



Team Coaching
Session 1:
Complex Adaptive Systems

A positive learning environment

- Relaxed *and* alert
- Energised *and* purposeful
- Free to be honest with others *and* with oneself (i.e. open to challenging and being challenged)
- Self-respecting *and* respecting of others
- Willing to contribute ideas *and* to listen to other people's ideas

Introductions

- *Who are you?*
- *Where are you located?*
- *How long have you been team coaching?*
- *What is motivating you to be a team coach? Please be succinct.*

Program Requirements and Q&A

Practitioner: Required Elements

Session 1

Complex Adaptive Systems

Wednesday, 23 February

Pre-work

- Team Coach Development plan
- Securing a practice or existing team to write essay
- Pre-reading

Session 2

Contracting and working with others

Wednesday, 9 March

Pre-work

- Read Sweet Dreams case study
- Workbook reading

Practicum 1

Working with PERILL

Wednesday, 23 March

Pre-work

- Watch PERILL video
- Review case study
- Workbook reading

Session 3

Preparation, Scoping and Diagnostics

Wednesday, 6 April

Pre-work

- Workbook reading
- Case study preparation
- Read Chapter 19

Session 4

Preparing to coach the team

Wednesday, 27 April

Pre-work

- Workbook reading
- Case study preparation
- Review Psychological Safety tool

Session 5

Planning and the first session

Wednesday, 11 May

Pre-work

- Workbook reading
- Team Development plan

Practicum 2

Working with PERILL

Wednesday, 25 May

Pre-work

- Watch video Elephant in the room
- Workbook reading

Session 6

Working with team dynamics and team leaders

Wednesday, 8 June

Pre-work

- Watch High performing teams video
- Workbook reading

Program completion

- Personal Development Plan (leaders and HR) OR
- Coach Development Plan (coaches)
- Post-workshop Essay: (1,000 words)
- Critical evaluation of team coaching models or instruments within a specific context (relevant to you), comparing and contrasting a minimum of three models or instruments.

Throughout the program meet with your learning group and come prepared to practice using the Sweet Dreams case study

Please note: you must attend 6 of the 8 sessions in person in order to receive the required attendance for certification

Due Friday, 26 August

Practitioner program requirements

- Complete all program requirements
- Practicing on a Team and keeping a learning journal
- Team Coach Development Plan
- Post-workshop essay detailing a current or recent team coaching engagement. 1,000 words detailing critical evaluation of team coaching models or instruments within a specific context (relevant to you), comparing and contrasting a minimum of three models or instruments.
- Co-learning groups, if you wish

EMCC Practitioner Accreditation

- Completion of CMI Practitioner program
- Typically 18 months - 2 years practicing as a team coach (team development / mentoring / coaching) and 3 years as a 1 to 1 coach/mentor/OD consultant utilizing a variety of concepts, theories, tools, model and metrics which inform your team coaching practice
- Minimum of 2 or more team coaching clients within the last 12 months, including reflections on your learning and their feedback
- Ideally team coaching in a range of contexts or different teams within different organisations
- Minimum 18 Hours CPD/year
- Supervision = 1 hour/quarter

Finding teams to practice on



Practical ways to connect with these include:

- Networking through your existing clients and connections
- Professional associations you are a member of
- Associations representing sectors
- Your local bank branch, accountants or legal firm

➤ Handout: **Finding teams to practice on**

Team Coaching in Organisations

A team is:

A small number of people with complementary skills, who are committed to a common purpose, set of performance goals and shared approach for which they hold each other mutually accountable. The common approach includes ways of effectively meeting and communicating that raise morale and alignment, effectively engaging with all the team's key stakeholder groups and ways that individuals and the team can continually learn and develop.

(Katzenbach added to by Hawkins)

What makes a team?

- Common purpose
- Usually part of some social structure
- Communications are more structured
- Acknowledged processes and ways of working
- Accept personal discomfort or disadvantage for the collective benefit
- Support one another
- People are adaptable in the roles they play
- People are accountable to one another

Three questions to define a team*

- What can we do together that we can't do (as well) apart?
- What do we need or what do we want to achieve that requires us to be more than the sum of our parts?
- What is the nature of our interdependency?

* After Hawkins, 2011

Defining team coaching

- Clutterbuck: (2009) “Helping the team improve performance, and the processes, by which performance is achieved, through reflection and dialogue”
- Hawkins:& Smith (2006): “Enabling a team to function at more than the sum of its parts, by clarifying its mission and improving its external and internal relationships” (systemic perspective).

Systems within a complex adaptive team environment

Linear vs. Systemic

Linear	Systemic
Fixing the problem	Understanding the context
Maintaining control	Enabling, liberating and empowering
Discreet solutions	Interconnected solutions
Predicted outcomes	Emergent and evolving outcomes
Static processes and procedures	Evolving processes
Hierarchical communication	Unbounded communication
Seeking certainty	Living with uncertainty

Systems within a complex, adaptive team environment

- Work flow
- Task allocation
- Allocation of responsibility
- Communications
- Decision-making
- Sense-making (meaning)
- Learning systems
- Peer support
- Allegiances and sub-groups
- Physical structures
- Status and rank
- Role expectations

Team Coaching in Organisations – what does a team need?

