SHG Academy

Team Coaching Practitioner Programme 2024

Welcome to the SHG Academy Team Coaching Practitioner Programme

We are delighted that you have chosen SHG Coaching to further build your awareness and effectiveness as a Team Coaching Practitioner. This manual is a valuable resource for you before, during and after the taught sessions. It contains helpful resources and coaching tools, along with a brief narrative of each session and key accompanying slides. The manual is divided into sections, one for each part of the programme. Occasionally the running order may change, but the content will remain the same and you will find all the materials you need for each session in the corresponding section of the manual. We will not necessarily cover everything shown but will rather select the elements we feel are especially valuable for the group.

For those of you who prefer to work electronically, the entire manual contents are also available digitally and you will be provided with a link to access these. We have taken care to reference every source throughout the programme. Where there are no references cited, the material is SHG Coaching's original material. At the back of the manual, you will find a number of coaching tools and resources which we feel could be useful to you in your work with teams. Please note that not all require explanation or tutor input during the taught modules. We hope you enjoy the programme.

Programme Introduction

Team Coaching Practitioner Programme Outcomes

By the end of the programme you will:
• Have developed greater self-awareness through deep critical reflection and feedback from others
• Understand the psychology of teams and the fundamentals of team coaching
• Know how to structure team coaching programmes using SHG Coaching's 4D approach:
Discover - Design - Deliver - Debrief
• Be able to contract effectively for team coaching and co-design the team/coach partnership
• Understand what is required of an effective Team Coach and have developed the skills needed to act as an 'instrument of change'
• Have practised facilitating team coaching and have received feedback from tutors and delegates
• Have reviewed their existing knowledge, skills and experience and understand how this can be brought into your coaching practice
• Have acquired and practised a range of practical tools and approaches suitable for team coaching e.g. systemic coaching, use of constellations and diagnostic tools
• Be prepared for the potential pitfalls and dilemmas of working with teams and know when to walk away
• Have deepened your knowledge of the business of team coaching
• Have developed increased confidence, presence and impact as a Team Coach

Team Coaching Practitioner Programme Content

This roadmap acts as an overview of the programme, so at any point you can see where you are and what is to come. Following completion of the programme, SHG can continue to support your development through group or individual supervision, CPD events, short courses and our extensive alumni network a valuable source of peer support, ideas and motivation.

Module One: Foundations	**Session 1: Welcome and Introduction** Welcome, Introductions and Contracting Programme roadmap and Learning Outcomes Intention setting and Journaling Your personal resource pack **Sessions 2 and 3: Team Coaching Fundamentals** The differences between Teams and Groups The psychology of Teams and Group Dynamics Models of Team Development Power and Politics **Sessions 4 and 5: Team Coach as Instrument of Change** Coaching the Team as System Psychological Safety Resourcing Yourself Supervision, Bias, Ethics and Professional Practice
Module Two: Team Coaching Roadmap	**Sessions 6 and 7: Self-Discover** Contracting and Co-Creating the Team - Coach Partnership Team Coaching Journey / Walking Away Systemic Coaching and Constellations Diagnostic and Psychometrics **Session 8: Design** Co-Diagnosis Template for Team Coaching Design Evaluation **Sessions 9 and 10: Deliver** Foundations of Team Coaching Delivery Team Coaching Interventions Awareness and Blind spots

	Conflict, Pitfalls and Dilemmas **Session 11: Debrief** Joining, Belonging and leaving Celebrating success and Endings Encouraging Self-Sufficiency Keeping Resourced
Module Three: The Business of Team Coaching	**Session 12: The Business of Team Coaching** Pitches, Proposals, Pricing, and Sustainable Partnerships Readiness for Team Coaching Learning Review Programme Ending and Celebration

Pre-programme Preparation Intention Setting & Reflection Exercise

Intention setting and reflection are important first steps in ensuring you get the most from your learning experience. Putting your thoughts in writing engages you in a creative process which allows you to clarify your thoughts and explore new ways of thinking about situations and experiences more deeply and objectively. The more energy you put into visualising and preparing for an experience the more you may get from it.

