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# Strengths-based team coaching: A positive psychological intervention to enhance well-being and performance at work

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**Abstract**
Coaching at the workplace is increasingly being used as a tool to develop personal resources, optimize well-being and facilitate job performance. Specifically, to achieve positive outcomes, organizations need to reinforce the development and effectiveness of team-based structures to get these positive outcomes. In that sense, the Strengths-based Team Coaching program was designed to support the team's goal setting and achievement through the development of an action plan based on the identification and use of personal strengths. The program lasts for a period of three months and is delivered in four group coaching sessions. In this manual, the structure of the program and content of each session are described, followed by a case report which is used as a practical example.

**Keywords:** Coaching, positive psychology, personal strengths, job performance, well-being at work

## 1 Introduction

Even though considerable progress has been made in the area of occupational safety and health throughout the years, major psychosocial risks and mental health problems at the workplace continue to exist and have been identified as a concern for both employers and workers (Leka & Nicholson, 2019). Work is an important part of life, so resources and strength should be encouraged. Ensuring employees well-being is essential, not only for preventing illness and maintaining healthy workers, but also to achieve organizational performance (Salanova et al., 2019).

The need to include mental health interventions at the workplace has been increasingly recognized by the European Union over the past decades as a priority of the public health agenda (EU-OSHA, 2019). Such interventions are needed, not only to counteract the adverse effects of ill-health and prevent psychosocial risks, but also to develop positive resources, skills, and strengths that lead to well-being among employees (Christensen et al., 2017). Consequently, employee well-being remains fundamental for the consideration of how organizations can achieve competitive advantage and financial health (Albrecht, 2012). Employee well-being and effectiveness can be easily achieved by employees highly involved in meaningful goals and work processes. This implies making better use of employee's capacities and investing in personal development (Nielsen et al., 2017).

Coaching in the work context is increasingly being used as a tool to develop personal capabilities, facilitate goal attainment, and optimize psychosocial well-being (Grant & Atad, 2022). Moreover, previous researchers had identified team level resources to influence positive attitudes, work engagement and organizational performance and commitment. To achieve this, it is therefore necessary for organizations to reinforce the development and effectiveness of team-based structures (Jarosz, 2022; Richardson & West, 2010).

In previous research, the strengths-based coaching intervention has been implemented and tested at the individual level, with a sample of industrial employees, with non-supervisory or executive responsibilities (Corbu et al., 2021; Peláez et al., 2020). Findings indicated a positive impact on increased work engagement, personal strengths, goal attainment and job performance. The adaptation to *team coaching* has been tested within a large European project (H-WORK, Horizon 2020, https://h-work.eu/) which aims to design, implement, and evaluate multilevel interventions to promote mental health at the workplace.

# 2 Theoretical Background

## 2.1 Positive Organizational Psychology

Positive Psychology is defined as the scientific study of the optimal functioning of individuals and organizations (Seligman & Csikszentmihalyi, 2014). The main objective of this discipline is to study and build positive qualities rather than diminishing negative outcomes such as weaknesses and pathologies in order to facilitate happiness and subjective well-being.

Adopted to the work context, Positive Organizational Psychology (POP) is the scientific study of the optimal functioning of people in organizations at different levels of analysis (i.e., individual, group, leader, organization). POP at work aims to describe, explain, and predict the optimal performance and enhance psychological well-being and quality of work and organizational life (Salanova et al., 2012; 2019) for the development of healthy organizations. The healthy and resilient organizations are those who conduct and plan proactive efforts, such as job resources (i.e., autonomy, social support, leadership) and organizational practices (career development, work-life balance) to improve the working environment, and thus promote well-being, resilience, and organizational productivity, especially in times of turbulence and change (Salanova et al., 2012; 2019)

## 2.2 Strengths-based Coaching

A *strength* can be defined as a natural capacity for behaving, thinking, and feeling that is authentic and energizing to the individual and enables optimal functioning and development (Linley & Harrington, 2006). Positive Psychology researchers (Peterson & Seligman, 2004) proposed the Values in Action-Inventory of Strengths (VIA-IS) taxonomy, which consist of 24 distinct strengths, such as creativity, leadership, or humor, aimed to provide the field with a common vocabulary and a direction for research and application for the enhancement of human potential.

