as a by-product of trust will allow members of the team to exchange ideas, confess failures, and make interpersonal risks without fear of punishment. As Clutterbuck (2020) remarks, transparent communication processes prove invaluable when establishing and maintaining trust, particularly in collectivist societies, where it is a norm not to confront people. According to Bozer and Delegach (2019), coaches need to adopt an indirect and supportive wording that does not break the harmony yet criticises counterproductive behaviours. According to Adeniyi and Ojo (2022), trust builds both relational bond within team members and a shared vision toward a common goal in each project, thus, improving performance of the team. Therefore,

the coaching skills based on trust, active listening, flexibility, and cultural sensitivity are imperative drivers to project successes (Iordanoglou, 2019).

2.4.4 Coaching Practices:

Coaching behaviors are deliberate actions geared towards ensuring that a team improves its performance, develops cohesion and common purpose. These are essential foundations of team coaching, and they structure the processes through which teams operate, think about behavior, and learn. According to Greif et al. (2022), action learning and reflective debriefs must be normalized as the primary mechanisms of building teams and fostering team intelligence. These modalities enable teams to question their behaviors, draw learning out of current issues, and continue improving performance even in extremely challenging conditions of projects. Clutterbuck (2020) highlights the clarity, accountability, and alignment brought to the table by structured goal-setting and regular feedback systems, who can be perceived as the building blocks of coaching practice. These scripts focus group endeavours on community goals and provide a framework upon which ongoing evaluation along with behavioral support might be based. These assertions are supported by Widdowson et al. (2020), who show that structured coaching interventions have the significant effect of enhancing team collaboration and project outcomes, particularly when built into the teamwork process. Action learning specifically has been proven to enhance flexibility and problem solving in project teams. According to Bozer and Jones (2020), the performance may increase by a maximum of 20 % when action-learning cycles are adopted by coaching, where teams face real problems but reflect and practice new knowledge. On a similar note, Ballesteros-Sanchez et al. (2019) confirm that feedback-rich coaches environments foster an atmosphere of open communication and alleviate misunderstanding and enhance relationship trust.

In a culturally different project environment, coaching interventions should be inclusive and sensitive to cross-cultural conditions. Afolabi et al. (2021) add weight to the fact that incorporative facilitation has the advantage of bridging cultural gaps, with all voices honoured. Within hybrid and virtual environments, feedback, even in the form of digital platforms and written reflection, is now a required part of maintaining engagement and responsiveness in lieu of face-to-face interaction (Morrison-Smith & Ruiz, 2020). Cultural environments also adjust the appropriateness and effectiveness of individual coaching styles. Oke & Ogunsemi (2019) note that hierarchical cultures are particularly characterized by directive styles, and thus they inhibit free participation. In turn, coaches need to become both instructive (with directive

leadership styles) and facilitating (promoting independence and respect levels). Jones et al. (2019) emphasize that context-specific interventions ensuring changes may respond to the unique attributes of every team and project must be identified. According to Adeniyi and Ojo (2022), congruent coaching practices lead to improved project outcomes directly. Overall, coaching practices are essential field enhances of project delivery and team progress (Iordanoglou, 2019).

2.4.5 Project Performance

Project performance is a concept that can be defined as the level at which project teams can accomplish the set targets with regard to quality, timeliness, and effective use of resoures (Oke & Ogunsemi, 2019). Nonetheless, modern literature is starting to indicate that the conceptualisation of the project performance is a multidimensional notion, as it goes beyond the established conceptual framework of the so-called triple constraint consisting of scope, time, and cost. It additionally includes the effectiveness of latent processes, the quality of interpersonal relations and stakeholder satisfaction, and the team ability to learn and adapt to changes (Greif et al. 2022, Ogunnaike et al., 2020). These less tangible aspects of performance are especially vital in complex and uncertain settings, where projects are hardly carried out in a stable or predictable situation (team coaching has become a strategically pertinent intervention of improving project performance by building high-performing, flexible, and committed teams that are able to react to sustained change and ambiguity(Radu et al., 2023).

It has been repeatedly proposed in the literature that team coaching reinforces the presence of fundamental behavioural and relationship skills like collaboration, alignment, and responsiveness that are critical in uncertain times and that lead to sustainable project results. Widdowson et al. (2020) propose that project teams should be supported by coaching programmes designed to address unique requirements of the team members to promote collaboration and adaptability to adapt to the emerging issues instead of strictly following the planned steps. Critically, this flexibility is particularly useful in project-based settings that are characterised by a high level of strict deadlines, interdependency, and changing stakeholder expectations. Nevertheless, such customized coaching relies on contextual sensitivity since a single coaching intervention is not always applicable to responding to the dynamics of various teams.

The seminal piece of work by Hackman and Wageman (2005) goes further to explain the processes of coaching improvement of project performance. They argue that good coaching

enhances the team processes by defining the roles, confirming shared responsibility as well as enhancing team coordination. These process-based enhancements bring in consistency and quality in the delivery of projects. Importantly, their framework is founded on a very solid theoretical base, but this has mostly been tested within Western organisational settings, provoking some doubts regarding its applicability. The role clarification and accountability might need culture-sensitive strategies in the environment that is highly-power distance or collectivist, like the case of Nigeria, to prevent the high-ranking squareness or the silencing of team voice. The level of trust- building is a key factor towards project performance in coached teams. Bond-Barnard et al. (2018) show that trust-based coaching interventions should be able to boost the rate of project success by up to 25 per cent, with the main effects being the development of better communication and increased psychological safety. Critically speaking, trust is a result and a process of successful coaching: although coaching can build trust, its success is also determined by the levels of existing relational confidence in teams. Trust-building in low-trust cultures or multicultural teams can be a task that takes more time and cultural sensitivity, as opposed to brief interventions.

The positive correlation between structured coaching and performance also has support in the form of empirical evidence. Jones et al. (2019) indicate that high-quality coaching interventions are linked to the objectively measurable delivered changes and stakeholder satisfaction. Nevertheless, their results also indicate the existence of variability in the results, which implies that the effectiveness of coaching depends on the presence of support in the organisation, commitment of the leaders, and alignment to project goals. In the same vein, Bozer and Jones (2020) highlight the importance of engagement and intrinsic motivation as motivation towards timely delivery and continued effort during the project life cycle. Although coaching can be used to boost motivation, critics believe that the motivation benefits may be temporary when structural issues like too much work or poor leadership are not under solution.

Team commitment is also enhanced by team coaching and has been observed to produce a direct impact on the outcome of performance. According to Adeniyi and Ojo (2022), coaching practices facilitating shared responsibility and collective ownership produce measurable changes in the outcomes of a project. It is especially applicable to heterogeneous teams when coaching could be used to align divergent opinions, encourage the inclusion of views, and generate innovation (Afolabi et al., 2021). However, diversity proved to be a two-sided sword; unless it is managed properly, different values and ways of communicating can create more conflict instead of becoming more creative.

Team coaching is important in hybrid and remote work settings as it helps to alleviate the obstacles of collaboration through enhancing communication, connection, and shared responsibility. Its use is however limited by technological and cultural challenges. The authors note that digital disengagement is a major risk factor in the remote environment where digital access or poor internet connectivity may decrease the levels of interaction and undermine the success of the coaching process (Morrison-Smith and Ruiz, 2020). Furthermore, Ogunnaike et al., 2020) & Radu et al., 2023) warn that the culturally unrelated coaching approaches can drive team members away and lead to a drop in the compliance with group value and norms. As such, the emerging balancing factor to maintain high project performance in complex settings is the need to conduct contextualised and customised coaching intervention. Iordanoglou (2019) reason that to be meaningful and sustainable in the delivery of the performance benefits, coaching should be attuned to the organisational, cultural, and technological realities.

2.4.6 Challenges of Hybrid Work on Team Coaching

These simultaneous trends: the spread and institutionalization of hybrid work environments that feature personnel rotating between working remotely and physically attending an in-person location on a regular basis; and the complicated logistics of the hybrid model with elements that continuously vary, have adjusted the rules of the game of collaboration within teams to new proportions and created complex issues in the practice of coaching. When contrasted with the flexibility and expanded group working opportunities the hybrid arrangements have to offer, such models undermine crucial interpersonal processes that form the basis of successful coaching. Consequently, current approaches to coaching must be reweighted to retain team output and dynamics in scattered environments.