Our intention is to give you a rich, thought-provoking, inspiring and transformational learning experience. These questions provide you with an opportunity to reflect, visualise your goals and set your intentions for the programme. Consider what is most important for you to create for yourself. You will spend time with your fellow delegates in your first session thinking together about your intentions both as individuals and as a group, so taking some time beforehand to consider these questions will be time well spent.

For this programme to be a success, what do I need from:
• Myself:
• Other delegates:
• The tutors

What are my experiences of being part of a team?

What helps me be at my best in a team?

What do I find difficult about being in a team?

What personal intentions do I want to set for this programme?

What are my professional intentions for taking part in this programme?

What am I most excited about?

What could get in the way of me being successful?

To get the most out of this programme, what attitudes, beliefs, assumptions or behaviours might I need to let go of?

What mindset and helpful behaviours do I need to bring with me to make the most of this experience?

Learning Charter
Our tutors will…
• Be open and approachable
• Role model professional coaching practice and ethics in all interactions
• Create a safe adult learning environment
• Demonstrate respectful and ethical behaviour at all times, maintaining confidentiality and treating you
with unconditional positive regard
• Set clear expectations for participation, preparation and coaching practise sessions
• Use a range of tools and techniques to support you in putting your learning into action
• Balance support and challenge in a way that promotes group learning
• Provide you with honest and clear feedback throughout the programme
• Share personal examples and experiences from their own coaching practice
• Demonstrate their expertise lightly
• Lead coaching demonstrations and be comfortable with not always getting it 'right'
• Respect other people's differences (thoughts/culture/beliefs/sexuality/race/disabilities)
• Listen to your concerns if you have any

We ask that you…
• Look after yourself and ask for help if you need it
• Allow yourself to be vulnerable, but it is not a requirement and please manage your own levels of personal disclosure
• Maintain confidentiality – it is an important part of creating a safe learning space (and a foundation for coaching)
• Attend all sessions and please arrive on time, present and engaged
• Be free to challenge one another and the programme tutors in a frank but always respectful way
• Respect other's different experiences, cultures, attitudes, behaviours, and beliefs
• Join us as a learner rather than an expert and be prepared to not always know the answers
• Represent your own views, rather than speak on behalf of other delegates
• Make time to reflect, practise, read and learn between sessions

• Actively engage in sessions according to your own preferences
• Be prepared to critically self-reflect and be receptive to feedback from delegates and tutors
• Adopt a coaching style when giving feedback: maintain positive intent and keep the feedback constructive, recognising its importance to the person receiving it
• Allow others to share thoughts, ideas and feelings without judgement or negativity
• Remember that the purpose of the coaching practise sessions is to learn about coaching – whether you are a coach, coachee or observer. It is not personal therapy or professional coaching
• Switch off all unnecessary distractions
• Make sure that your technology works

Delegate Signature : Date:
Signed on Behalf of SHG Academy:

Alson Boo

CEO

Personal Learning Journal

Throughout the duration of the course, we recommend that you keep a personal learning journal to record your reflections on your personal and professional development as a Team Coach. The journal can take any form you choose as it is for your use only. We find that keeping a journal will help you to cement and summarise your learning, as well as act as fantastic reference material in the future. We encourage you to maintain this practice of capturing your thoughts as you will experience a great deal of intensive learning in a short period of time on the programme. You will notice that we will prompt you here and there, but please be aware that you can take some journal time whenever you feel it is useful.

The following sorts of questions may be useful as a guide:
• What have I learned about myself so far?
• What have I learned about how I behave in a group?
• How have my perceptions about team coaching changed?
• What have I learned about how I learn?
• What have I learned about my own beliefs and behaviours?
• How might my own behaviours or attitudes affect my ability to team coach effectively?
• What aspects of team coaching do I feel most comfortable with?
• Which aspects of team coaching give me cause for concern or discomfort?
• What do I do well as a Team Coach?
• Which areas do I still need to work on?
• What do I do best in my relationships with other people?
• What have I learned about my ability to give and receive feedback?

