

Clutterbuck Coaching and Mentoring International (CCMI) in partnership with Turner International Enterprises (TIE) are pleased to offer this virtual program. The aim of this program is to embody the presence of a team coach. You will be supported throughout the program by some of the most experienced team coaches in the world.

Team Coaching Practitioner

SESSION 4 WORKBOOK: PREPARATION, SCOPING AND DIAGNOSTICS

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Sample team coach preparation checklist

Here is a sample checklist to help your preparation to start team coaching. This is not meant to be an exhaustive list but captures some key points to consider once you have determined that team coaching is a viable and appropriate team intervention.

These key points are worth reviewing throughout the engagement and professional team coaching supervision is supportive to develop your capacity to notice the points below during the team coaching engagement.

Is this team ready for team coaching? (or something else?)

- Is this collective a team?
- Have you considered what you know about this team against the handout Is team coaching right for this team? (Clutterbuck) with your co-coach?
- Is it clear who is in the team and why?
- Does the team meet at least monthly?
- Are the team members – including the leader -- committed to open and honest dialogue?
- Do team members accept responsibility for their own and their colleagues' learning and development?
- Is the team prepared to invest time into coaching sessions and into implementing necessary changes?
- Is the team leader prepared to undertake personal change, to better support team performance?

Are you prepared to coach this team?

- Is this engagement appropriate to your own stage (and of your co-coach's stage) of team coach development?
- Does the assignment and the client organisation align to your underpinning values and philosophy?
- Will your team coaching style be a good match to the expectations of the wider system, of the leader and of the team?
- Is there anything about the team or the personalities involved that might trigger unhelpful feelings or behaviours in you?
- Have you discussed your concerns, hopes and/or pertinent details of the engagement with your professional coaching supervisor?

Is there explicit executive or upper leadership support?

- Is the wider system ready to support this team on its journey? Specifically, how will this support be offered and received?
- What has the sponsor and/or key decision maker committed to? How has the team or team leader contracted with the executive?

- Have you experienced any resistance in gaining access with the appropriate executive sponsor, influencers or stakeholders? If so, what might this be telling you?
- What needs to be in place for a transfer of learning from this team, as a result of the team coaching, to other parts of the organisational system?

Is there budget available?

- Is the budget for team coaching appropriate to the time and effort required so that it feels like a fair exchange for your skills and time?
- Does the team have budget to host team coaching sessions offsite?

Does the team have the resources it needs?

- Is the timing of the team coaching such that they team will have the bandwidth, energy and head space to fully commit?
- Are there any roles in the team not currently filled that may result in the team not being resourced enough to deliver on its purpose and priorities? Will this impact the effectiveness of the team coaching?
- Is the team adequately resourced (in terms of money, time, information, etc) to achieve its goals?

Realistic outcomes:

- Do you know what the expectations are from the wider system (internal and external influencers, staff, shareholders and stakeholders), as well as from the leader and from the team?
- Are the expectations of the key players aligned?
- Can the team realistically influence and/or deliver these expectations?
- Can team coaching help achieve these expectations in the contracted time period?
- Have you and your co-coach discussed and/or provided any additional insights?

Is this team coachable?

- Does the team see team coaching as both urgent and important?
- Are the team members genuinely committed to becoming a high performing team?
- Are they – including the leader – willing to challenge themselves and each other?
- Are the team leader's motivations for introducing team coaching transparent and accepted by the team members?
- Is the team willing to address and review its purpose and priorities?
- Do team members genuinely want to collaborate with others across the wider organisation rather than work in silos?
- Is the team willing to address internal conflict?
- Is the team prepared to address poor performance by individual members?
- Are there any other significant barriers to making team coaching work?

Do you have professional team coaching supervision in place to support you?

- Team coaching is complex and challenging and requires a lot of the team coach. Professional team coaching supervision helps you step back, reflect and learn (formative); ensure self-care and resilience (restorative); and review your work with your team coaching clients (normative).
- Do you know how to reflect on the team coaching engagement and what to bring to supervision? If not, discuss with your supervisor.