The main difficulty of hybrid coaching environments is the distortion or loss of the non-verbal social indicators through which the rest of the interactions are usually guided. Morrison-Smith and Ruiz (2020) argue that the inabilities of a virtual communication platform such as lack of immediate feedback, facial expression, and limited body movements undermine the understanding of emotional and cognitive cues by coaches of team members. In turn, the lack of social presence may involve misunderstanding, lack of empathy, and engagement loss during coaching. The latter is also characterized by the presence of technological barriers, including discrepancies in access levels to machines, bandwidth, or digital literacy which exacerbate already present inequality and limit participation (Cripe & Burleigh, 2022).

Hann (2023) expects that hybrid work is to remain the new norm in the organization, and coaches should embrace adaptive strategies to meet the needs of both on-ground and online work. Leaders who work under the hybrid framework often complain about the dire situation with alignment of teams spread across different geographical locations. According to Reyes et al. (2021), hybrid team leaders face the challenge of maintaining the team cohesion due to uneven frequency of communication and lack of coherency in interactions. These results suggest that when coaching individuals working in hybrid environments, one should focus on the sufficient communication skills, transparency, and role clarification attributes to overcome the isolating phenomenon of spatial dissociation.

A psychological safety, as an essential antecedent of optimal team performance, is especially vulnerable in a hybrid setting. Radu et al. (2023) note that it is more challenging to make sure that members of the team feel safe about expressing themselves freely without any fear of punishments in situations of mediated interaction behind a screen. Edmondson & Bransby (2023), psychological safety depends on a relation to trust, which is not as easy to foster in the virtual or asynchronous environment. In addition, the work of virtual coaching requires coaches or team members to be more resilient. In accordance with Edsall and Conrad (2021), long-term digital connection, the fatigue of being in front of screens, disappearing work-life boundaries can reduce attention and coaching session engagement. In collectivistic societies, hybrid solutions have the potential to support existing authoritative culture, which inhibits open communication and feedback at informal levels. According to Ogunnaike et al. (2020), the virtual distance can exaggerate the manifestations of power and thus hinder the appliance of inclusive and democratic team discourse.

To meet these challenges, hybrid realities need to be purposefully customized to coaching practices. The team just allows it to occur with some context-specific strategies, which must be flexible and culturally responsive (Jones et al., 2019). Bozer and Jones (2020) advocate experience based on their adaptive intervention to the changing requirements and dynamic limitations of the teams. Also, Clutterbuck (2020) emphasizes the importance of using asynchronous communication such as recordings of feedback, reflections in the written form, or digital check-in which can supplement the synchronous interactions used and maintain interest even in the face of logistical challenges. After all, success of coaching in hybrid setting depends on the deliberate design, technological expertise and cultural sensitivity. Coaches are forced to implement advanced, robust, and diverse approaches that help circumvent the

drawbacks of hybrid systems and utilize their ability to be flexible and expansive (Iordanoglou, 2019).

2.5 Gap in Literature

Although the importance of team coaching as a strategic tool to improve collaboration, learning, and performance in organisations has gained significant traction, there are still significant theoretical and empirical gaps, and this is especially the case in non-Western and culturally diverse settings. Much of the current research on team coaching has been conducted and experimented mostly on Western, individualist cultures, which restricts the degree to which the results can be reliably transferred to collectivist cultures like that of Nigeria. To give an example, the research of Ballasteros-Sanchez et al. (2019) and Bond-Barnard et al. (2018) indicates the beneficial impact of coaching on teamwork, trust, and performance, but most of the studies are carried out in Western cultures with emphasis on individual autonomy, low power distance, and face to face communication. Consequently, this makes their applicability to situations that can be defined by communal values, hierarchical relationships, and indirect communication underexplored. In line with this, the commonly embraced models like the International Coaching Federation (ICF) Team Coaching Competency Framework and Adaptive Coaching Theory, both of which were founded in the United States have become popular in the coaching practice models around the world. Although these models offer very strong conceptual frameworks to explain the nature of effective coaching behaviours, competencies, and adaptive interventions, they are under-represented and have not been sufficiently validated in the realities of culturally diverse and resource-constrained contexts (Jones et al., 2019; Hullinger and DiGirolamo, 2021). The assumptions that lie behind these frames including openness, egalitarian dialogue, and psychological autonomy might not necessarily correspond well with the collectivist cultures where deference to rank, group cohesiveness and social conformity are prevalent. Empirical studies on team coaching are particularly limited on the Nigerian context alone. Afolabi et al. (2021) note that there is a dire shortage of systematic research investigating the mechanism of team coaching in Nigerian organisations since the cultural aspects deeply embed communalism, power distance and indirect communication patterns. These cultural aspects are also major factors that affect the way teams interact, the expectations of the leaders, and the extent to which they are willing to be openly discussed, and these are the key elements of successful coaching procedures. In the absence of empirical evidence based on such contexts, any existing coaching models may be used blindly, and this may diminish their efficiency or cultural suitability. There are additional

gaps when it comes to hybrid work-environments, especially in those areas that are impacted by the disparity in technology and infrastructural constraints. According to Morrison-Smith and Ruiz (2020), access differences to quality internet access, online tools, and technical expertise still determine the reality of hybrid work in most developing economies. However, a lot of the research on team coaching in a hybrid or virtual environment presupposes the reliable technological support and a high level of digital literacy. This supposition excludes the possibility of situations such as Nigeria, where hybrid teams are frequently subject to ongoing connectivity issues, which can disengage the participants, decrease trust and long-term coaching relationships.

Further, psychological safety, which is a fundamental process by which coaching is thought to improve learning and performance, has not been thoroughly studied in non-Western and hybrid team contexts. According to Radu et al. (2023), no specific studies investigate the mechanisms by which psychological safety can be established and preserved in hybrid teams, especially when the culture does not encourage speaking up or questioning authority. This is an essential omission, since psychological safety is a well-known mediator of coaching interventions and positive outcomes in a team. Also, the hierarchical organisational norms that are dominant in most African situations also make the transferability of western coaching models more challenging. The authors state that due to the high-power distance and the traditions of directive leadership, the context-specific coaching strategies are required, which should balance the elements of authority and participation with extreme caution (Oke and Ogunsemi, 2019). As a result, culturally responsive-structurally sensitive coaching models are urgently needed. To fill these gaps, this research paper attempts to combine globally accepted coaching models and locally flexible and culture-sensitive practices to enhance the support of hybrid and diverse team learning in Nigeria. In that way, it addresses the requests to provide contextualised coaching research and adds to a more inclusive and globally applicable body of knowledge (Iordanoglou, 2019).
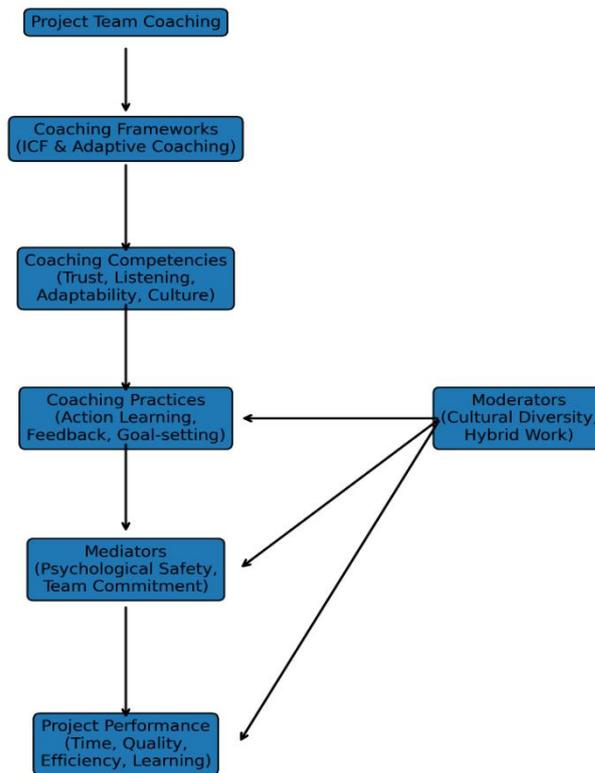
Figure 1: Conceptual Framework for Project Team Coaching

2.6 Conceptual Model for Solving the Problem

At the end of this theoretical review, a practical conceptual model is proposed to tackle the main challenge: improving project team performance at NexGen Solutions, Nigeria, despite cultural diversity, hybrid work difficulties, and VUCA conditions. Figure 2 (building on Figure 1) shows how the ICF Team Coaching Framework, Adaptive Coaching Theory, psychological safety, and Nigeria-specific factors work together as a complete system. Each part is explained below with its connections, research backing, and real-world use at NexGen.