Trigger Questions for Critical Reflection
A Description of the Event

What is about describing the event. What? Trigger questions:
• This could start with a reaction to a team coaching session, or perhaps a reaction to something you heard from a tutor or read about in a book
• What happened?
• What did I see? What did I hear?
• How did I feel? How did others feel?
• What was said?

An Analysis of the Event

So What is about picking apart what was going on and drawing some conclusions.
So What? Trigger questions:
• How do I make sense of what happened?
• If something good happened, what do I think made it happen? If something bad happened, what do I think made that happen?
• How do I think this works? For example, if you noticed that you listened really well and the team seemed to get something from it, what do you think is happening there? What did the listening seem to do for them that the alternatives would not have done?
• What led me to make the decisions I made and what do I make of that?
• What do I like about what happened? What is it about it that I like?

• What bothers me about what happened? What is it about it that bothers me?
• What were the effects of what I did?
• What would have been the effects of doing something different?
• How does my view of this fit with (or disagree with) existing views on team coaching from tutors or writers? What is my rationale for this?
• What does all of this tell me about being an effective Team Coach?

Proposed Actions Following the Event

Now What is about making some suggestions about what you will do differently (or the same) as a result of your reflections. Now what? Trigger questions:
• What are the implications for me and others in my team coaching practice based on what I have described and analysed?
• What difference does it make if I choose to do nothing?
• Where can I get more information to face a similar situation again?
• How can I modify my practice if a similar situation was to happen again?
• What help do I need to help me 'action' the results of my reflections?
• Which aspect should be tackled first?
• How will I notice that I am any different in my team coaching practice?
• What is the main learning that I take from reflecting on my practice in this way?

Using the SHG Academy Coaching Cards

There are thirteen packs of cards available:
• Coaching Cards for Everyday
• Coaching Cards for Managers
• Coaching Cards for Business Owners
• Coaching Cards for Supervision
• Coaching Cards for Teams
• Financial Coaching Cards
• Picture Coaching Cards
• Values Coaching Cards
• Coaching Cards for Couples
• Coaching Cards for Children
• Coaching Cards for Grandparents
• Coaching Cards for New Parents
• Coaching Cards for Christmas

Choose the most relevant pack for the specific context.
The cards are a practical way of getting individuals and teams to self-reflect, using powerful coaching questions that facilitate thinking. You can use them in a range of creative ways. These can be based either on the coach selecting cards or the client(s) selecting cards, either randomly or consciously. If choosing consciously interesting areas to explore include why specific cards were selected or deselected. This can work very well in 1-1 coaching.

Other options include:
• Working with groups you can pair people up and have them select 2-3 cards together. One then poses the questions to their partner, with listening and further exploration.
• Again, with groups, individuals can select cards, reflect, and record thoughts in learning journals before debriefing.
• Managers can use the "Coaching Cards for Managers" to help stimulate conversations in 1-1's, either selecting cards they want to explore or asking their team member to select.
• Use the cards as the basis for coaching with teams, either to get to know each other better or to use organisational focused questions for example.

References: Holder, J. (2014). Play your cards right. *Coaching at Work.* 9(1), 52-53 and
https://rsvpdesign.co.uk/bundle-of-3-grow-coaching-cards.html

Further support beyond your SHG Coaching Programme
Becoming the best coach you can be is of course a lifelong process. It is a regular occurrence that delegates on our programmes feel that they want further, individualised learning and support, for themselves individually or for their organisation. This might be coaching, supervision in coaching practice or additional learning in a particular area of interest. We are pleased to say that this happens all the time and that we are here to help.

We can also draw on our experience of providing tailored further support to many delegates over the years. During the course, you will have the opportunity to meet with a number of SHG Academy Associates who have been engaged by SHG Academy to deliver various elements of the course. We are happy to say that often delegates will feel a particularly close connection with one or more of their tutors. However, we would ask you please always to be aware of and to respect the long established relationships and working practices between SHG Academy and its valued tutors and Associates. We are sure that you will appreciate that SHG tutors and other SHG Academy Associates are not authorised or able to make arrangements with SHG Academy delegates to provide services outside the course on an individual basis. If you do approach tutors and Associates to request that they do some work for you, or your organisation, your tutor will, quite properly and in accordance with their contractual agreements with SHG Academy, refer you to SHG Academy to discuss in the first instance.

