

Session 6: Planning and running team coaching sessions

Session 6 overview

Focus areas	Learning outcomes
Preparing for and running the team coaching session	How to work with the team leader, your co-coach and the team using the team coaching conversation process
Designing the team development plan	Catalysing a team around their key priorities and agreeing regular review of the plan
Introducing PERILL to the team	Practice using the PERILL diagnostic in the first session
Contracting and setting ground rules	Establishing the contract with the team so everyone can work well together.

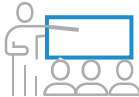
Preparing to run a team coaching session

Preparing for a team coaching session

- The 3-way conversation (coaches + team leader)
- Agreeing a session objective plan based on interviews, diagnostics and observations
 - How much structure do you need?
 - How can you balance structure against experiment and “learning in the moment”?
 - How will you ensure psychological safety for everyone (including yourselves)?
- Contract with your co-coach how you will manage power dynamics (yours, the team leader’s, individual team members, sub-groups, etc).

Having the team coaching conversation

Team coaching framework

Steps	 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.

The team coaching conversation process

Contracting: what responsibilities do we have to each other?

Overarching goal

Define the issue. Why is it important now?

Context: Understand the system(s)

Redefinition

Seeking individual and collective mindshift

Alternative ways forward

Decisions – including deciding not to decide

Re-contracting

Designing the team development plan

The team development plan

Clarify what the team is there for (its purpose)

Clarify the knowledge, skills and other competences required to deliver the purpose

Agree what capabilities are needed, when and where

Incorporated these into personal development plans

Everyone shares their full personal development plan

Collective responsibility for the learning that needs to take place

Regularly review the team development plan

Practice Session 6.1

Work with your colleagues to begin identify what are some of the key areas that you want to consider before coaching Alice's team?

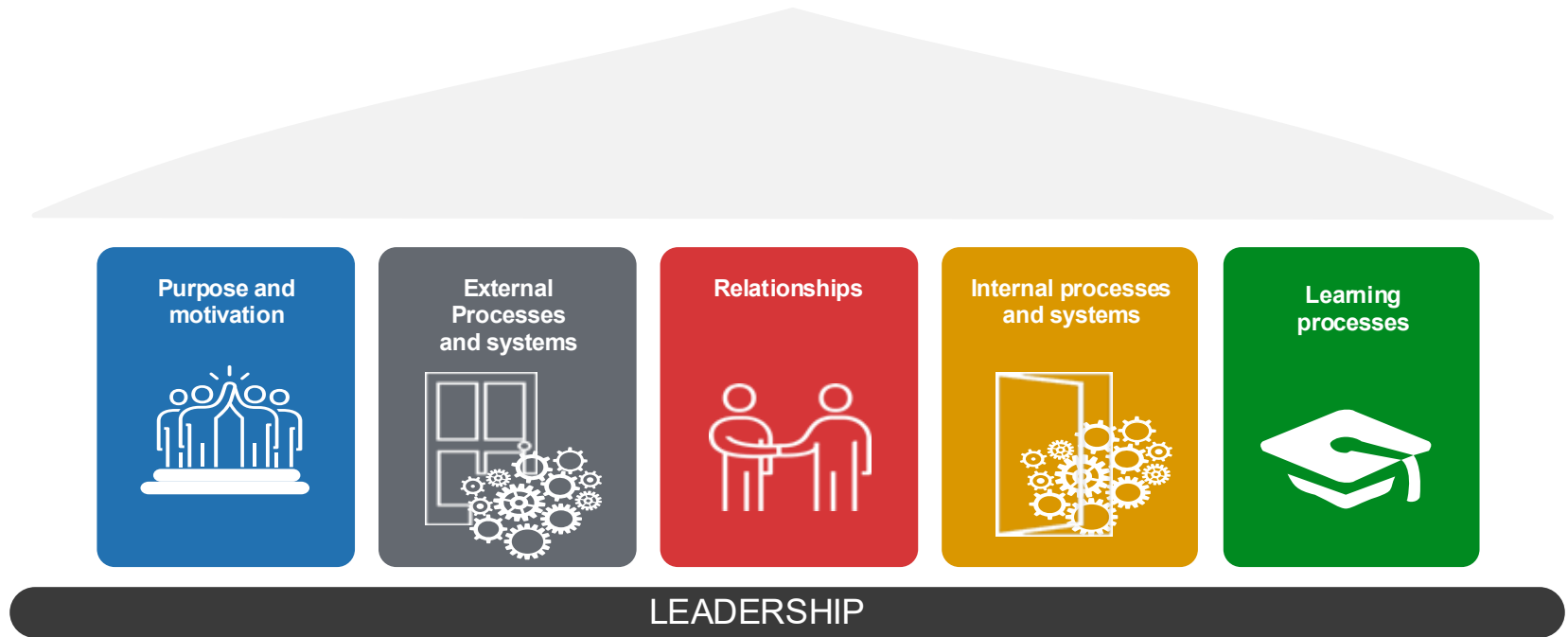
Appoint a spokesperson to share with others:

- What were some of your key hypotheses?
- What's required from this first session?
- How will you use the team development plan?
- What 1 'hot tip' would you give to the team coaches?

