



Team Coaching

Session 2: Preparation - Contracting and working with others

The team coaching framework

1. Preparation
2. Scoping and contracting
3. Process skills development
4. Coaching conversations
5. Process review
6. Process transfer
7. Outcomes review

Preparation

- Interviews
- Surveys
- Observation
- Contracting in all its forms

Scoping and contracting

- What are our expectations of ourselves and each other?
- What will success look like?

How is Discovery phase different to the Diagnostics phase?

- The purpose of the **discovery phase** is to understand the “big picture” of the team – its context, purpose (to the extent that the purpose is clear) and the challenges it faces.
- The purpose of **diagnosis** is to dig deeper into the interdependencies of the forces that drive the team towards more effective or less effective collective performance.
- PERILL can guide both processes (see handout *How to use PERILL in discovery and preparation stage*)

Six steps of team diagnosis

- Recognising that an issue needs attention
- Gathering data
- Sensing patterns
- Extracting meaning
- Identifying potential for change
- Creating impetus for change

Process skills development

- What skills and insight does the team need to make best use of team coaching?

The team coaching conversation

1. Contracting: what responsibilities do we have to each other?
2. Overarching goal
3. Define the issue. Why is it important now?
4. Context: Understand the system(s)
5. Redefinition
6. Seeking individual and collective mindshift
7. Alternative ways forward
8. Decisions – including deciding not to decide
9. Re-contracting

Process review

- How are we changing the way we think, behave and decide?

Process transfer

- The team gradually learns to coach itself...

Outcomes review

- What has the team learned?
- What are the next steps?

Roles of a co-coach

- Taking notes – for example, interesting words or phrases used by the team, interactions between group members (you may want to represent these as a diagram), ideas for new exercises, feedback for your coach colleague
- Providing in the moment support
- Monitoring the energy in the room

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

The PERILL model in full

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	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
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	Culture of continuous process improvement
Learning	Learning focused on the individual not the collective	Slow to innovate	People "hoard" knowledge and expertise	Resistance to change	LQB

Case study: Session 2

Alice had meant to spend a lot more time getting to know the team, but in practice, she has let them get on with their jobs while she prepares a draft marketing strategy demanded urgently by her boss. She recognises that it would have been better to engage the team in this, but her instinctive “if you want to do a job properly, do it yourself” kicked in. She left the door open for input from the team, but they were all “too busy”, except Ravi, who missed a deadline on another project because he prepared a paper on a way-out new product “sniffing chocolate”.

In this practice, your task is to hold a contracting conversation firstly with your co-coach, then with Alice. You will also have a chance to ask a few questions of Alice about the team.

- How do you work together as a team coach pair?
- How do you create psychological safety for Alice?
- What would you like to understand from Alice?
- How you maintain the focus on contracting and information gathering without slipping too far into coaching?

Before practicum

- Review the Sweet Dreams case study again