



## **Team Coaching: Session 4**

# Session 4: Preparation, scoping and diagnostics

**Quick check in. Summarise:  
What has been your key learning about  
working with a co-coach so far?**

# Working with a co-coach

# Choosing a co-coach



What skills, knowledge and experience do you bring?



What do they bring?



How will you integrate these?



What most matters to you in such a partnership?

# Benefits of coaching in pairs

Sharing the parallel tasks of facilitating the group and observing the group dynamics

Each coach has frequent breaks from intense engagement with the team, so they remain fresh

Being able to step in when a colleague is stuck (for example, pointing out a group dynamic and asking the team what they would like to do about it)

More effective debriefs than when one coach reflects on their own

## Getting to know each other

How did you become you? (Your formative narrative)

What are your deepest values as a coach and as a person?

What role do you want team coaching to play in your professional life and your development as a human being?

What scares and what elates you most about team coaching?

What do you value about each other?

# Learning from your co-coach



Set learning objectives for every team coaching session together



Contract to give each other feedback after the session and during breaks



Have a Team Learning Plan for yourselves



Agree to share one new idea you have gained from reading or elsewhere, each time you meet



Agree what you will take to supervision together



Do not confuse peer feedback with supervision

# Role modelling being a team

- What are the key behaviours you want to role model?
- What behaviours do you want to avoid as a coach pair?

# Build your practice with diverse co-coaches



Working with the same person builds shared trust, appreciation and instinctive responses to what is happening in the room



Working with a different co-coach challenges our assumptions and introduces us to different approaches

# Establishing the coaching agreement. How will you work as a team coaching pair?

- Context is working together in the program as co-coaches in the case study
- Break out in pairs
- 10 minutes

# Ground rules for role play

To set the stage for optimal learning, there is a tension between bringing your character to life and giving the team coaches the opportunity to practice. To balance this tension, we've suggested a few key points:

- Be generous to your team coaches. If they're on track, don't throw a spanner in the works just to see how they'll respond.
- Understand your character and try to be authentic in role playing but in keeping with the team's objectives.
- Be aware of your character's 'agenda' and be present to what's happening in the moment.
- As a team coach, practice all the skills you're learning in class and be fully present to what you bring as a person, letting go of the need to 'do it right'.
- HAVE FUN!!!

# Case study: Session 4.1

In the first introduction to Alice's team, what do you want to share with them about your role as team coaches and why you're there?

# A common error in using diagnostics in teams

- The average of multiple individual ratings does not equate to a collective team rating
- This is especially so for team personality, team emotional intelligence, team cognitive ability

## Problems with generalised diagnostics

People typically lack the ability to ground responses in rational analysis — most replies will be emotional responses.

Most teams and individuals rate themselves higher than outsiders would.

It also helps to require multiple examples — but this is very time consuming!

It also helps to gather 360 feedback to include stakeholders

# Using the PERILL Diagnostic

- Why would you use?
- When would you use?
- How does it compare to TC360 and other tools?

See Session 3 workbook pp. 7 – 13

Note this will be covered in depth in S5

# Team coaching process framework

Step	Team coach's action	Team's action
1. Preparation	Establish what performance means in this context Establish how ready the team is for coaching	Consider willingness and readiness for coaching
2. Scoping and contracting	Clarify goals and timescales How will we measure the outcomes of coaching?	Understand and commit to specific performance goals – task, learning and behaviour
3. Process skills development	Help the team acquire basic skills of learning dialogue	Commit to and practice skills of learning dialogue
4. Coaching conversations	Lead the coaching dialogue	Create reflective space – calm time for coaching dialogue and for subsequent reflection
5. Process review	Briefly review coaching process at end of each session Review in more depth every third session	Give open feedback about the coaching process, and think about how could they make it more effective
6. Process transfer	Assist team to take more leadership of coaching conversation	Take more leadership of coaching conversation
7. Outcomes review	Assist team to evaluate what has been achieved through coaching Give feedback on team's presentation to more senior management	Take responsibility for the outcomes of coaching and reporting them back to more senior management.

# Case study: Session 4.2

From what you know about Alice and her team, come up with a plan to scope this coaching assignment.

Applying what you've just discussed, decide what best suits the assignment brief, Alice, the team and why. You can use PERILL, interviewing, third-party diagnostics and/or other questions to bring this to life.

Debrief with the others:

- What is your approach?
- What do you need from Alice and/or the team to encourage their participation?
- What do you imagine will be the impact of using this with the team?
- What's your next step?

Note: you will be interviewing the team in Session 5, so please take notes to be used then.