The strengths approach is one of the main pillars of positive psychology, playing a crucial role in human functioning and flourishing (Peterson & Park, 2009). This approach supports individuals to identify their strengths and better direct their talents and abilities toward meaningful and engaging behaviors (Peterson & Seligman, 2004). When individuals use their key strengths they are better able to do what they naturally do best, and work toward fulfilling their potential (Linley & Harrington, 2006).

Currently, an increasing number of professionals (i.e., therapists, coaches, and consultants) are using strengths-based interventions with their clients because they have been found to be significantly associated with well-being and goal attainment (Linley et al., 2010). The strengths-based approach is also emerging in the organizational context, where the use of strengths leads to work engagement, goal attainment and better performance (Bakker & Woerkom, 2018; Dubreuil et al., 2014; Peláez et al., 2020; Peláez Zuberbuhler et al., 2020). Overall, the strengths-based approach offers a coherent theoretical framework and methodological consistency to the delivery of coaching in organizations.

## 2.3 Team level interventions

Work-related well-being can be achieved by improving group-level processes and the quality of work group interactions. Group-level interventions target groups of individuals that work together in a team or unit. The content of these group level interventions is mostly focused on bringing the team together and optimizing the team environment (Day & Nielsen, 2017). Training at this level may help leaders and members develop greater interpersonal skills, increase respect towards others and levels of civility. Additionally, these interventions facilitate exchanging information and experiences among co-workers, peer support and followership between line managers and team members (Christensen et al., 2019).

Team-level resources such as peer support, teamwork and team climate, generally lead to employee engagement, well-being, and positive attitudes. A supportive organizational context that enhances team-based structures, helps ensure the alignment of team and organizational values, and thus facilitates organizational commitment and extra-role behaviors (Albrecht, 2012). Strengths-based team coaching is an example of a group-level intervention that provides the opportunity to analyze group dynamics, establish team goals and explore and develop individual and team skills, strengths and resources for goal attainment and optimal performance.

# 3 Description of the program

## 3.1 Aim and structure

The Strengths-based Team Coaching program was designed by researchers of WANT Research Team (www.want.uji.es), from University Jaume I, Spain, and based on previous validated interventions on individual Strengths-based Coaching (see Peláez et al., 2020 for information about the structure and contents). The aim of the program is to support the team's goal setting and achievement through the development of an action plan based on the use of personal strengths. This intervention is currently in the process of validation of its effectiveness in the work setting.

The Strengths-based approach is used to help the team members identify their strengths and better direct their talents and abilities toward meaningful and engaging behaviors. This approach involves three steps: (1) discovery: participants are invited to identify their strengths; (2) integration: participants are invited to reflect on and analyze their strengths, areas of improvement, and external opportunities for goal achievement; and (3) action: during the development of the action plan, participants are invited to think about ways how they could use their strengths at work to better achieve their team goals (e.g., Biswas-Diener 2010; Linley, 2008).

Furthermore, the Review, Evaluate, Goal, Reality, Options and Will (RE-GROW) model (Grant, 2011) is used to structure the intervention. The following steps are based on the generic self-regulation cycle which consists of a series of processes that includes goal setting, action plan development, monitoring and evaluating the progress through self-reflection and changing actions to further enhance goal achievement. Figure 1 shows the intervention program model proposed by Peláez et al., 2020 for the Strengths-based individual coaching, based on the generic self-regulation cycle (Grant, 2003).

The program lasts for a period of three months and is delivered in four group coaching sessions. The first two sessions last 180 minutes and are done in rhythm of two weeks, and the last two sessions last 120 minutes and are implemented after one month each. The program is oriented to the members of a team or group, is conducted by professional coaching psychologists external to the organization and can be conducted in either a face-to-face or an online modality. The group size depends on the number of team members. However, the expected number of participants is between 4 and 16. In the case of teams with more members, the team can be divided in smaller groups based on the daily work tasks or projects they are involved in the organization. There are no exclusion criteria, nonetheless it is recommended that both employees and the (middle and/or senior) managers of the team take part in the coaching sessions and action plan implementation.

