

Session 2: Preparation - Contracting and working with others

Session 2 overview

Focus areas	Learning outcomes
Working within a complex adaptive system (CAS)	Understanding what a CAS is and why it is important to the organisation and the team
Contracting and using the shared outcomes model	Applying the Shared Outcomes model
Working with a co-coach	Choosing and contracting with your co-coach
Contracting with the team	Contracting with the team and the sponsor using a model

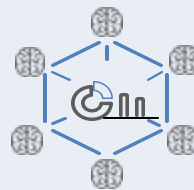
Systems within a complex adaptive team environment

Beyond simple systems

Levels of “problems”

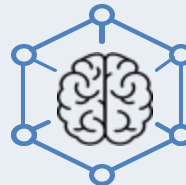
Ways of thinking

Chaotic



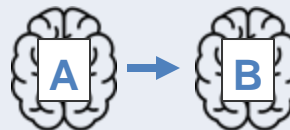
Complex
Adaptive
Systems

Complex



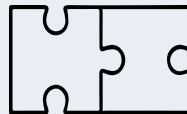
Systemic

Complicated



Linear

Clear



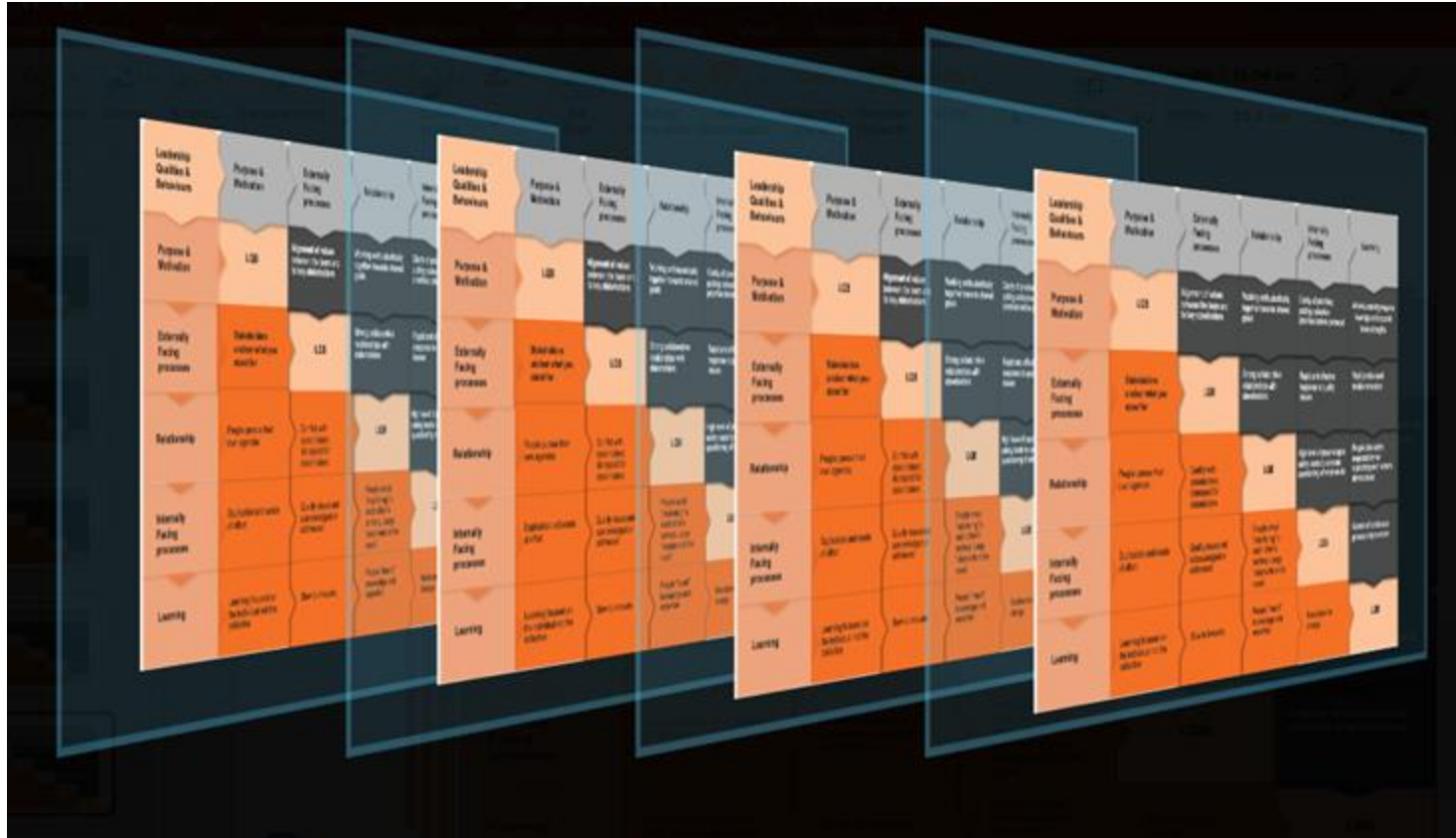
Linear vs. Systemic

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

Linking PERILL to CAS



Working with a co-coach

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

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



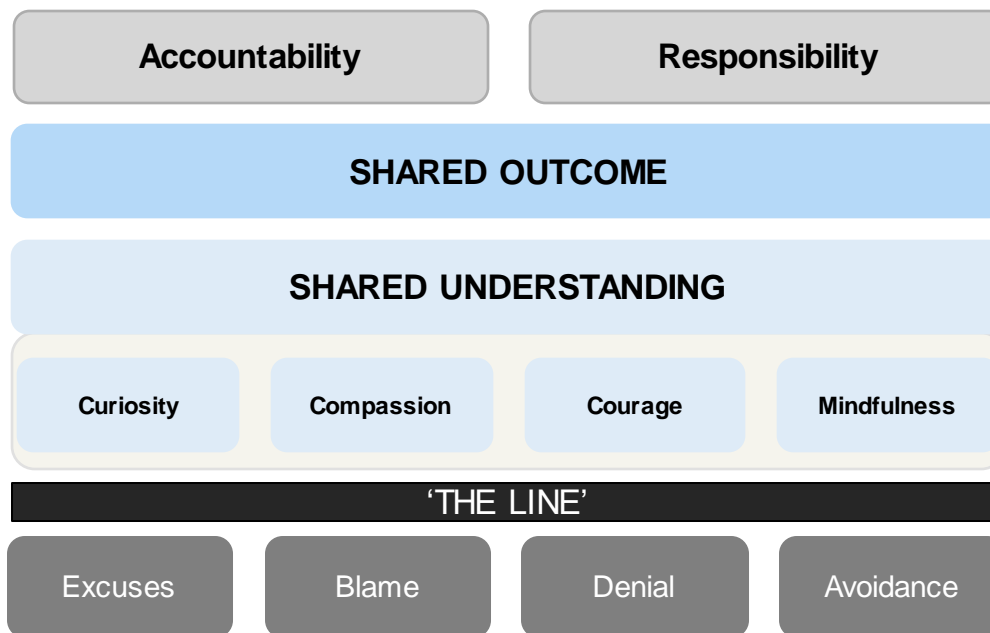
Working with the same person builds shared trust, appreciation and instinctive responses to what is happening in the room



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

Contracting and working with others

Contracting for shared outcomes



Tammy Turner, Shared Outcomes Model (2014).

Contracting with stakeholders

1. Yourself
2. Between team coaches
3. The team leader
4. A sponsor
5. The team individually
6. The team collectively
