

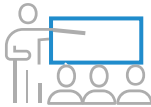
Session 5: Preparing to coach the team

Session 5 overview

Focus areas	Learning outcomes
Designing a team coaching engagement.	Employing the team coaching framework
Working with the team leader	Contracting and partnering with the team leader
Preparation for the engagement	Contracting, crafting interview questions, live practice setting the stage with the team for the team coaching and building the learning container with the team
Psychological safety	Understanding and measuring psychological safety with the “how psychologically safe is this team” tool
Engaging the team in team coaching	Practice the first team coaching session

Preparation Scoping & Contracting

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.

Contracting with:

- Sponsor
- Team leader
- The team individually and collectively
- Yourself
- Your co-coach

How do we move from “contracting” to “enlarging”?

Interviewing tips

Some things to observe:

- How do you create trust for the interviewee?
- How you maintain the focus on information gathering without slipping too far into coaching?
- How honest do you think the interviewee is being?
- What recurrent themes, patterns and polarities do you see?
- How do you work together as a team coach pair?

Learning in action: Practice Session 5.1

Why you've got the engagement...

In terms of coaching culture, Sweet Dreams is not very advanced. The top team attended a one-day line manager as coach training two years ago, but not much has stuck. Two new people have joined the top team since then, one of whom is Alice's boss, Jabu. Jabu has his own individual coach, Elaine, and she recommended the team coaches working with Alice.

Jabu and Alice share a perception of coaching as opportunity-based rather than remedial, but the expectation generally within the company is that you only get coached when you are in trouble. Stefan has been overheard commenting that Alice wouldn't need coaching if she were up to the job.

Practice Session 5.1

Building the partnership with the team leader

In the practice today, the team coaches will have 15 minutes to interview and contract with Alice to begin the partnership. Using the Sweet Dreams Chocolate factory case provided discuss in your co-coaching pairs:

- Agree what needs to be discovered, including potential issues or concerns that might emerge for the team coach
- Prepare a set of discovery questions
- Prepare for the contracting that needs to occur to support her as team leader

Break out: 15-minute discussion

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 5.1

Building the relationship with the team leader

As team coaches, you have 15 minutes to interview and contract with Alice.

What is going to be most impactful in the discovery phase to get you set up for working with the team?

Learning in action: Practice Session 5.2

Practice Session 5.2

Fish-bowl role play

In this team coaching session, you will design and deliver a short session educating Alice's team in what team coaching is and begin the team coaching process outlining what to expect and contracting with the team.

Psychological Safety

Psychological safety

“Individuals’ perceptions about the consequences of interpersonal risks in their work environment.

It consists of taken-for-granted beliefs about how others will respond when one puts oneself on the line, such as by asking a question, seeking feedback, reporting a mistake, or proposing a new idea.” Amy Edmondson (2013)

Difference between Psychological Safety and Trust (Turner.T, 2019)

Psychological Safety	Trust
Is a group construct	Is an individual construct
Measures if it's ok to openly share concepts and make mistakes	Measures if another can be counted on to do what they say they'll do
Measured by team members – they 'know' if the environment is safe	Measured by an individual about the other
Gives you as a contributing team member the benefit of the doubt	You give the other person the benefit of the doubt for getting things done

The trust matrix



- What do you trust each of your team colleagues for most?
- Identify the top three things for each colleague.
- What do you most want / need to trust them for?
- Again, identify the top three things – these may or may not be the same as for the first list!