Starting Point: What Influences the Teams (Core Antecedents)

Cultural Diversity & Hybrid Work Environment: Nigeria's collectivist culture with strong respect for hierarchy (Ogunnaike et al., 2020) combined with spotty internet creates real hurdles like indirect talking styles and remote team disconnection (Morrison-Smith & Ruiz, 2020). Yet this same mix sparks innovation when handled right (Afolabi et al., 2021).

VUCA Project Context: NexGen's fast-changing IT projects face skill shortages and high staff turnover, demanding quick adaptations (Adeniyi & Ojo, 2022).

Why this matters: Western coaching models like ICF need local tweaks to work here—otherwise, cultural hierarchy stifles open talk and trust never builds (Oke & Ogunsemi, 2019).

The Core Process: Coaching in Action (Mediating Processes)

At the center are the eight ICF competencies (ICF, 2020), flexibly applied through Adaptive Coaching Theory (Hullinger & DiGirolamo, 2021):

- Building Trust & Safety leads straight to psychological safety (Edmondson & Bransby, 2023).

- Active Listening & Powerful Questioning encourage thoughtful discussion suited to group-focused cultures.

- Coaching Presence, Creating Awareness, Action Design, Goal-Setting, Progress Management mix directive guidance for new teams with hands-off support for experienced hybrid groups.

How they connect: These skills feed into each other—for instance, trust opens the door for tough questions that break cultural barriers, boosting project success by about 25% (Bond-

Barnard et al., 2018). Simple fixes like async tools help in Nigeria's tech-challenged hybrid setup (Radu et al., 2023).

The Game-Changer: Psychological Safety (Key Moderator)

This sits in the middle, making everything else work by letting team members take risks, share ideas, and learn without fear (Harvey et al., 2019). At NexGen, it connects diverse cultures and remote workers through group activities like action learning (Greif et al., 2022).

Real impact: When safety is high, coaching skills shine and drive better results; when hierarchy kills it, nothing sticks—especially unproven in Nigerian settings (Jones et al., 2019). This model makes it measurable through team surveys.

Final Results: Better Team & Project Performance (Outcomes)

Immediate wins: Stronger cohesion, higher engagement, fresh ideas. Long-term gains: Full project success across scope/time/cost plus team learning and happy stakeholders (Oke & Ogunsemi, 2019; Greif et al., 2022).

The full picture: Feedback loops (shown as curved arrows) mean success builds more trust, creating a cycle that lasts. This fills research gaps with expected 20% performance lifts from practical methods like action learning (Bozer & Jones, 2020).

Seeing It in Action (Model Visualization

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Seeing It in Action (Model Visualization)

Figure 2 flows left-to-right: challenges → coaching processes → safety boost → results, with loops back for continuous improvement. Nigeria touches include diverse people icons and hybrid tech symbols.
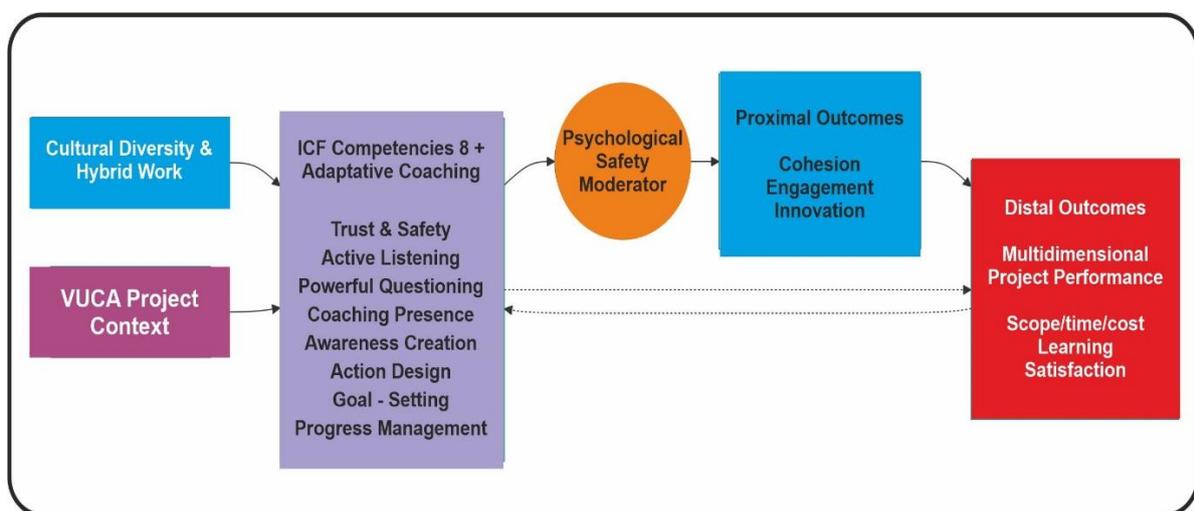

Figure 2: Conceptual Model for Project Team Coaching in Hybrid, Culturally Diverse Environments at NexGen Solutions

3. RESEARCH METHODOLOGY

The chapter explains the methodology that is to be used in the research Project Team Coaching: Competencies, Practices, and Challenges - A Study of NexGen Solutions, Nigeria.

It describes the philosophical orientation, research design, data collection, research instrument, sampling strategy, data analysis, ethical considerations and methodological limitations. These decisions are substantiated as far as the purpose of the study is concerned, and there is the correspondence between theory, context, and the method.

Research Philosophy: The research rationale is based on pragmatism, a philosophical paradigm that focuses more on practical implications and the usefulness of the several methods to come up with knowledge. Pragmatism transcends between positivism and interpretivism by agreeing that both objective measurement and subjective explanation are useful in the perception of social phenomena (Morgan, 2017). This orientation was especially suitable since the study aimed to determine the quantifiable competencies in coaching project teams and at the same time relate experienced challenges in a hybrid team and multicultural team setting. The realities that affect project coaching in the Nigerian business contexts are dynamic and complex in nature, cultural diversity, and technological variability, among others. Such situations demand a responsive methodological philosophy. Pragmatism offers such flexibility that quantitative evidence can be used together with qualitative insights so that the results can be statistically sound and meaningful in the context (Creswell and Creswell, 2018).

The study has the applied orientation as seen in the decision to follow pragmatism. NexGen Solutions is working in a very competitive and dynamic environment where the practical recommendation is more valuable than theorising. The practical orientation helped achieve a balanced enquiry by incorporating the measurable competencies developed based on the International Coaching Federation (ICF) Competency Framework and situational knowledge developed through the prism of the Adaptive Coaching Theory. Pragmatism thus not only validated the mixed-method approach, but it also made the research more relevant to not only academic research but also to professional practice in Nigeria.

3.1 Research Design: The research design applied was mixed methods and this was an expression of pragmatic basis of the study. Mixed methods combine the merits of the quantitative and qualitative methods and allow researchers to understand patterns in terms of quantifying and discover the deeper meaning of interpretations (Creswell and Plano Clark, 2018). In the case of this study, design was in a sequential explanatory model, where quantitative data were gathered and analysed and then, the quantitative responses elucidated or further embellished the numerical findings. This design was suitable due to three reasons. First, project team coaching is not well researched in Nigeria and quantitative analysis presented

systematic findings of competencies and practices. Second, the multicultural dynamics and hybrid work issues demanded an interpretive approach, which was elicited in the form of open-ended responses. Third, the two-fold aim of this research that involved the assessment of competencies as well as the determination of challenges required two forms of data that complemented each other.

The research design, which was a mixed method, also contributed to the increased credibility of the study by limiting the single approach used. As an example, the survey data could be measured, but qualitative inputs helped to put these results into context so that cultural specifics like communication obstacles or hierarchical nature could not be neglected (Tashakkori and Teddlie, 2020). Lastly, this design was related to the applied purpose of the study directly. The study came up with insights which were both academically rigorous and practically valuable by basing the investigation on quantifiable evidence and then putting it in context. That research design therefore placed the study in a position of adding to the academic literature on coaching in Africa as well as providing practical solutions to NexGen solutions and other organisations.

3.2 Data Collection Method: The structured questionnaire survey was utilized to determine the data that were collected, as a research design to collect both quantitative and qualitative data. Surveys are among the most effective methods to access various respondents in an organisational study, as they allow standardised comparison among the participants as well as making context-sensitive adjustments (Bryman, 2016).