What intervention does a team need?



Team coaching



Team building



Team facilitation



Consultancy

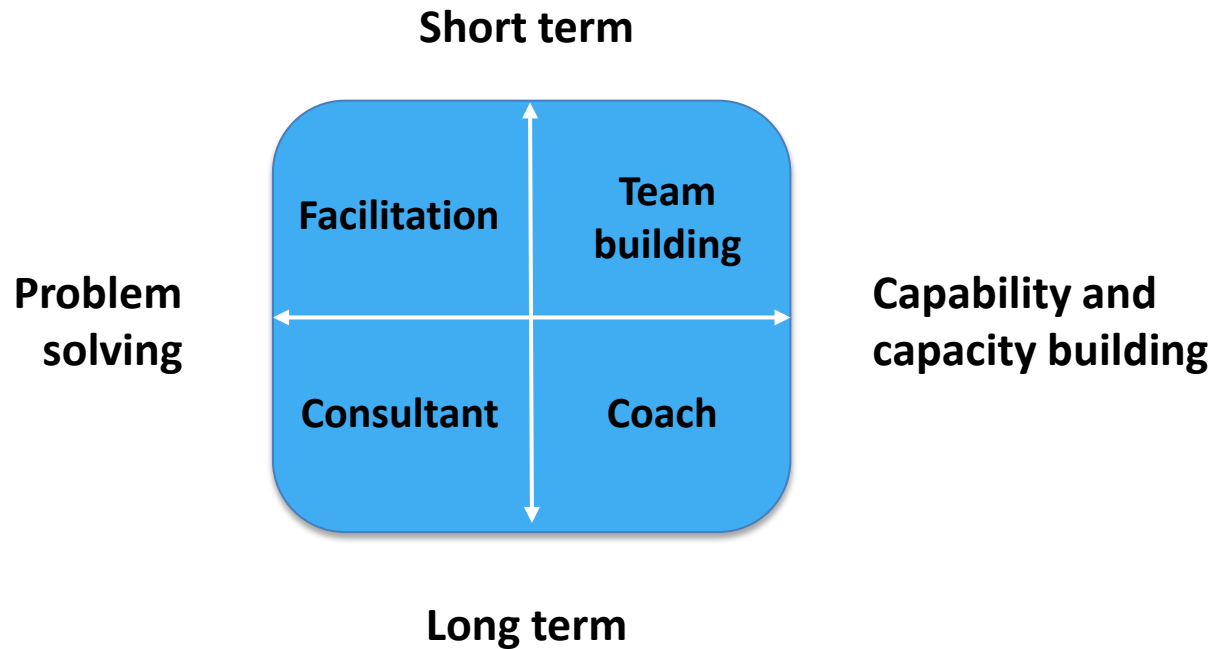


1-2-1 coaching for
the team leader



1-2-1 coaching for
the team members

Team interventions



Team coaching v team facilitation

- Team facilitation is staying with a process.
- Team coaching is staying with the conversation.

Team coaching v 1-2-1 coaching

- Scope
- Confidentiality
- Reaching decisions
- Conflict

Team Coaching in Organisations – how do you prepare yourself?

