



## Team Coaching: Session 5

# Session 5: Preparing to coach the team

# 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?

# Questions to the team leader

- What are team strengths and weaknesses?
- What is the balance between positive and negative conflict within the team?
- Does the team understand its collective and individual strengths and weaknesses?
- Does the team have a collective will to achieve?
- Is there strong alignment between the goals of the team and the goals of the coachee?
- Is there strong alignment between the values of the team and the values of the manager?
- What is the capacity of the team for open discussion?

# Some starting questions to the team

- What did you do collectively this week that did or didn't meet your collective ideal?
- What did you do collectively this week that took you substantially towards achieving a key team goal?
- How do you think you score individually and as a team in terms of self-honesty?
- What's the personality of this team?
- How is leadership distributed in this team?

# Breakout session1: Interviewing team members or the team leader

In the practice today, the team coaches will have 7 minutes to interview 2x people or 15 minutes total with one person on Alice's team. Decide:

- Whether to interview the team leader first (or not) and why.
- Who you will interview
- if you will interview separately or together
- If you are not coaching Alice, who else will you interview on the team?

Using the Sweet Dreams Chocolate factory case provided discuss with your learning groups what needs to be discovered, including

- Potential issues or concerns that might emerge for the team coach
- Prepare a set of discovery questions to use in talking to Alice or a specific team member for next activity
- 15 minute discussion in break out

# Ground rules for role play

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!!!

# Slide 1 - Case study: Session 5.1

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.

# Case Study: Session 5.1

Using the Sweet Dreams Chocolate factory case and your draft set of discovery questions:

- Practice the discovery interview through a role play involving a team coach and team leader or member in a discovery interview.
- There is a total of 15 minutes to be used as the coaches decide

# 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

Is a group construct

Measures if it's ok to openly share concepts and make mistakes

Measured by team members - they 'know' if the environment is safe

Gives you as a contributing team member the benefit of the doubt

## TRUST

Is an individual construct

Measures if another can be counted on to do what they say they'll do

Measured by an individual about the other

You give the other person the benefit of the doubt for getting things done

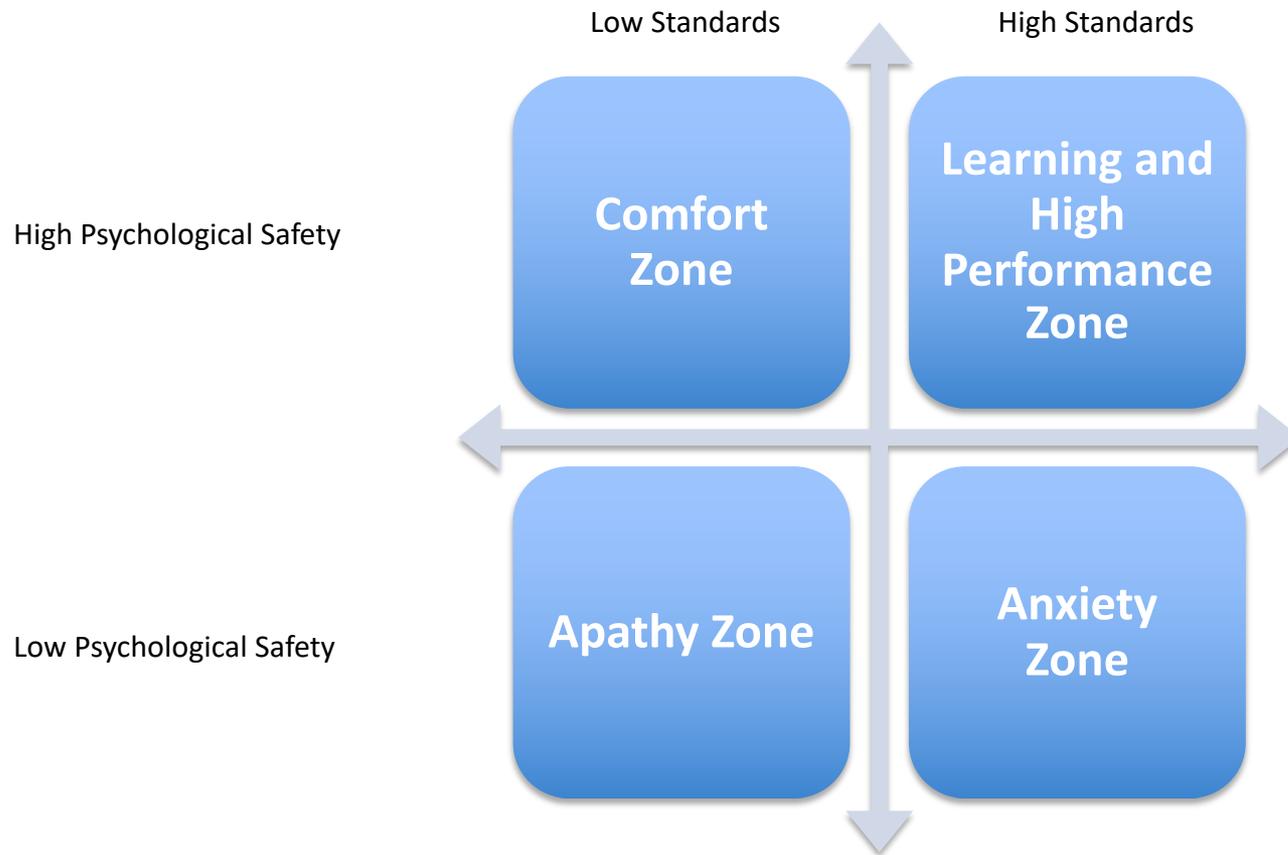
# Manifestation of psychological safety

- 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
- Its contagious within teams of teams and wider system

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



# The team coaching framework



# Team coaching process framework

Step	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.

# 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

## Slide 2 - Case study: Session 5.2

In this initial 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, contracting with the team and introducing the psychological safety tool as a benchmark.