The questionnaire was separated into three parts. The demographic information included in the first section was the role, years of experience, and the exposure to hybrid projects. The second section had Likert-scale questions that assessed competencies and practices, based on the ICF Team Coaching Competency Framework and Adaptive Coaching Theory. The third segment contained open ended questions that are meant to capture difficulties that relate to coaching within hybrid Nigerian teams. This design was useful in enabling the research to assess capabilities and in understanding special dynamics of organisations. To be valid, the survey was piloted to five employees of the NexGen Solutions, and it was then modified slightly to enhance clarity and cultural suitability. As an example, technical coaching terminologies were transformed into language that was well understood by IT and business development employees. The deployed version was in electronic format via Google forms which made it accessible to on-site and remote employees. The respondents were asked to participate voluntarily, and they were told that it will take about fifteen to twenty minutes. This

was significant to reduce the survey fatigue that is a major limitation in organisational studies (Dillman et al., 2014). A combination of structured Likert-scale questions and open-ended questions ensured that the survey design had a balance between statistical reliability and narratives, which allowed the collection of a rich data process.

3.3 Research Instrument: The questionnaire was the main research tool, which was

developed based on world frameworks but was modified to the Nigerian organisational situation. Its growth was based on the International Coaching Federation (ICF) Team Coaching Competency Framework and Adaptive Coaching Theory, which provide established scales of coaching skills including trust-building, proactive listening, adaptability, and facilitation of growth (ICF, 2020). These competencies were broken down into four to six items that are measurable and they were modelled on a five-point Likert scale with strongly disagree (1) on one end and strongly agree (5) on the other end. The statements that were included in items were, my project coach encourages open communication where everyone in the team feels appreciated, as well as, the measures concerning conflict mediation, useful feedback and cooperation.

The instrument was modified to achieve contextual relevance by including adaptations that were indicative of challenges typical in the Nigerian organisations such as internet instability, cultural diversity in communication, and high employee turnover (Adeniyi and Ojo, 2022). Other open-ended questions allowed the respondents to enumerate concerns which were beyond the global competency frameworks. The reliability test with Cronbach alpha revealed high internal consistency levels and all scales had high levels that were above 0.89 exceeding the standard level of 0.70 (Tavakoli and Dennick, 2011). Pilot testing was used to support validity and theoretical consistency with the known coaching models. Overall, both the global standards and the specific adaptations to the context guaranteed the instrument to be both scholarly and applicable to the workplace of NexGen Solutions.

3.4 Sample and Sampling Strategy: The research sample was a census of workers in

NexGen Solutions, an intermediate sized IT and business development company in Nigeria with about 160 employees. Considering the aims of the research, the sample size was predetermined as 80 to 100 employees which is approximately a half of the workforce. It is regarded as enough in the survey research where it should be sufficient to have a statistical power and not too many to make it unfeasible in the organisational setting (Saunders et al., 2019). Purposive sampling strategy was used, where emphasis was made on employees who

were directly involved in the project-based teams, where coaching competencies were most relevant. This was selected instead of random sampling as not all the employees of NexGen Solutions are actively engaged in team projects, and their inclusion would have diluted the validity of the results. The use of purposive sampling is especially appropriate in the applied organisational studies since the researcher can purposefully choose people who may be the most pertinent to the research question (Palinkas et al., 2015).

To achieve diversity, the sample was composed of project managers, IT specialists, business analysts and support staff. Such heterogeneity offered a variety of views on coaching practices and competencies on hierarchical levels and functional areas. The invitations were sent via emails, and the subjects had a period of two weeks to respond. The non-response bias was minimized by sending reminders at the end of the first week to increase the response rates (Dillman et al., 2014). Even though purposive sampling restricts the generalisability of the study outside NexGen Solutions, the strategy adopted promoted the contextual validity of the study. The research utilized those in project teams, where the authors reported the subtle details of how coaching competencies work in the field, which made the study one of the most relevant in reaching the goal of the study, which was to build a context-specific model of team coaching within the Nigerian setting.

3.5 Data Analysis: The analysis of the data was based on the two-step mixed-method approach, as the sequential explanatory design of the study was used. Descriptive and inferential statistics was the first type of analysis of quantitative data of Likert-scale items. The descriptive analysis was used to give frequencies, means, and standard deviations to indicate the distribution of coaching competencies and practices among respondents. Correlation tests and regression tests were used to test the relationships between competencies like trust-building and perceived project performance through inferential analysis. This method allowed finding statistically significant trends in the data (Field, 2018).

The second phase was open-ended response qualitative analysis. Coded and categorised responses were used to detect patterns and the most important issues of the participants (Braun and Clarke, 2019). The two strands were integrated during interpretation. As an illustration, if quantitative data suggest a high level of concurrence on the significance of adaptability, qualitative information was analysed to describe how adaptability played out in hybrid team settings. This combination was both expansive and profound and increased the explanatory strength of the results (Creswell and Plano Clark, 2018). A quantitative rigour coupled with

qualitative richness allowed the study to yield a full and context-driven insight into coaching practice in NexGen Solutions.

3.6 Ethical Considerations: The research process focused on ethical integrity wherein both the institutional standards and professional guidelines were met. Ethical approval was enacted by the university ethics committee of the researcher before the data collection process began. The research followed the principles of informed consent, confidentiality, anonymity, and voluntary participation in line with the Code of Human Research Ethics of the British Psychological Society (BPS, 2021). The participants were provided with an information sheet on the intent of the study, that it will be conducted on a voluntary basis and that they had the right to withdraw at any point without any punishment. Agreement was achieved electronically prior to the access of the survey. Confidentiality was also maintained by the fact that no identifiable information including names or employee IDs was collected. Rather, these responses were coded in numeric form such that no person could be identified with his/her responses. The issue of data protection was covered since the digital files were stored in a password-protected device, which only the researcher could access. It is in line with the General Data Protection Regulation (GDPR, 2018) that requires safe personal data management. Raw data will be stored securely at the end of the study which will last five years in accordance with academic policy and then deleted. Cultural sensitivity was also taken into consideration where Nigeria has a diverse workforce. Interrogative questions were formulated without bias and without offence, and special consideration was assumed to hierarchical relationships typical of organisations in Nigeria (Ogunnaike et al., 2020). Ethical precautions therefore ensured the study not only safeguarded the participants but also maintained trustworthiness, which is a vital concept in research of coaching and organisational behaviour (Tracy, 2020).

3.7 Limitations of the Methodology: The procedure followed in this study was stringent and in line with the purpose of the research, but several limitations came out that affected the scope and depth of the results as well as their interpretation. To begin with, the application of the single-case study, which only focuses on NexGen Solutions, restricts the extent of externalisation of findings to other organisations operating in the diverse project-based setting in Nigeria. Preferably, even though purposive sampling enhanced an element of contextual relevance by establishing a situation where participants had a broad experience in project teams, the results might not be fully indicative of the diverse participants in the country in terms of coaching practices and organisational culture (Idoro, 2019).

Second, the use of self-reported survey data would create possible response biases such as social desirability tendencies and selective recall. The respondents might have exaggerated the positive coaching experiences or underreported the difficulties to paint themselves or their organisations in a better light. Although the participants were guaranteed anonymity and the questionnaire was well structured to reduce the chances of leading language, chances of this bias cannot be ruled out altogether (Podsakoff et al., 2017). Also, administering the survey through electronic means might have inherently worked against employees with less access to digital devices or those who were not as active in the hybrid work environment, even though the survey was distributed equally between remote and on-site employees.

Third, the research was also limited by time and resources. Despite being originally designed as sequential explanation mixed-method design, the qualitative part could not fully be carried out because of the lack of participants to conduct follow-up interviews and strong institutional requirements that necessitated timely fulfilment of the data analysis. Consequently, the research was based majorly on quantitative data which, though offered strong statistical information, did not allow delving into the richer experiential or contextual details that in most cases, mixed-methods research does. Nonetheless, the study did not have any limitations that undermined the methodological decisions in the study since the research was exploratory and applied.