## 3.2 Pre- and post- intervention assessment

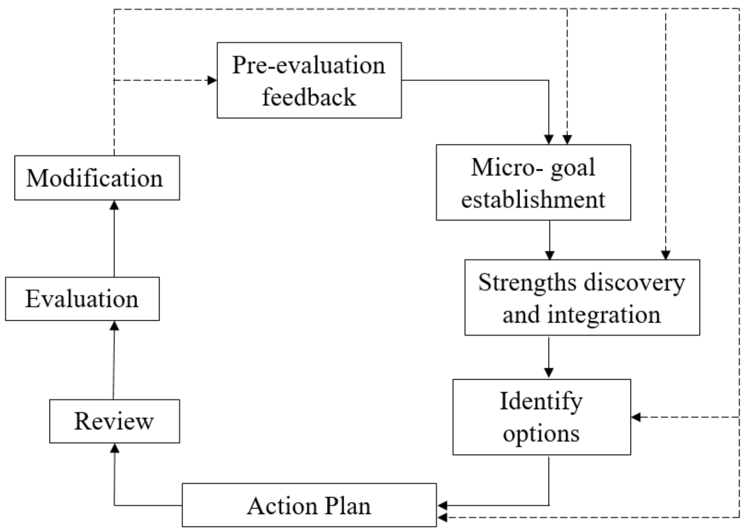
Before (pre intervention) and after the intervention (post intervention and follow-up measurement after 6 months), team members fill in a pre-intervention assessment, which includes work-related measures described below, among others that could also be included in the questionnaire, based on the needs of the organization and team.

*Work engagement*: measured with the 9-item version of the Utrecht Work Engagement Scale (UWES; Schaufeli et al., 2006). Work engagement is defined and understood as a positive state of mind characterized by three dimensions included in the scale: vigour (i.e., 'At my work, I feel bursting with energy'); dedication (i.e., 'I am enthusiastic about my job'); and absorption (i.e., 'I am immersed in my work'). All the items are rated on a 7-point Likert scale ranging from 0 (almost never) to 6 (almost always).

*In-role and extra-role performance*: assessed by a 6-item subscale included in the HEalthy and Resilient Organizations (HERO) questionnaire (Salanova et al., 2012), adapted from Goodman and Svyantek's (1999) scale. In-role performance refers to activities that are related to the formal job (i.e., 'I perform all the functions and tasks demanded by the job'), and extra-role performance describes actions that exceed what the employee is supposed to do, such as helping others or voluntary overtime (i.e., 'I help when someone in the group is overworked'). Participants are asked to self-report each of the statements individually using a Likert scale

**Figure 1**

Intervention program model (Peláez et al., 2020)



ranging from 0 (strongly disagree/never) to 6 (strongly agree/always).

*Teamwork*: measured with a 3-item scale validated by Salanova et al., 2005; 2012. Using a Likert scale ranging from 0 (never) to 6 (always), this construct assesses the extent to which the team has clear goals, accepts new ideas and has a suitable level of knowledge (i.e., 'My team has clear working objectives').

*Strengths use:* measured with the 14-item Spanish validation (Peláez Zuberbuhler et al., 2023) of the English original version (Govindji & Linley, 2007). Using a Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree), respondents are asked about the use of their personal strengths, referring to the things they can do well or do best (i.e., 'I am regularly able to do what I do best').

*Personal growth*: assessed with the 3-items scale from Schaufeli et al. (2015). Participants are asked to respond each of the statements using a Likert scale ranging from 1 (completely disagree) to 5 (completely agree). An example item is 'I feel that the work I do is important'.

*Career perspective*: measured with 2 items from the development and advancement scale developed by Schaufeli et al. (2015). Participants are asked to respond each of the statements using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). An example item is 'I feel that the work I do is important'.