Manifestation of psychological safety

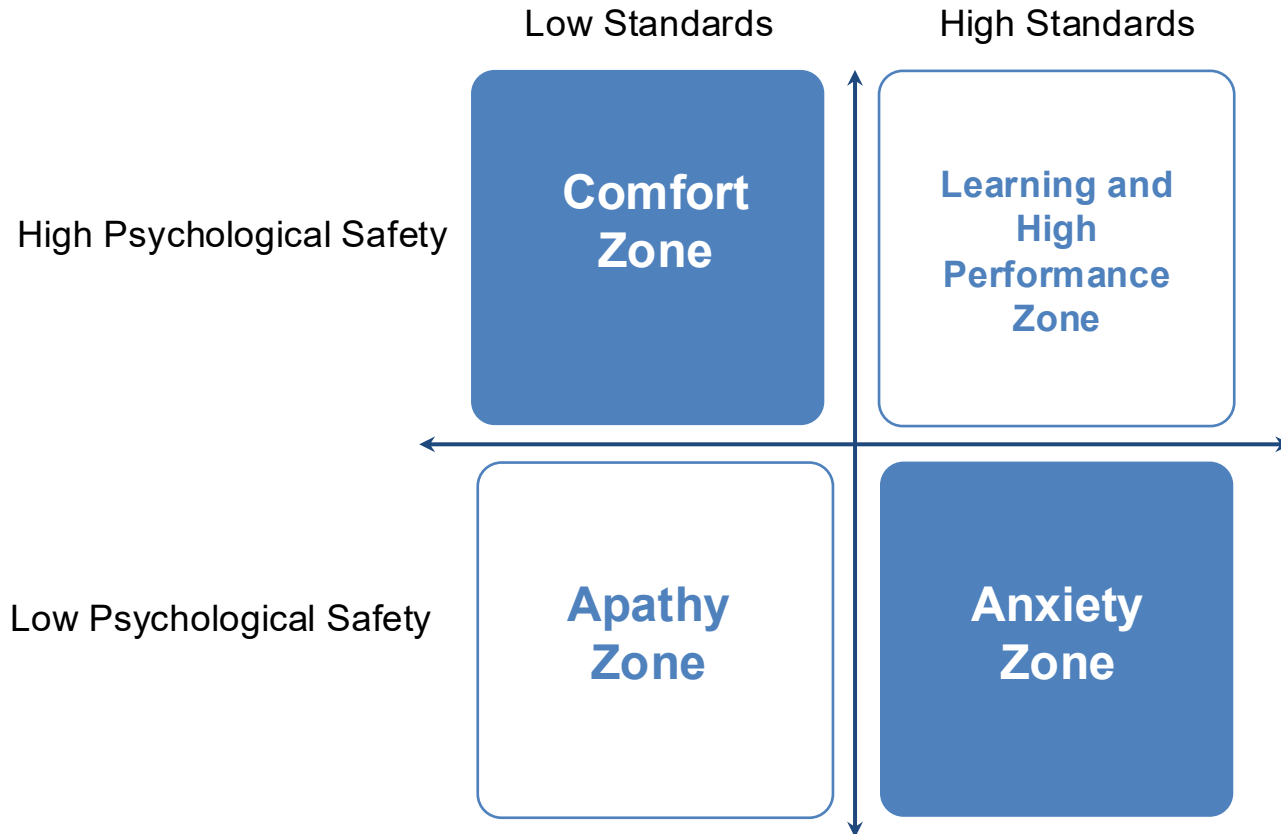


- Presence
- Listening
- E-I to E-We
- Asking and offering help
- Equality of voice
- Diversity of contribution and opinions
- Respect
- Staying with the uncomfortable
- Pace is considered

Why relevant to team coaching?

- Project Aristotle
- Team effectiveness - key psychological component
- Path to candid and meaningful conversations and change
- It's contagious within teams of teams and wider system

How psychological safety relates to performance standards (Edmondson, 2019)



Psychological safety norms

- Suggestions are considered gratefully and not ridiculed
- Criticism is given and received with goodwill – it's a sign of helpfulness
- Everyone's contribution is valued
- People with greater authority, experience or knowledge are open to new ideas and different perspectives
- Questions are seen as important in evaluating what the team is doing and why
- Raising concerns will not result in being victimised or punished
- The team are all committed to learning together

Team coach as a source of psychological safety

- Use of names
- Listening and summarising
- Non – judgemental
- Highlighting and ensuring that all voices are heard
- Noticing and calling out patterns of interruption - talk over, yes but, jokes, eye rolls
- Empowering the team to work with emotions
- Use of self

Techniques for the team to role model psychological safety

- Use of self (by team members)
- Team agreements/norms
- Team holds itself to account
- Use of coaching skills by team members