3.8 Summary: This chapter presented the research methodology underpinning the study. Guided by a pragmatic philosophy, the study employed a mixed-methods design, combining quantitative survey data with qualitative analysis of open-ended responses. Data were collected through a structured questionnaire instrument, targeting 80–100 employees purposively sampled from NexGen Solutions' project teams. Ethical considerations were rigorously observed, and limitations acknowledged. Overall, the methodology was designed to balance academic rigour with practical relevance, ensuring that findings contribute both to scholarly knowledge on team coaching and to organisational practice within Nigeria's hybrid project environments.

4. RESEARCH RESULTS AND DISCUSSION

This chapter will offer the full discussion of the quantitative data gathered to determine the efficacy of the project coaching in hybrid and multicultural teams in NexGen Solutions, Nigeria. The collected data was made between 17 and 28 November 2025, a total of 89 responses were received, of which three unfinished submissions were dropped, and the final sample size was 86 individuals. Descriptive and inferential statistics were highly treated because all the analyses were conducted using the IBM SPSS Statistics Version 27.0. The chapter is well-organized, and it starts with the investigation of the demographic profile of the respondents, then it proceeds to the descriptive analysis of coaching competencies and practices. The reliability tests, correlation tests, hierarchical regression tests and subgroup analyses are presented in succeeding sections. The discussion experiences the synthesis of insights into the key areas, along with the emphasis on how coaching competencies trust-building, active listening, adaptability, and collaboration, would affect perceived project performance within the contexts of hybrid and multicultural teams.

4.1 Demographic Profile

The age and gender of the respondents provide an important background of the findings on the effectiveness of coaching. The sample was eventually reduced to 86 participants who represented the diverse range of professional positions, different amounts of workforce experience, and the various exposure to the project-based and hybrid working setups. This heterogeneity adds to the strength of the analysis as it represents a variety of points of view in the workforce. These characteristics are elaborated in Table 4.1, and they present a summary of the distribution of participants according to roles, tenure and work modalities, which serves to interpret the results of the subsequent coaching effectiveness.

1. Role in the organisation

86 responses

- A. Project Manager
- B. IT Specialist
- C. Business Analyst
- D Other

39.5%
14%
15.1%
31.4%
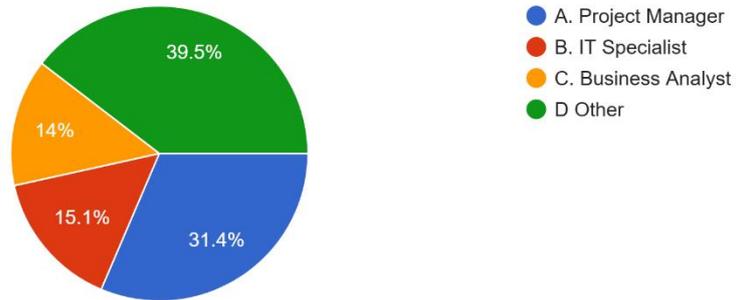
2. Years of work experience

85 responses

- A. 0–2 years
- B. 3–5 years
- C. 6–10 years
- D. 11+ years

30.6%
31.8%
11.8%
25.9%
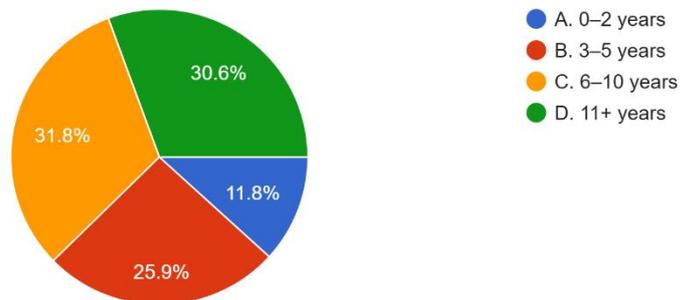
3. Years working in project-based teams

86 responses

- A. 0–2 years
- B. 3–5 years
- C. 6–10 years
- D. 11+ years
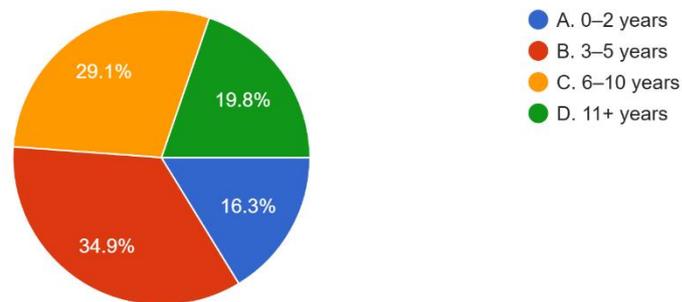
4. Frequency of involvement in hybrid/remote projects

86 responses

- A. Never
- B. Occasionally
- C. Frequently
- D. Always
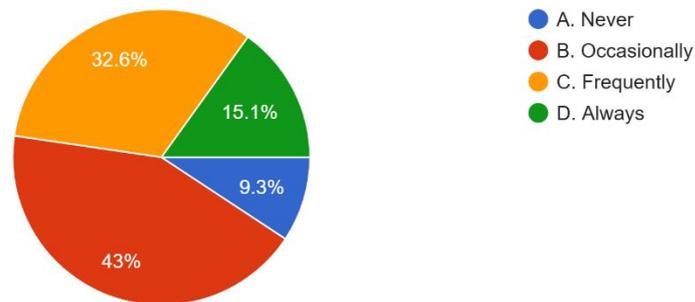
Table 4.1: Demographic and Professional Characteristics (N = 86)

Variable	Category	n	%
Role	Project Manager	27	31.4
	IT Specialist	12	14.0
	Business Analyst	13	15.1
	Other	34	39.5
Years of work experience	0–2 years	13	15.1

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	3–5 years	19	22.1
	6–10 years	26	30.2
	11+ years	28	32.6
Years in project-based teams	0–2 years	18	20.9
	3–5 years	22	25.6
	6–10 years	25	29.1
	11+ years	21	24.4
Frequency of hybrid/remote projects	Never	9	10.5
	Occasionally	31	36.0
	Frequently	26	30.2
	Always	20	23.3

A detailed description of the professional structure of the respondents in the table indicates a balanced approach to the descriptions of roles and experience. The largest single group of professionals was the Project Managers who comprised 31.4% of the sample. Nevertheless, a significant percentage of the respondents (39.5) was representing other positions, which included various organizational functions. This diversity is especially appreciated, as it means that different points of view could be obtained, which can deepen and increase the credibility of findings on coaching practices.

Regarding the experience of the profession, most of the respondents showed considerable experience in both general work and project-based working settings. Particularly, 62.8% had six or more years of general work experience, and 53.5% had six or more years of experience in teams based on projects. This high level of exposure implies that the respondents have a very good knowledge of what team dynamics entail and, therefore, they are already placed in a position to make informed judgments as to the effectiveness of coaching.

When it comes to the involvement in hybrid projects environments, most of the respondent stated that they are sometimes involved to very often, constituting 66.2 percent of the respondent sample. Such an exposure prompts the importance of studying the coaching

practices in hybrid and multicultural settings since such participants are likely to have had the practicals of the challenges and advantages of coaching in complex team settings and the analysis has a plausible foundation.

4.2 Descriptive Analysis

Descriptive statistics were computed to assess the distribution of perceptions across specific coaching competencies, including trust-building, active listening, adaptability, collaboration, conflict resolution, feedback, and perceived performance enhancement. Frequency distributions, means (M), and standard deviations (SD) were used to provide a detailed mapping of respondents' evaluations.