7. For external stakeholders

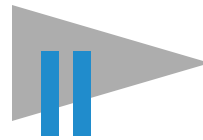
Contracting with your co-coach

1. How do you like to work?
2. Who will take the lead?
3. How will you share the space effectively?
4. How will you manage parallel process?
5. Who will manage the team leader relationship?
6. What happens if/when things go poorly?
7. What is our meeting cadence?
8. How and when do you like feedback?
9. What will we take to supervision?
10. How can we notice and celebrate our successes?

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?

Establishing the coaching agreement.

- Context is working together in the program as co-coaches in the case study
 - How will you work as a team coaching pair?
 - What needs to be in your contract?
 - What do you need to have in place logistically to support each other through the program and doing the co-coaching practice?

Break out in pairs

20 minutes – no debrief

Team Coaching Process

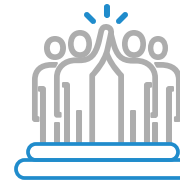
Overview of a team coaching engagement



Discovery stage



Scoping stage

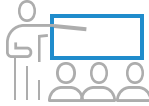



Coaching sessions



Evaluation and review

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.

Activity: Contracting with your co-coach

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 with your co-coach in preparation for an upcoming one with Alice.

What do you need to do for yourself to prepare for this meeting?

- How do you work together as a team coach pair?
- How do you create psychological safety for Alice?

Before session 3

- Review the Sweet Dreams case study again