Demographic data is also gathered, which include gender, age, leadership responsibility, type of employment, job position, etc. The questionnaire is answered some weeks before starting the first session, to ensure obtaining the main results to share during this session.

## 3.3 First session: identification of strengths

The aim of the first session is to deliver feedback of the pre-assessment questionnaire and to support participants on the identification of individual and team strengths. Table 1 presents the outline of the first group session, including activities and time.

### 3.3.1 Presentation and introduction

After the facilitator introduces him/herself, the ground rules (confidentiality, commitment to learning, participation) are set, and the program's goal and structure and the specific session goal are explained to the participants. Next, the coach asks the participants to present themselves and to share the expected results and doubts they have about the program.

A booklet is provided containing work slogans, information relevant to each coaching session, instructions for coaching activities, and suggested reading materials. Finally, academic inputs about the theoretical framework of the program (i.e., Positive Occupational Psychology, Strengths-based Coaching) are presented to the participants.

### 3.3.2 Pre-evaluation feedback

During this first session, the team members receive feedback and academic inputs on the results of the pre-intervention assessment, with the objective of gaining awareness of the team strengths use, teamwork, work engagement, performance, among other work-related variables of interest to present to the group.

### 3.3.3 Personal strengths spotting

Through individual and group exercises along with academic inputs, participants are encouraged to identify key personal values and strengths. This is accomplished by applying different activities related to strengths identification, such as 'Who do you admire', 'What do you admire about me', 'The strengths interview'. Participants are invited to share their answers and reflect with the group on the key personal strengths they identify from their answers.

Next, participants receive theoretical inputs, supported by bibliography and videos, about the Strengths-approach and the VIA classification of 24 strengths (Linley & Harrington, 2006; Peterson & Seligman, 2004). A glossary of strengths is delivered to each participant.

*Team Strengths Map*. Based on the previous exercises and on the glossary of strengths, the team members select the more frequent strengths to be added to the map. Participants are encouraged to place the map physically in the office, or digitally on a shared intranet platform, somewhere all team members have access to.

**Table 1**

Outline of the first session

| Activity | Time (180 min) |
|---|---|
| 1. Presentation and introduction | 30 min |
| 2. Pre-evaluation feedback | 40 min |
| BREAK | 15 min |
| 3. Personal strengths spotting | 85 min |
| 4. Homework tasks and closure | 10 min |

### 3.3.4 Homework tasks and closure

Participants are given homework tasks for the next session to ensure the transfer of training into their daily work, related to the use of their key personal strengths in new situations at work, and to envision their ideal situation as a team. Finally, the facilitator asks the participants to briefly explain what they take away from the session. All participants are encouraged to share.

## 3.4 Second session: goal setting and action plan

The second session aims to set a team goal and develop an action plan to be implemented by the members at work. Table 2 presents the outline of the second group session.

### 3.4.1 Introduction and recap

First, the coach guides a brief meditation practice aimed at bringing the attention to the present moment. Next, the session goals and agenda are presented, followed by a recap of the contents of the second session and homework tasks. Finally, questions about the tasks and contents are clarified.

### 3.4.2 The ideal situation

The ideal situation of the team related to growth and development is examined, through different techniques, such as the 'best possible team', which is based on the 'best possible self' exercise (King, 2001; Peters et al., 2010), adapted to the team. Another technique that is applied is 'the team's wheel', which contains a series of dimensions (see Figure 2) to analyze based on their actual and ideal situations. Participants are then asked to share their answers, and the thoughts, perceptions and emotions associated.

### 3.4.3 Goal setting

The team goal is established, based on the results of the pre-assessment questionnaire and their ideal situation as a team (previous activities).