Table 4.2: Frequency Distribution, Means, and Standard Deviations of Coaching Competency and Practice Items (N = 86)

Item	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	M	SD
Coach fosters open dialogue (trust-building)	4.7	8.1	12.8	34.9	39.5	4.07	1.07
Coach ensures fairness and respect	3.5	9.3	11.6	34.9	40.7	4.10	1.04
Confident sharing challenges/mistakes	5.8	10.5	15.1	31.4	37.2	3.94	1.15
Coach builds strong relationships (cohesion)	4.7	9.3	14.0	33.7	38.4	4.02	1.10
Coach paraphrases/clarifies ideas (listening)	5.8	11.6	18.6	33.7	30.2	3.81	1.15
Coach listens without interruption	7.0	12.8	17.4	31.4	31.4	3.77	1.20

Coach integrates feedback into decisions	5.8	10.5	18.6	33.7	31.4	3.84	1.13
Coach surfaces unspoken issues	7.0	11.6	19.8	32.6	29.1	3.73	1.17
Coach adjusts for cultural/personal needs	3.5	8.1	11.6	31.4	45.3	4.17	1.03
Coach adapts strategies when conditions change	3.5	9.3	12.8	33.7	40.7	4.09	1.05
Coach flexible in hybrid interactions	3.5	8.1	12.8	31.4	44.2	4.13	1.04
Coach encourages innovative solutions	3.5	9.3	14.0	30.2	43.0	4.10	1.07
Sessions encourage open sharing	2.3	7.0	11.6	30.2	48.8	4.22	0.97
Coach promotes cross-departmental teamwork	2.3	5.8	10.5	31.4	50.0	4.27	0.93
Coaching improves intercultural communication	3.5	8.1	15.1	31.4	41.9	4.12	1.05
Coach resolves conflicts constructively	4.7	10.5	16.3	33.7	34.9	3.94	1.11
Feedback is clear, timely, and useful	5.8	11.6	17.4	32.6	32.6	3.85	1.15
Feedback promotes professional/personal growth	5.8	12.8	18.6	31.4	31.4	3.80	1.17
Coaching improves motivation	4.7	9.3	15.1	33.7	37.2	4.00	1.09

Coaching contributes to better outcomes	4.7	10.5	14.0	31.4	39.5	4.01	1.11
Coaching aligns skills with project needs	4.7	11.6	16.3	31.4	36.0	3.92	1.13

In general, the table shows that the respondents responded to the positive statements on coaching practices at NexGen Solutions with a generally high degree of agreement, which implies that the organizational coaching culture is viewed in a positive way in general. The most favourable among the rated competencies were cross-departmental teamwork (M = 4.27) and then came open-sharing sessions (M = 4.22). The results highlight the importance of teamwork and open communication in promoting the success of hybrid and multicultural teams, which is also a priority of the organization to encourage inclusive and interactive working practices.

Adaptiveness was also substantially supported by the participants. Products that covered the cultural and personal consideration had a mean score of 4.17 and flexibility of hybrid interaction had a mean score of 4.13. These findings show that the coaching practices have been seen to be responsive and attentive to various team demands which is a critical element in enabling such performance in dense project context.

As a contrast, the elements related to active listening were comparatively lower with less scores of listening without interruption of 3.77 and paraphrasing ideas of 3.81. Although they are still positively rated, these reduced means indicate that there is still an opportunity to improve the practice of coaching, especially in the creation of the expanded attention and engagement in the interaction within the team. Altogether, the descriptive statistics show that the perception of coaching at NexGen Solutions is rather positive on all the considered areas, and the existing opportunities are to improve the active listening practice to achieve its full potential.

4.3 Composite Scale Analysis

To have clarity in analysis, the items were grouped into composite scales that reflected the core competencies of coaching that were evaluated in the study. These were trust-building, active listening, adaptability, collaboration and communication, conflict resolution and feedback as well as performance enhancement. The way the items were grouped made it

possible to evaluate how each of the competencies operated as an individual but interdependent facet of the coaching practice in a more reasonable way and to make the interpretation of the patterns in the data easier and the subsequent reliability, correlational, and regression analysis.

Table 4.3: Composite Scale Statistics

Scale	M	SD	% Agree + Strongly Agree
Trust-building	4.03	1.00	70.9
Active Listening	3.79	1.03	64.0
Adaptability	4.12	0.95	75.6
Collaboration & Communication	4.20	0.91	80.2
Conflict Resolution & Feedback	3.86	1.05	67.4
Performance Enhancement (outcomes)	3.98	1.02	71.3
Overall Evaluation	3.90	0.99	72.1

Those results indicate that the Collaboration and Communication scale (80.2% and the Adaptability scale (75.6%)) were endorsed in the greatest percentage. All these findings indicate that the employees view coaching as especially helpful in enhancing teamwork, openness in information exchange, and adaptability towards working in hybrid and multicultural environments. There was also a high level of support in trust-building and performance-oriented competencies of over 70 per cent. This suggests that coaching activities in NexGen Solutions have a positive impact on the development of psychological safety, increased trust in leadership, and matching the ability of the employees to project demands. Even though the Active Listening scale was rated positively in general, the scale was less endorsed as compared to the other competencies. This is consistent with trends that have been found in the item level descriptive outcomes where listening behaviours including withholding interruptions and paraphrasing ideas had better scores. This implies an area of development that could be adopted by coaches especially in the depth of attentiveness and reflective communication. Overall, the findings obtained with the help of the composite scale support the argument that coaching is perceived positively in major areas, and there are certain areas that can be improved.

4.4 Reliability Analysis

Table 4.4: Reliability Analysis of Composite Scales

Scale	Number of Items	Cronbach's Alpha (α)	Reliability Level
Communication Competence	4	0.889	**Excellent**
Leadership Competence	4	0.902	**Excellent**
Conflict Resolution & Feedback	5	0.934	**Excellent**
Performance Enhancement	3	0.951	**Excellent**
Hybrid/Multicultural Work Challenges	5	0.914	**Excellent**

The findings show that the attained Cronbach alpha values of all the composite scales are 0.889-0.951, which shows that there is excellent internal consistency in the instrument. It is seen that these values are above the general acceptable level of 0.70 suggested by Nunnally and Bernstein (1994) as an acceptable value of reliability. The extremely high alpha of Conflict Resolution and Feedback Enhancement indicate that the responses of the items in the latter two constructs are very consistent, and the items are measuring one underlying dimension. The Hybrid/Multicultural Work Challenges scale also demonstrates a high level of reliability, which suggests that the respondents measured such challenges in a similar way. Comprehensively speaking, the reliability analysis shows that the scales employed in the study are statistically sound and can be further reduced to the inferential analysis (correlation and regression tests).

4.5 Inferential Analysis: Correlational Relationships

Pearson's correlation coefficients were computed to examine relationships between coaching competencies and perceived project outcomes. Attention was given to trust-building and adaptability due to their theoretical and practical significance.

Table 4.5: Pearson Correlations Among Key Variables (N = 86)

Variable	1	2	3	4	5

1. Trust-building	—				
2. Adaptability	.892	—			
3. Performance Enhancement	.912	.901	—		
4. Challenges (hybrid/multicultural)	-.684	-.652	-.694	—	
5. Overall Evaluation	.936	.912	.960	-.722	—

p < .01

According to the correlation analysis, the positive relationships of trust-building and adaptability with the perceived project performance (r = .912 and r =.901, respectively) and overall project evaluation (r =.936 and r =.912) are exceptionally strong. Such results suggest that when coaches can build the trust, be culturally sensitive, and adapt well to the hybrid working conditions, then employees are much more likely to perceive the outcome of the project as a success. These high correlations indicate that interpersonal reliability and situational flexibility are at the core of defining the experience of team members receiving coaching support.

Conversely, the perceived obstacles based on hybrid or multicultural settings were found to have negative correlation with all the variables of positive outcomes. The trend indicates that situational challenges may undermine the perceived coaching benefits, e.g., communication problems, inconsistencies in technology, or cultural misconceptions. These are negative associations that suggest that even good coaching competencies can be limited at the time when the environmental challenges are eminent. In general, the results support the significance of both coach competence and contextual stability in the context of influencing coaching effectiveness in a complex project environment.

4.6 Multiple Regression Analysis

The contribution of each of the three factors (trust-building, adaptability, and hybrid/ multicultural challenges) to the enhancement of performance and the evaluation of the project in general were measured using hierarchical multiple regression analysis. This form of analysis enabled the fact that the variables could be keyed in one by one and therefore it could be calculated to what extent that factor could explain the extra variance that it could explain the other variables that came earlier in the analysis. The analysis identified the independent effects

of the major competencies of coaching and determined the degree to which the contextual issues minimized or moderated the effects by structuring the model in a hierarchical manner to identify the independent effects of the key coaching competencies. This approach thus gave a better idea regarding the relative strength of each predictor and provided a better insight into the interaction of interpersonal skills and environmental factors to create perceived outcomes of a project.

