



Team Coaching

Session 6: Working with the team

Finding teams to practice on



Practical ways to connect with these include:

- Networking through your existing clients and connections
- Professional associations you are a member of
- Associations representing sectors
- Your local bank branch, accountants or legal firm

➤ Handout: **Finding teams to practice on**

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

Use of self

- Use of Self is the choice by the coach (in awareness) to share their somatic experience (emotion or felt-sense) arising from the impact of the coachee in the here and now.
- As a team coach, we are part of the system and we are a valid source of data and reflection.
- “Use of self” involves courage, self awareness, being vulnerable, giving voice to other intelligences , and not being attached to being right,
- It is in service of creating psychological safety (support and challenging)

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

Using team norms to create psychological safety

1. We will not make assumptions about each other's motives or perspectives
2. We will listen with courtesy and respect
3. We will take joint ownership for the team's successes and failures
4. We will each present as our "best person"
5. We will be generous towards each other
6. We will give each other the space to speak and ourselves the space to reflect
7. We will replace judgement with curiosity

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?

How will you build your collective resilience?



There's no room for blame (of self or each other) in team coaching?



Things don't go wrong; they just don't go as expected – and that is valuable learning



How can we be kind to each other and ourselves?



How can we de-stress after each session? (Make it a shared goal to laugh within the first five minutes.)

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.

Working with emotions

1. Dance floor analogy – being the observer vs feeling the energy in the room
2. Emotions can be both enticing and as a team coach you can get ‘sucked in’

TIPS

1. How do you pay attention to the individual in service of the group? Don't zoom past it. Focus on the individual – camera lens.
2. Emotions are both individual and contagious
3. When there are emotions in the room, stay with it...
4. When working with emotions, let's not forget, we will also have emotions.
5. System – under pressure, during COVID, loss of team member, emotions become intensified...how do we stay with but out of it.

Case study: Session 6

Three months on from the first team coaching engagement, Alice's team has made considerable progress. Riza, 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 6

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

- a) to help the team recognise how much it has advanced and
- b) support the team in exploring how they might include the new team member.

Measurement and review

Sustained capability

- How can the team members ensure that they take responsibility for coaching themselves and each other?
- What can they do to assist the leader or an external coach in building the collective coaching habit?

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?

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

Thank you for listening

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