



Team Coaching

Session 6: Planning and the first session

Review: Preparing for a team coaching session

- The 3-way conversation (coaches + team leader)
- Preparing a session 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)?
- How will you distribute the power (yours, the team leader’s, individual team members, sub-groups, etc)

The team coaching conversation

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

Break Out Session 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?

20 minute discussion

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

A typology of goals

- Performance
- Linear
- Plans
- Instrumental mindset
- Avoidance
- Proving
- Proximal
- Concrete
- Specific
- Learning
- Emergent
- Values
- Growth mindset
- Approach
- Improving
- Distal
- Abstract
- Interrogative

Goal alignment

	High alignment on what we want	Low alignment on what we want
High alignment on how to achieve goals	High collective performance, positive conflict	Focus on individual performance
Low alignment on how to achieve goals	Sub teams dominate	Disruptive conflict reduces performance

Team norms

- Team norms describe the way we think and behave towards each other and other people
- Norms may be:
 - Conscious or unconscious
 - Intentional and aspirational? Descriptive (what people commonly do) versus injunctive (what people should do)
 - Social (beliefs about what other people think one should do) versus moral (what one privately thinks one should do)

Team norm examples



We will listen with courtesy and respect



We will take joint ownership for the team's successes and failures



We will each present as our “best person”



We will be generous towards each other



We will give each other the space to speak and ourselves the space to reflect



We will replace judgement with curiosity



We will not make assumptions about each other's motives or perspectives



We can openly disagree with each other

Using team norms to create psychological safety

1. We will not make assumptions about each other's motives or perspectives
2. We will listen with courtesy and respect
3. We will take joint ownership for the team's successes and failures
4. We will each present as our "best person"
5. We will be generous towards each other
6. We will give each other the space to speak and ourselves the space to reflect
7. We will replace judgement with curiosity

Case study: Session 5

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.

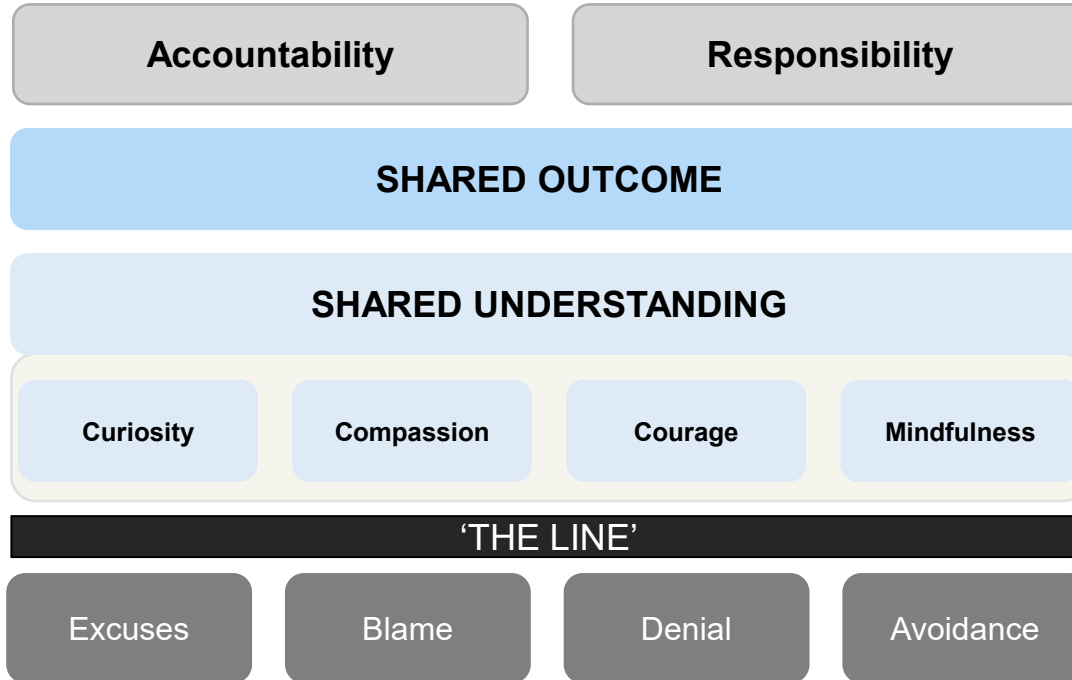
Case study: Session 5

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.

Contracting for shared outcomes



Tammy Turner, Shared Outcomes Model (2014).

When and how will you intervene:



To support your “front of house” colleague?



To press the “pause” button to bring a group dynamic to attention?



When else?