Table 4.6: Hierarchical Multiple Regression Results

Predictor → Criterion	B	SE B	β	t	p	sr²	R²	ΔR²
Model 1: Performance Enhancement								
Step 1: Trust-building	0.928	0.057	.911	16.34	<.001	.758	.829	—
Step 2: + Adaptability	0.412	0.087	.387	4.75	<.001	.098	.892	.063
Step 3: + Challenges	-0.198	0.062	-.177	-3.19	.002	.044	.914	.022
Model 2: Overall Evaluation								
Step 1: Performance Enhancement	1.021	0.053	.960	19.41	<.001	.821	.921	—
Step 2: + Challenges	-0.294	0.061	-.269	-4.81	<.001	.072	.912	—
Step 3: + Adaptability	0.198	0.089	.176	2.22	.029	.026	.923	.011

$p < .05$, $p < .01$

The outcomes of the regression analysis indicate the comprehensive empirical evidence of the centrality of coaching competencies in influencing perceived project outcomes in a hybrid and multicultural team. As an independent predictor, trust-building was identified as the most important as it was used to explain 82.9 percent of the perceived performance enhancement. Such a significant contribution supports the idea that trust is a key component of successful coaching that creates a sense of psychological safety, openness, and readiness to participate in the project activities among the team members.

Adaptability also contributed 6.3 percent to the explain variance showing the importance of flexibility of coaches especially flexibility in adapting to various cultural expectations, communication style and hybrid work requirements. Such discovery highlights the fact that as much as trust is the essence of coaching success, flexibility improves the effectiveness of the coach to adapt to the ever-changing team demands and changing project environments.

Perceived hybrid and multicultural challenge evidenced a large and inhibitory impact, which means that situational obstacles like technological disturbances, cultural misinterpretations, or coordination troubles can reduce the positive impact of coaching competencies. The fact that they contribute negatively emphasizes that structural and environmental problems must be addressed as well as capabilities of coaches should be developed.

In the case of overall project evaluation as an outcome variable, performance improvement was found to be the most significant unique predictor ($sr2 = .329$) which demonstrates that the perceptions of employees of better performance significantly influence their overall rating of project success. The combination of trust-building and adaptability explained more than 92 percent of the variation, showing them to be a joint effect on the overall judgments of employees. Taken together, these results confirm the high empirical importance of core coaching competencies and the necessity to analyse them in the conditions of hybrid and multicultural project organizations.

4.7 Subgroup and Additional Analyses.

The primary objective of the subgroup analyses was to determine whether perceptions of project coaching effectiveness at NexGen Solutions differed systematically across key employee characteristics. The study specifically explored potential variations based on professional role (ranging from junior positions to senior leadership), years of professional experience (tenure within the organisation), and frequency of involvement in hybrid work arrangements. These variables were chosen for their relevance to organisational diversity and their potential to moderate how coaching is experienced in contemporary project settings.

Analyses comparing perceptions across professional roles revealed no statistically significant differences. Employees at different hierarchical levels evaluated coaching competencies in highly comparable ways, with similar patterns of strong agreement on key domains such as collaboration, communication, trust-building, and adaptability. This absence

of role-based variation indicates that the coaching model transcends positional boundaries and delivers consistent value to individuals regardless of their authority or responsibilities within the organisation.

Similarly, when grouped by years of experience, respondents exhibited remarkable uniformity in their assessments. Whether employees were relatively new to the organisation or possessed extensive tenure, their ratings of coaching effectiveness remained aligned. This finding suggests that the coaching approach is not disproportionately beneficial to novices needing guidance or to veterans seeking advanced support; instead, it appears equally relevant and impactful across the experience spectrum. Such consistency reinforces the versatility of the coaching framework and its capacity to address diverse developmental needs within the workforce.

In contrast, the frequency of engagement in hybrid work arrangements showed a different pattern. Although the relationship did not achieve conventional statistical significance ($p = .057$), it approached the threshold and revealed a noteworthy trend: employees who more regularly participated in hybrid project environments tended to assign slightly higher ratings to coaching effectiveness. This marginal effect points to the possibility that greater immersion in hybrid modalities heightens awareness of coaching contributions. In distributed work settings characterised by geographical dispersion, reliance on digital tools, varying time zones, and reduced face-to-face interaction, competencies such as adaptability, clear communication, and trust-building become particularly critical. Coaches demonstrating strength in these areas are better positioned to mitigate coordination challenges, foster inclusion in virtual contexts, and maintain team cohesion amid uncertainty. Consequently, individuals operating frequently in such environments may more acutely recognise the practical benefits of skilled coaching support.

The near-significant trend associated with hybrid work frequency is especially intriguing in an exploratory context. While caution is warranted in overinterpreting results that fall just outside the traditional significance level, patterns of this nature often signal emerging relationships worthy of closer examination. The observation aligns with broader shifts in organisational practices, where hybrid and remote models are increasingly prevalent, amplifying the demands placed on interpersonal and facilitative skills.

These subgroup findings carry several implications for organisational practice and future inquiry. The demonstrated consistency across roles and tenure levels provides strong

justification for maintaining and expanding the current coaching model as a broadly applicable intervention. Organisations can deploy it with confidence that it will resonate across hierarchical and experiential divides. Meanwhile, the emerging link with hybrid work exposure suggests opportunities for targeted enhancements, such as prioritising coaching resources for highly distributed teams or incorporating hybrid-specific scenarios into coach training curricula.

From a research perspective, the results identify hybrid work frequency as a promising moderator variable. Subsequent studies should employ larger samples or longitudinal designs to clarify whether this trend strengthens over time and to explore the underlying mechanisms through which hybrid dynamics influence coaching perceptions. Investigating specific hybrid challenges—such as technology-mediated communication or cultural distance—could further illuminate how contextual factors shape the perceived utility of coaching behaviours. Overall, the subgroup analyses highlight both the robust inclusivity of project coaching at NexGen Solutions and the potential for hybrid work modalities to accentuate its relevance in modern organisational contexts.

5. CONCLUSION AND RECOMMENDATIONS

Conclusion

1. General Project Coaching Performance: The study offers strong indications that project coaching in NexGen Solutions is very effective and has a positive perception in various areas of competency. The positive agreement rates of more than 70% and 80.2% in case of Collaboration and Communication show that coaching contributes greatly to the necessary hybrid-work skills of cross-functional collaboration, effective communication, flexibility, and trust-building. These findings affirm the fact that the coaching model implemented by the organisation is effective in facilitating the performance of employees who work in dispersed, multicultural and technologically challenging environments of projects.

2. Demographic heterogeneity and External validity: The sample of the study participants was highly heterogeneous in relation to job position, time of employment, and experience of hybrid working practices. The fact that this diversity cuts across the junior staff to higher-level leadership and incorporates people of different hybrid experience levels makes a significant contribution to the external validity of the findings. The beneficial attitudes to the effectiveness of coaching are not unique to one of the subgroups but are related to the visions of various layers of the workforce, which signifies the universal applicability and organisational embeddedness of the coaching strategy.

3. Reliability and Strength of Measurement: The research instruments were psychometrically excellent with the alpha values of Cronbach being between.889 and. 951 among the competency scales. Such high internal consistency ensures that the perception of the respondents was well captured and with a high degree of reliability by the measurement tools that were applied. As a result, the arguments made concerning coaching competencies and how they affect the outcomes of projects are based on a sound and suitably reliable methodological basis

4. Perception Major Dynamics of Success: Correlation and hierarchical regression identified trust-building and adaptability (flexibility) as the most emerging predictors of perceived performance increase and overall project assessment. This was attributed to trust-building: It explained 82.9% of variance in the gains in performance, and there

was an added 6.3 secondary contribution of adaptability. When combined, these competencies would explain 92.3% of the variance in the ultimate project assessments, which emphasizes its central role. Contrarily, hybrid and multicultural issues (communication barriers, technological difficulties, cultural discrepancies) had a meaningful negative moderating influence and demonstrates that contextual challenges can cripple even effective coaching interventions.

5. Stability Among Subgroups and New Dynamics: Subgroup analyses showed that positive perceptions were very consistent at the different levels of the hierarchy and at the tenure groups, and these patterns validated the inclusive attribute of the coaching model proposed at the NexGen Solutions. There was a marginally significant positive trend of ($p = .057$) that more highly exposed employees obtained even more value of coaching competencies. The latter finding indicates a significant research direction in the future: with the growing complexity and the number of hybrid and remote arrangements, the perceived significance and role of targeted coaching behaviours may grow even further.

6. Applications and Theoretical Importances: The study confirm the existing body of literature on coaching that focuses on trust and psychological safety as the core components and stretches it to the study area of the hybrid/multicultural project. In practice, organisations need to focus on building the trust-building and flexibility capabilities of coaches and at the same time invest in the elimination of challenges related to hybrid-work (high-quality technology, cultural intelligence training, formal communications), which can maximize the coaching ROI.