*SMART+ technique*. To set the goal, specific instructions are followed, based on the Specific, Measurable, Achievable, Realistic, Time-bound (SMART) technique (Clutterbuck & Spence, 2016). An additional criterion is added, the 'Positive'. In other words, participants are asked to set a positive, concrete, measurable, ambitious but realistic goal that is limited to a temporary space. Members are invited to share and reflect on their answers un-

**Figure 2**
The team's wheel

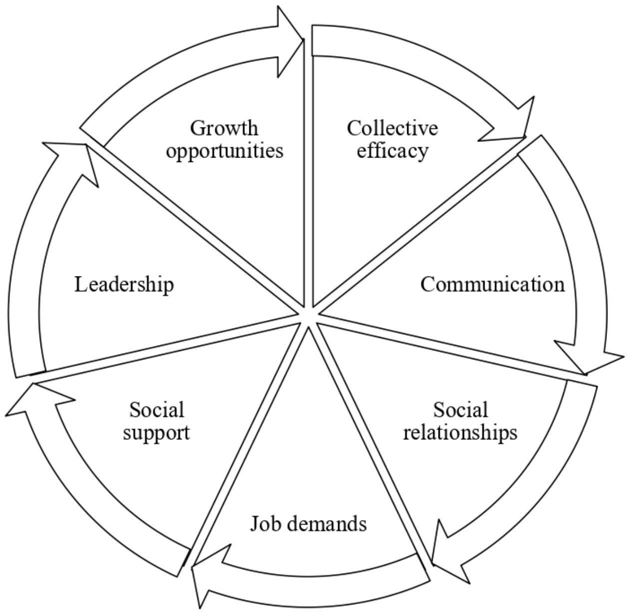



**Table 2**
Outline of the second session

| Activity | Time (180 min) |
|---|---|
| 1. Introduction and recap | 15 min |
| 2. The ideal situation | 40 min |
| 3. Goal setting | 40 min |
| BREAK | 15 min |
| 4. The actual situation | 30 min |
| 5. Action plan development | 30 min |
| 6. Homework tasks and closure | 10 min |

til an agreement is reached about the team goal. The coach encourages all members to participate and share their opinions.

### 3.4.4 The actual situation

During the analysis of the real situation, the team members are invited to reflect on their strengths and external opportunities that can help them achieve the goal, in addition to their weaknesses and the external threats that they will have to face along the way.

### 3.4.5 Action plan development

Based on the GROW model (Grant, 2011), participants explore options in order to achieve the goal, and are then invited to establish an action plan, focusing on what, how, when and who is responsible for each action. The coach guides the activity to ensure that all members take responsibility or contribute to at least one action.

### 3.4.6 Homework tasks and closure

Participants are given the task of implementing the action plan for the next session. They will have four weeks to work on it. They are also encouraged to continue developing and applying personal strengths at work, this time related to the specific actions established in the plan. Finally, the facilitator asks the participants to briefly share lessons learned from the session.

## 3.5 Third session: **Monitoring action plan**

The aim of the third session is to review and evaluate the progress of the action plan implementation through self-reflection and changing actions to further enhance goal attainment. Table 3 presents the outline of the third group session.

### 3.5.1 Introduction and recap

The facilitator guides a brief meditation. Next, the session goals and agenda are presented, followed by a recap of the contents of the second session and homework task related to the implementation of the action plan. Participants are invited to share doubts about the tasks.

### 3.5.2 Action plan review

The coach guides the team members to evaluate the progress in the action plan implementation. They are first asked to share the actions applied, followed by the main obstacles and facilitators.

### 3.5.3 Strengths in action

Participants are invited to reflect on the use of personal strengths at work during the last month using different techniques, in order to overcome difficult situations at work.

### 3.5.4 Action plan adjustment

Based on the previous evaluation and insights obtained, participants are encouraged to modify the team goal or (re)adjust the action plan if necessary. They are also encouraged to develop and work on new actions, and (re)distribute responsibility and tasks among members in order to obtain better results.

### 3.5.5 Homework tasks and closure

Participants are given as task to continue with the implementation of the action plan for the next session, which takes place after four weeks. Finally, the facilitator asks the participants to briefly share the main lessons learned from the session.

## 3.6 Fourth session: evaluation and closing

This final session aims at reviewing the action plan and savoring the positive experiences that occurred during the workshop. Table 4 presents the outline of the fourth group session.

