

Session 4: Preparation, scoping and diagnostics

Session 4 overview

Focus areas	Learning outcomes
Debate the purpose of diagnostics, the value of involving stakeholders in the process and ethical debriefing	Selecting diagnostic tools, approaches and methodology for an engagement.
Role and purpose of diagnostics, tools and/or interviews	Feeling credible and being able to design a program that is client centred.
Preparation and initial discovery	Preparing yourself, with your co-coach and engaging stakeholders

What's required in a CAS: Why coaching works

	Pedagogy	Andragogy
The Learner	- The learner is dependent upon the instructor for all learning - The teacher/instructor assumes full responsibility for what is taught and how it is learned - The teacher/instructor evaluates the learning	- The learner is self-directed - The learner is responsible for his/her own learning - Self-evaluation is characteristic of this approach
Role of the Learner's Experience	- The learner comes to the activity with little or no experience that could be tapped as a resource for learning - The experience of the instructor is most influential	- The learner brings a greater volume and quality of experience - Adults are a rich resource for one another - Different experiences assure diversity in groups of adults - Experience becomes the source of self-identity
Readiness to learn	Students are told what they have to learn in order to advance to the next level of mastery	- Any change is likely to trigger a readiness to learn - The need to know in order to perform more effectively in some aspect of one's life is important - Ability to assess gaps between where one is now and where one wants and needs to be
Orientation to Learning	- Learning is a process of acquiring prescribed subject matter - Content units are sequenced according to the logic of the subject matter	- Learners want to perform a task, solve a problem, live in a more satisfying way - Learning must have relevance to real-life tasks - Learning is organised around life/work situations rather than subject matter units
Motivation for Learning	Primarily motivated by external pressures, competition for grades, and the consequences of failure	Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualisation

Source unknown

Using tools and diagnostics

What diagnostics might you use with a team, when and why?



A common error in using diagnostics in teams

- The average of multiple individual ratings does not equate to a collective team rating
- This is especially so for team personality, team emotional intelligence, team cognitive ability

Problems with generalised data

People typically lack the ability to ground responses in rational analysis — most replies will be emotional responses.

Most teams and individuals rate themselves higher than outsiders would.

It also helps to require multiple examples — but this is very time consuming!

It also helps to gather 360 feedback to include stakeholders

Using Diagnostics

- Why would you use?
- When would you use?
- How does PERILL compare to TC360 and other tools?

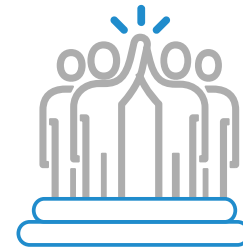
See Session 3 workbook pp. 7 – 13

Team Coach Preparation

Scoping and contracting



What are our
expectations of
ourselves and each
other?

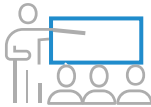


What will success look
like?

Team Coach Preparation Checklist

- ☐ Is this team ready for team coaching? (or something else?)
- ☐ Are you prepared to coach this team?
- ☐ Is there explicit executive or upper leadership support?
- ☐ Is there budget available?
- ☐ Do you have professional team coaching supervision in place to support you?
- ☐ Are there any risks, ethical issues or dilemmas that need to be discussed and mitigated?
- ☐ Coaching relationships (including internal coach and 1 to 1 coaches)

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.

Breakout session 4.1

Your co-coaching pair has been asked to observe Alice's team as the first stage of the engagement and to gauge if the team is ready for team coaching. *It is not a meeting to explain about team coaching, it is simply an observed BAU meeting.*

Each pair discuss: How do you set the stage to why you're there?

And then answer the following:

Question 1: What do you need from Alice and/or the team to encourage their participation?

Question 2: What is the purpose of the observation from all perspectives?

Question 3: How do you contract with Jabu, Alice and the team?

Question 4: What are the things you're going to be looking for?

You and your co-team coach will be coming back into plenary to share how will you set the stage and specifics to what you would say, tools you may use, perhaps even role modelling to us specifics to your question.

Note: you will be interviewing the team in Session 5, so please take notes to be used then.