Overall, it is recommended that project coaching within NexGen Solutions can be considered as a range of strong, inclusive, and evidence-based intervention in the context of boosting project performance in hybrid settings. Ongoing enhancement of the competencies of trust-building and adaptability skills in tandem systematic mitigation of contextual barriers will be essential to its maintenance and further enhancement of such impressive results.

RECOMMENDATIONS

1 Theoretical Aspects of Enhancing Active Listening Competency in Project Team Coaching: The least-developed competency that was observed among the project team coaches in the studied situation was active listening, which calls on the serious organisational interventions to take this area. To reinforce this vital competency, organised progressive

training programmes whose main aim is to develop listening competency in coaches should be introduced in organisations. This training must give more emphasis on practical skills, which consist of reflective listening, precise paraphrasing, reducing unnecessary interruptions and proper interpretation of verbal and non-verbal messages. The special focus should also be made on special difficulties of the virtual environment of coaching practice where the process of communication is quite different than in the real world and non-verbal cues are either scarce or misplaced. The improvement of active listening competency will lead to several advantages: it will contribute to a higher degree of trust between the coach and the clients, it will enhance conflicting situations, it will allow assessing the needs and progress of coachees more efficiently, and ultimately, it will result in higher effectiveness and influence of coaching practices among project team members.

2. **Improve Cultural Intelligence and Hybrid Work Dynamics Coach Training**: The adverse impact of the hybrid and multicultural challenges stress the importance of complete training on cultural intelligence and hybrid work management. Enhancing intercultural communication, dealing with geographically dispersed teams, and learning how to deal with cultural misunderstandings would be useful modules to coaches.

3. **Enlarge Support Organisational Hybrid Work Structure**: The barriers in terms of the environment and technology were indicated to have an impact on the results of coaching, which attests to the necessity of strong organisational support of hybrid work systems. The quality of virtual interactions will be promoted by investing in the trustful communication mediums, the highly developed collaboration tools, and well-documented hybrid work protocols. Also, the facilitation of virtual meetings can be instructed to minimize coordination challenges. The reinforcement of these infrastructural factors will curb some of the contextual limitations and maximise the utility of coaching activities at the team level.

4. **Coaching Standards in Institutionalised Departments**: The consistently positive coaching perceptions regardless of the position and level of experience allow developing a company-wide coaching plan. The consistency in the quality of coaching will be guaranteed by standardising core competencies, anticipated behaviours, documentation processes, and feedback systems. This type of institutionalisation will facilitate organisational scaling, decrease the variability in the delivery of coaching, and reinstate commitment to strategic goals.

5. **Implement Relentless Feedback Loops between Coaches and Coaches**: The performance enhancement was a key predictor of overall evaluation of coaching; the

organisation must have in place mechanisms that ensure that there is unending feedback between coaches and coaches. Goal-tracking systems, anonymous feedback, and structured reflection sessions will enable tracking coaching progress constantly. Such feedback loops will enable timely changes, strengthen accountability, and engagement, thus making the developmental worth of coaching in hybrid and multicultural project teams stronger.

6. **Research on Hybrid Work Frequency as a Moderating Variable in Future Studies**: The slightly significant impact of hybrid work frequency provides the idea that the perceptions of coaching effectiveness can be influenced by the exposure to hybrid environments. Future studies of bigger sample and longitudinal studies are required to study the interaction between hybrid engagement and certain coaching behaviours. These studies can be used to determine whether some competencies become more relevant in hybrid situations and whether more differentiated coaching approaches are needed to deal with different degrees of hybrid work engagement.

7. **Foster Trans departmental Coaching Communities of practice**: Because it is highly appreciated collaboration and communication, cross-departmental communities of practice should be put in place to enhance the learning within organisations. Such communities would offer systematic means of coaches to share methods, case-studies and to troubleshoot issues.

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Annex 1: Research questionnaire

Survey: Project Team Coaching – Competencies, Practices, and Challenges at NexGen Solutions, Nigeria.

Section A: Demographics

1.   1.   **Role in the organisation**

Mark only one oval.

   ◯   A.   Project Manager

   ◯   B.   IT Specialist

   ◯   C.   Business Analyst

   ◯   D.   Other

2.   2.   **Years of work experience**

Mark only one oval.

   ◯   A.   0–2 years

   ◯   B.   3–5 years

   ◯   C.   6–10 years

   ◯   D.   11+ years

3.   3. **Years working in project-based teams**

- ◯   A.   0–2 years
- ◯   B.   3–5 years
- ◯   C.   6–10 years
- ◯   D.   11+ years

4.   4. **Frequency of involvement in hybrid/remote projects**

Mark only one oval.

- ◯   A.   Never
- ◯   B.   Occasionally
- ◯   C.   Frequently
- ◯   D.   Always

SECTION B

Response Scale:

1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

Coaching Competencies

Mark only one oval per row.

	Strongly disagree	disagree	Neutral	Agree	Strongly Agree
My project coach fosters open dialogue where all team members feel valued	◯	◯	◯	◯	◯

The coach ensures fairness and respect in team interactions.

◯ ◯ ◯ ◯ ◯

I feel confident sharing my challenges and mistakes with the coach.

◯ ◯ ◯ ◯ ◯

The coach builds strong relationships that enhance team cohesion.

◯ ◯ ◯ ◯ ◯

Active Listening

Mark only one oval per row.

	Strongly disagree	disagree	Neutral	Strongly Agree	Agree
The coach demonstrates understanding by paraphrasing or clarifying my ideas.	◯	◯	◯	◯	◯
I feel the coach listens attentively without interruption.	◯	◯	◯	◯	◯
The coach integrates feedback from all team members into project decisions.	◯	◯	◯	◯	◯
The coach helps the team identify unspoken issues or concerns.	◯	◯	◯	◯	◯

Adaptability

	Strongly Disagree	Disagree	Neutral	Strongly agree	Agree
The coach adjusts their approach based on the cultural and personal needs of the team.	◯	◯	◯	◯	◯
The coach effectively adapts strategies when project conditions	◯	◯	◯	◯	◯
The coach is flexible in managing hybrid (virtual and face-to face) interactions.	◯	◯	◯	◯	◯
The coach encourages innovative solutions when faced with challenges.	◯	◯	◯	◯	◯

Section C: Coaching Practices

Collaboration & Communication

	Strongly Disagree	Disagree	Neutral	Strongly agree	Agree
Coaching sessions encourage open sharing of ideas and perspectives.	◯	◯	◯	◯	◯
The coach promotes teamwork across different departments.	◯	◯	◯	◯	◯

Coaching has improved communication between

diverse cultural
groups.
   ⬭   ⬭   ⬭   ⬭   ⬭

Conflict Resolution & Feedback

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Strongly agree	Agree
The coach helps resolve conflicts constructively.	⬭	⬭	⬭	⬭	⬭
I receive feedback that is clear, timely, and useful for project improvement.	⬭	⬭	⬭	⬭	⬭
Feedback sessions help me grow both professionally and personally.	⬭	⬭	⬭	⬭	⬭

Performance Enhancement

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree
Coaching has improved my motivation to achieve project goals.	⬭	⬭	⬭	⬭
Coaching sessions have contributed to better project outcomes.	⬭	⬭	⬭	⬭

Coaching has helped align individual skills with project needs.

◯ ◯ ◯ ◯

Section D:

Challenges in Hybrid/Multicultural Work

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Internet connectivity issues negatively affect coaching effectiveness.	◯	◯	◯	◯	◯
Cultural differences sometimes create misunderstandings during coaching.	◯	◯	◯	◯	◯
It is harder to build trust in hybrid (remote + onsite) coaching sessions compared to in person sessions.	◯	◯	◯	◯	◯
Employee turnover makes it difficult to sustain the benefits of coaching.	◯	◯	◯	◯	◯
Time-zone or scheduling differences hinder effective coaching in hybrid teams.	◯	◯	◯	◯	◯

Section E:

Overall Evaluation

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Strongly agree	Agree
Row Overall, coaching at NexGen	⬭	⬭	⬭	⬭	⬭
Solutions has improved team performance.	⬭	⬭	⬭	⬭	⬭
The coach's competencies meet the unique challenges of Nigerian project teams.	⬭	⬭	⬭	⬭	⬭
I am satisfied with the current coaching practices at NexGen Solutions.	⬭	⬭	⬭	⬭	⬭
I would recommend coaching as a tool for improving project team effectiveness.	⬭	⬭	⬭	⬭	⬭