### 3.6.1 Introduction and recap

The session goals and agenda are presented, followed by a recap of the contents of the third session and homework task related to the continuation of the action plan implementation. Participants are invited to share doubts about the tasks.

**Table 3**

Outline of the third session

| Activity | Time (120 min) |
|---|---|
| 1. Introduction and recap | 10 min |
| 2. Action plan review | 40 min |
| 3. Strengths in action | 30 min |
| 4. Action plan adjustment | 30 min |
| 5. Homework tasks and closure | 10 min |

**Table 4**
Outline of the fourth session

| Activity | Time (120 min) |
|---|---|
| 1. Introduction and recap | 10 min |
| 2. Action plan review | 35 min |
| 3. Limiting and empowering beliefs | 30 min |
| 4. New actions and future directions | 30 min |
| 5. Closure and evaluation | 15 min |

### 3.6.2 Action plan review

The same activities as in *3.5.2 Action plan review* are followed. Participants are particularly encouraged to focus and share the positive experience and outcomes of the action plan implemented and strengths used at work during the program. Limiting beliefs that stop them from pursuing their goals are also examined (Bernard & DiGiuseppe, 1989; Susaeta et al., 2020). In order to overcome the limiting beliefs, the coach encourages them to think about and transform them into positive affirmations or empowering beliefs.

### 3.6.4 New actions and future directions

Based on the previous activities, and as a wrap up exercise of the program, participants are now asked to establish individual actions that each of them suggests adding to the plan.

Using the brainstorming technique, the facilitator guides the team to think about and decide on new ways to continue working and monitoring on the team goals and action plans, to ensure transfer of training and the sustainability of the work done so far.

### 3.6.5 Closure and evaluation

Participants give written qualitative feedback on their experiences in the program, key learning points, and areas for improvement. They are then invited to share their feedback with the coach and the group. All participants are encouraged to share.

Finally, the facilitator reminds the participants about the post- and follow-up assessment questionnaires that they need to complete to evaluate the changes on work related performance and well-being over time.

## 4 Case Report

The coaching group was composed of a team with 14 members (11 employees and 3 middle managers) with operational, technical and/or professional positions from of a business performance consulting company in Spain. The managers were expected to have an active role in all the activities and ensuring the action plan implementation of the team in the workplace. Fifty percent of the participants were between 25 and 34 years old, 57% were male, and all of them have a permanent position in the company.

**Needs analysis:** Before starting the program, focus group interviews were conducted to explore existing resources, demands, and main needs for mental health promotion in the company. Findings highlighted the need to return to physical contact among employees (due in part to the effects of Covid-19 pandemic, such as social restrictions and teleworking), to work towards common goals, to increase employee participatory decision making, and to provide tools to deal with high pressures and workload. Based on these results, the Strengths-based Team Coaching was suggested as one of the interventions to be implemented in different departments. This was decided at a stakeholder meeting conducted with representatives of the different areas of the company. The participation of employees was a crucial success factor to ensure optimizing the fit of the program with the local organizational context.

**Pre-assessment results:** The results from the pre-assessment questionnaire (see Table 5), which were delivered to the team during the first coaching session, indicated positive levels of in-extra role performance, teamwork and use of strengths, and as main areas of improvement work engagement, growth, and career perspective.

**Team strengths map:** Based on the activities done during the first coaching session, the key team strengths chosen by the members were teamwork, perseverance, social intelligence, and humor. These results correspond to the strong and close relationships among the members, the sense of humor, and openness to share and peer support as main characteristics that were reported by the members and also perceived by the facilitators.