15 minute discussion

Practice using PERILL

6 pillars of the PERILL Model



When the pillars are in alignment

Leadership Qualities & Behaviours	Purpose & Motivation	Externally Facing processes	Relationship	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
Relationship			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 in alignment

Leadership Qualities & Behaviours	Purpose & Motivation	Externally Facing processes	Relationship	Internally Facing processes	Learning
Purpose & Motivation	LQB				
Externally Facing processes	Stakeholders unclear what you stand for	LQB			
Relationship	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

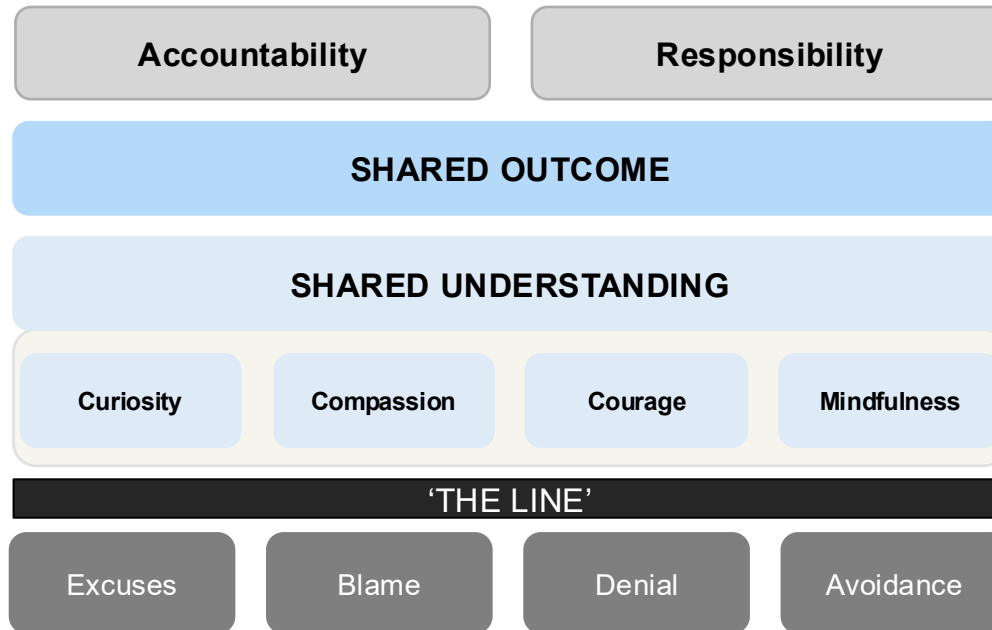
Working with emotions

1. Dance floor analogy – being the observer vs feeling the energy in the room
2. Emotions can be both enticing and as a team coach you can get ‘sucked in’

TIPS

1. How do you pay attention to the individual in service of the group? Don't zoom past it. Focus on the individual – camera lens.
2. Emotions are both individual and contagious
3. When there are emotions in the room, stay with it...
4. When working with emotions, let's not forget, we will also have emotions.
5. System – under pressure, during COVID, loss of team member, emotions become intensified...how do we stay with but out of it.

Reminder: Contracting for shared outcomes



Tammy Turner, Shared Outcomes Model (2014).

Reminder: Ground rules for practice sessions

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!!!

Practice Session 6.2

Since starting the team coaching, it has become apparent that Alice and her team have different ideas and experience about what effective leadership is and how to work together. Alice is drawn towards a distributed leadership style but constrained by her need for reassurance the team will respond appropriately. As a result, they don't work effectively together as a team.

In previous sessions, you've noticed that Stefan and Angelique would be quite comfortable going back to the command and control style of the previous boss, Gregoire, and are not taking responsibility for working across the organisation.

Ravi doesn't really want to be managed at all, but he's got better relationships with others as he's gregarious and is motivated to get his new product ideas into production. He sees having a leader as a necessary evil. He sees accountability solely in terms of his own work, rather than for the team as a whole.

Practice Session 6.2

The team has a mammoth task of working both across the organisation and with each other to make budget and get the organisation behind their marketing plan.

In this exercise, your task is to use the PERILL model, to help them:

- Look for opportunities where they can maximise working together.
- Define the most important functions of leadership they need to fulfil their purpose.
- Agree what else is needed to make these responsibilities work well and to collectively work better together.