Are there any risks, ethical issues or dilemmas that need to be discussed and mitigated?

- What is your felt sense about this engagement and this team? Do you notice any points of tension about this work?
- How will you explore any ethical issues or dilemmas should they arise in the course of the team coaching process?
- When do you need to take to professional coaching supervision?
- How will you address with the team leader and team? How will the team address with the wider organisation?

Coaching relationships (including internal coach and 1 to 1 coaches)

- Would a 2nd team coach serve the team and you well?
- Might this 2nd team coach be internal to the organisation?
- What are the key points that you will need to contract with a 2nd team coach?
- Will you both go to the same professional coaching supervisor together? Individually? Or will you go to separate coaching supervisors?
- Are there 1 to 1 coaches working with members of this team? How might you partner with them?
- Are there any other 3rd parties supporting this team or its members that the team would benefit if you were aligned with?
- How will you and/or the 2nd coach support and/or coach the team leader?

Pre-thinking and research: Considering diagnostics

Take one or more diagnostic tools you are familiar with and one or more you are not. Consider the following questions:

- What is the validity of the instrument? (Search on the web for posts from both supporters and critics)
- What useful conversations would it stimulate?
- What are the dangers of using it? (e.g., the potential for the team to retreat into “roles” based on their scores.)
- When would be the best time to use this diagnostic?
- What else could you use instead of a tool or diagnostic to gather data?

How to help a reluctant participant in team 360 feedback

When a team member is in conflict with his or her colleagues, the prospect of 360 feedback can be scary. Most people avoid situations, which they know they will find painful -- even the anticipation of how colleagues will score them can provoke high levels of anxiety and resistance.

A large part of the problem lies in the sense (and often the reality) that they are not in control of the process. The more a coach or mentor can help them feel in greater control, the more they can engage with it.

To achieve this shift of perspective, we can focus on success, rather than on failure:

- Who needs and wants you to succeed?
- Who do you need to want you to succeed?
- What feedback from them would be most helpful in enabling you to succeed?
- What has prevented them from giving you helpful feedback when you most needed it?
- What feedback would you *like* to receive from your colleagues?
- What is the one most valuable contribution you would like from each of your colleagues to help you perform at your best?
- What is the one most valuable contribution you could offer them to make this an exchange of mutual support?
- What's the conversation you need to have with them to get feedback you will value; in a way you will find most helpful?

If the feedback recipient has the opportunity to define the areas, on which they will value feedback, this increases their sense of control. However, most 360 uses generic questionnaires that give everyone feedback on the same questions. In this case, the questions above permit the recipient to inform their raters in advance about what feedback they will value most. This typically has several positive outcomes:

- Firstly, it blunts some of the negative emotions of the raters, deriving from their perception that the recipient is unwilling to listen to criticism. It's a lot easier to be generous to someone, who is open to feedback.
- Secondly, it is in everyone's interest to focus on issues the person is willing to address, as a means of helping them build the confidence to tackle other issues later. The sense of willingness to engage changes the atmosphere of the rating process.
- Thirdly, it is a starting point for building empathy – the understanding amongst all the raters and ratees that they share being "a work in progress" with areas, in which they would like to improve.

The next step is to look forward, beyond the feedback giving. Here the critical questions include:

- What can you do to support your colleagues in achieving changes they have committed to?
- What help would you like from them in supporting your change plan?

Pedagogy vs. Andragogy

From the student hub, download and review Chapter 19 from the book titled 'The Complete Handbook of Coaching – David Clutterbuck' (student hub location = session 4, step 2).

Source: Author unknown. Table from floridatechnet.org
<http://www.educatorstechnology.com/2013/05/awesome-chart-on-pedagogy-vs-andragogy.html> (retrieved 14 May 2016).

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
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Additional reading

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