

# Session 8: Team dynamic, measuring success and your on-going development

# Session 8 overview

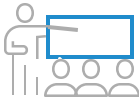

Focus areas	Learning outcomes
Measuring success	Measuring your learning and your continual growth as a team coach and with the team in their team coaching engagement
Metrics and on-going engagement	How to review progress and impact of team coaching
Working with team transitions	Practice coaching the team to engage a new member and end the relationship with you as a team coach
Team coaching standards and supervision	Deepening understanding of our role as Team Coach, and our ethical responsibility and commitment to developing as a Team Coach

# Program feedback:

## Team Coaching Practitioner Survey 2024 Cohort 1

# Measurement 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.

# Reviewing a session

How well did we  
role model  
coaching  
behaviours?

What changed for  
this team?

What didn't  
change?

What dynamics  
(e.g. subgroups,  
avoidance of  
issues) did we see?

How smooth were  
our handovers?

What challenges  
did we meet and  
how did we  
address them?

What lessons can  
we draw now?

What do we need  
to reflect upon?

What do we want  
to thank each other  
for?

# Two perspectives on measurement

## *Fluid*

Continuous review  
Forward looking  
Capacity/ propensity

## *Snapshot*

“Annual report”  
Backward looking  
Performance

# Measuring the impact of team coaching

Does the team have greater understanding of its internal and external context/dynamics, in so far as it affects performance?

Does it have greater clarity of what it wants/needs to do as a result?

What actions have they taken? What are they doing differently?

What impacts can they define and attribute to those changes?

Can these impacts be assessed from multiple perspectives?



# Where is the team on the journey to a coaching culture?



Does the team create and value time for reflection?



How much genuine listening happens?



How willing are team members to address difficult issues?



Does the team generate powerful questions that stimulate different thinking?



Does everyone take responsibility for collective learning?



Is there an atmosphere of curiosity and willingness to experiment?

# Outcomes from team coaching



Specific performance improvements (planned and unplanned)



Enablers -- each of the pillars; team learning plan; strategic plan; improved processes



Learning – collective and individual self-awareness; tools and techniques; approaches; new ways of thinking



Emotional – collective self-confidence; sense of self-efficacy

# Case Study Practice

# Rejection systems

When a newcomer joins a team in denial of conflict – especially when the newcomer is in a position of relative power (e.g. hierarchical or expertise-based) – an immune reaction takes place. The defensive fictional narrative the team uses to avoid taking ownership of the system's failures becomes exaggerated in word and deed. If the newcomer will not accept that narrative, he or she becomes the focus of all the team's fears, anxieties and self-indulgencies.

# Case study: Session 8

Three months on from the first team coaching engagement, Alice's team has made considerable progress. Jabu, the director has visited to congratulate the team on the quality and productivity improvements he can see and given approval to bring in another member on a temporary contract, with a view to making the position permanent when the headcount freeze is relaxed. This pep talk has had mixed reactions.

Now that the team are operating better together, introducing a new team member has brought up mixed emotions, but the team members are very different in their attitudes towards sharing their feelings. For Angelique, feelings and expressing feelings are paramount. For Ravi and Stefan, the opposite is true. Alice finds herself somewhere in the middle.

# Case study: Session 8

What will energise the team to employ its emotional strengths to embrace the new team member positively? How do they maintain the psychological safety they've built? Your task is:

1. to help the team recognise how much it has advanced and
2. support the team in exploring how they might include the new team member.

# Celebrating your success



# Reviewing yourself as a team coach



# Review your personal development plan with your co-coach



Your skills



Your knowledge



Your business

**Note: all hidden slides are review and from other sessions.**