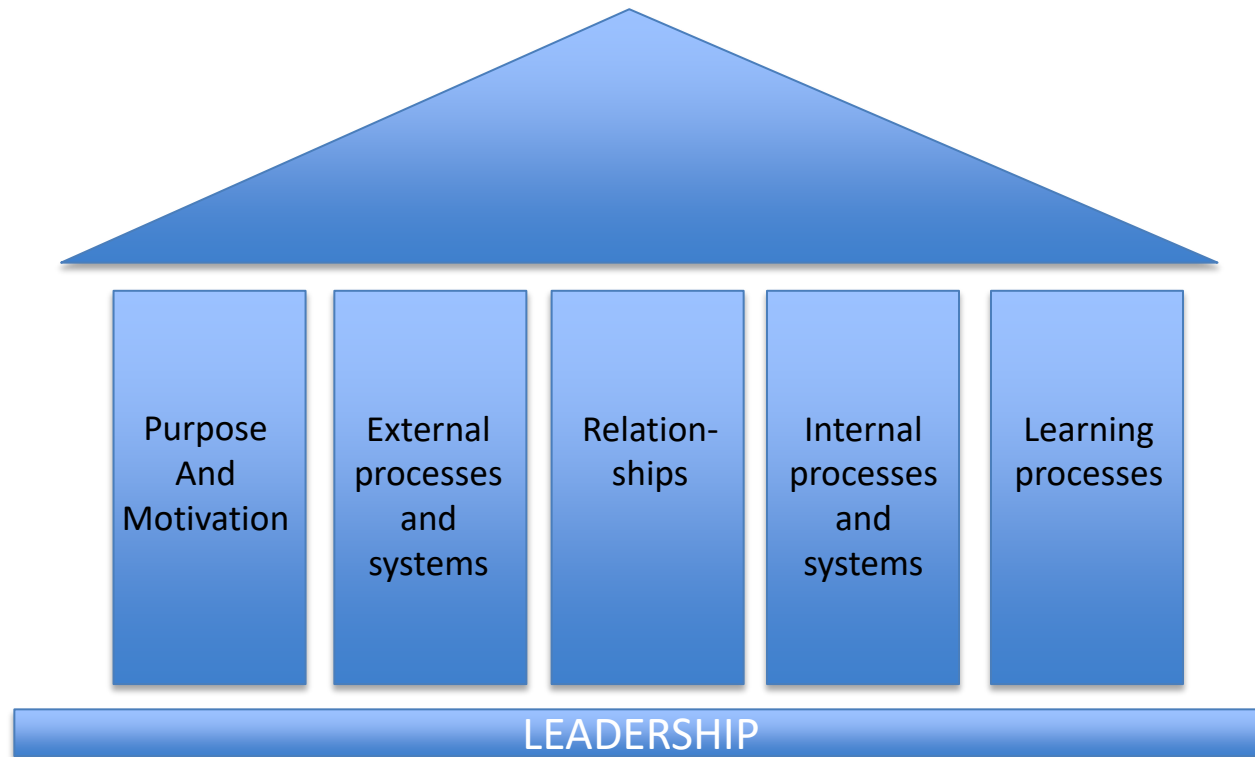
Competencies of a team coach

- Contracting
- Diagnosing
- Attending to the group or team (listening and observing)
- Working with team systems (dynamics of the group or team)
- Working with sub-groups
- Giving feedback (with the emphasis mostly in helping the team generate its own feedback)
- Generating powerful questions (with the emphasis on helping the team generate its own powerful questions)
- Helping the team achieve collective mind-shift
- Helping the team explore its identity and narrative
- Helping the team build psychological safety
- Helping it develop skills of collaboration, conflict management
- Helping the team develop a coaching culture

Core roles of team coaches

- Define team purpose and priorities
- Understand its environment
- Identify and tackle barriers to performance
- Build the team learning plan
- Help the team grow confidence in themselves and their leader
- Develop the systems, skills and behaviours to internalise coaching

PERILL: 5 pillars of high performing teams



How the pillars interlink



LEADERSHIP QUALITIES & BEHAVIOURS	Purpose & Motivation	Externally facing processes	Relationships	Internally facing processes	Learning
Purpose & Motivation	LQB				
Externally facing processes		LQB			
Relationships			LQB		
Internally facing processes				LQB	
Learning					LQB



When the pillars are in alignment

LQB	Purpose & Motivation	Externally facing processes	Relationships	Internally facing processes	Learning
Purpose & Motivation	LQB	Alignment of values between the team and its key stakeholders	Working enthusiastically together towards shared goals	Clarity of priorities; putting collective priorities before personal	Actively seeking ways to leverage and expand team strengths
Externally facing processes		LQB	Strong collaborative relationships with stakeholders	Rapid and effective response to quality issues	Rapid product and service innovation
Relationships			LQB	High level of psychological safety leads to constant questioning of what we do	People take active responsibility for supporting each other's development
Internally facing processes				LQB	Culture of continuous process improvement
Learning					LQB

When the pillars are not aligned

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LQB	Purpose & Motivation	Externally facing processes	Relationships	Internally facing processes	Learning
Purpose & Motivation	LQB				
Externally facing processes	Stakeholders unclear what you stand for	LQB			
Relationships	People pursue their own agendas	Conflict with stakeholders; disrespect for stakeholders	LQB		
Internally facing processes	Duplication and waste of effort	Quality issues not acknowledged or addressed	People avoid "interfering" in each other's territory. Large "elephants in the room".	LQB	
Learning	Learning focused on the individual not the collective	Slow to innovate	People "hoard" knowledge and expertise	Resistance to change	LQB

□

The PERILL model in full

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Externally facing processes	Stakeholders unclear what you stand for	LQB	Strong collaborative relationships with stakeholders	Rapid and effective response to quality issues	Rapid product and service innovation
Relationships	People pursue their own agendas	Conflict with stakeholders; disrespect for stakeholders	LQB	High level of psychological safety leads to constant questioning of what we do	People take active responsibility for supporting each other's development
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Becoming a team coaching practitioner

**Break out: Given the current ecosystem,
how can you prepare yourself as a team
coach?**

Tool: Team Coach Development Plan

Before Session 2

- Download your materials
- Be sure to read the Sweet Dreams case study
- Investigate your team to practice with, if you haven't already
- Learning groups