**Ideal situation and goal setting:** Participants imagined their best possible future as an efficient team as regards deadlines with clients, and times to perform individual tasks. They also visualized themselves as a team with better communication skills, both written and oral in order to achieve better understanding, agreements and interaction with internal and external customers. After having shared and reflected in group about their ideal situation, collective efficacy and communication were highlighted as main areas of improvement for the future of the team. Taking into account these results, participants established as a team goal *'to improve time management, prioritization, and com-*

**Table 5**

Means, standard deviations (SD) and reliability coefficients (α) of the variables

| | Mean | SD | α |
|---|---|---|---|
| **Work engagement** | 4.00 | 0.88 | 0.89 |
| **In-role performance** | 5.50 | 1.39 | 0.92 |
| **Extra-role performance** | 5.83 | 1.40 | 0.91 |
| **Teamwork** | 4.90 | 0.63 | 0.75 |
| **Strength Use** | 5.25 | 1.00 | 0.91 |
| **Growth** | 3.30 | 0.69 | 0.84 |
| **Career perspective** | 3.60 | 0.72 | 0.68 |

*munication with the customers'*. Team members agreed on working on this goal to be achieved by the end of the semester (in a period of three months).

**Action plan:** Examples of actions that team members proposed and agreed on including in the plan were the following: 1) *'to develop a script about words that can be replaced by other easier ones in our oral and written communication with clients'* in order to make the message less technical and more understandable (communication); 2) *'to develop a protocol for the team with a list of the ongoing projects, and what, how and when a task should be done, to be analyzed and prepared before contacting a client'*; this action is suggested to improve team procedures, priorities, deliveries and time (efficiency); and 3) *'to perform weekly reporting and conduct bi-weekly meetings with internal and external customers'*, in order to better manage time, expectations, deliveries, and tasks to prioritize (efficiency and communication). All team members were committed to the plan, either taking the role of responsible person for one of the actions, or as a contributor.

**Strengths in action:** During the third coaching session, participants were invited to describe an adverse situation they experienced at work during the previous weeks, which made it difficult to achieve the goal, followed by a personal strength they applied to deal with such a situation. Examples of responses by team member are the following:

1. Adverse situation: *'to deal with a difficult (external) customer who had replied in an unpolite manner to my request'*. Strengths in action: '*self-regulation, in order to be aware of how I act, and avoid reacting inappropriately'*, and '*empathy, in order to sympathize with the customer's work situation, and to understand his/her feelings'*.
2. Adverse situation: *'to receive an unclear message about the needs expressed by an internal customer'*. Strengths in action: *'humor and kindness, in order to enhance a positive working atmosphere and promote motivation for a clearer and more positive communication'*.

**Action plan review:** In-between the second and fourth sessions, participants applied most of the agreed actions. Some of the team members reported having gained awareness about the way they communicate with customers and started to use different techniques in order to improve the interaction, such as active listening, empathy and kindness. The main obstacles that participants detected during the action plan implementation were difficult customers to deal with, work overload, unforeseen events they had to prioritize, and lack of ability to organize daily tasks in order to incorporate the new agreed actions. The main facilitators were the contribution of almost all the team in the actions developed, a positive work climate in the team, and support and feedback received from co-workers. Some of the strengths used during the action plan implementation were kindness, empathy, humor, optimism, and resilience.

**Future directions:** The team members reported their need and motivation to continue with the coaching sessions to review and adjust the action plan and set new goals for the rest of the year. One of the middle managers volunteered to lead the sessions taking the role of facilitator. The rest of the team agreed with his/her proposal. They suggested to schedule monthly 60-minutes meetings for the next 7 months.

**Evaluation and Feedback:** Participants gave written and oral feedback about the program. The most useful things they learned during the program were: to detect strengths and weaknesses, both individually and as a group, to exploit individual strengths for the benefit of the team, to trust more in the own capabilities, to reflect on daily work, both individually and in groups, to set clear and specific goals, and establish an achievable action plan, to foster better communication and feedback with the team and customers, and to better understand the work situation of others. The main positive aspects of the program were: dynamic, practical and participatory sessions, kindness, motivation and involvement of the facilitators, positive work climate, increased self-knowledge and team reflection, reinforcement of teamwork and relationships among members, focus on positive strengths and qualities, and tools for improving goal setting, time management, and team procedures. As main areas of improvement, participants suggested to extend the program over time, adding more follow-up sessions, and adding other team obstacles that remain unaddressed, such as improving the communication between managers and subordinates.

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