So if you are feeling enthusiastic and are considering any of the above possibilities, please just give us a call or drop us an email.
Phone: +65-89032331
Email: shgacademy@shgacademy.org

Name:

What have you got going for you that will support you as a team coach?
Use the space below to collect your own reflections about what you already have going for you. This could be the values that you hold, the experience you have, the teams you have worked in, the qualifications you have gained or the people who mentor you etc.

Your Evidence input

Use the spaces below to collect key learnings you have gained throughout the programme.

Discover	Design	Deliver	De-Brief

Session 1 - Welcome and Introduction Setting

Session 1: Welcome & Introduction Setting
Welcome! You have already taken the first step towards becoming an effective Team Coaching Practitioner by signing up for this programme, so today we take the second step. We start with an overview of the whole programme that provides helpful context to support your learning. During the session, you will be asked to introduce yourself and find your place within the group, as well as with the practice of team coaching. There is a place for everyone, whether you are a skilled and experienced Team Coach or are just starting out.

The learning for this programme will arise from many different places: the content, your experience, the tutors, the sharing of knowledge and feedback from other delegates, practice and critical reflection so the priority is in creating a psychologically safe space for your learning to thrive. We will also remind ourselves of how adult learning principles can help us get the most out of our time together. We will introduce a Personal Resource Pack a place to capture the resources you already have available to you, as well as keep track of the new resources you will collect throughout the programme. As trained coaches, you will appreciate the importance of contracting. Today we will create a secure frame for our learning. We use the concept of 'The Learning Space' a term developed by psychoanalyst, Donald Winnicott. Winnicott describes the learning space as: "A space that allows certainties about ourselves and others to loosen, in order to allow for playful reflection, creativity and the opening up of new possibilities". This also describes the environment that a Team Coach creates for a team.

Team Coaching Practitioner Programme

Session One: Welcome and Getting Ready to Learn

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Programme Outcomes
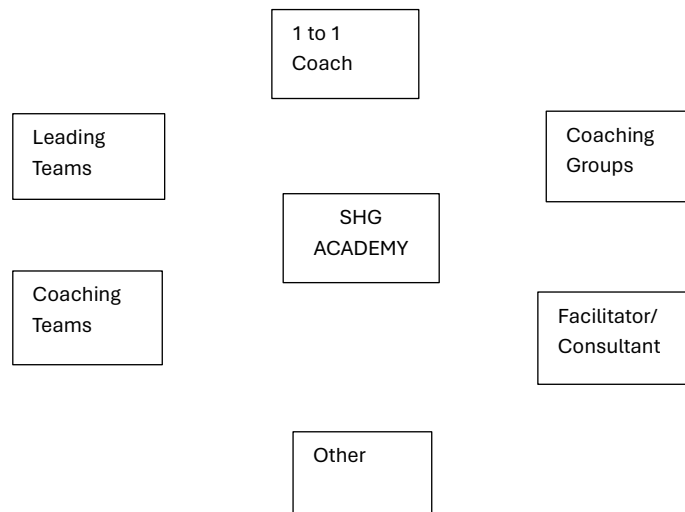
By the end of this programme, you will:

- › Have developed greater self-awareness through deep critical reflection and feedback from others
- › Understand the psychology of teams and the fundamentals of team coaching
- › Know how to structure team coaching programmes using Barefoot's 4D approach: Discover - Design - Deliver - Debrief
- › Be able to contract effectively for team coaching and co-design the team/coach partnership
- › Understand what is required of an effective Team Coach and have developed the skills needed to act as an 'instrument of change'
- › Have practised facilitating team coaching and have received feedback from tutors and delegates
- › Have reviewed their existing knowledge, skills and experience and understand how this can be brought into your coaching practice
- › Have acquired and practised a range of practical tools and approaches suitable for team coaching e.g. systemic coaching, use of constellations and diagnostic tools
- › Be prepared for the potential pitfalls and dilemmas of working with teams and know when to walk away
- › Have deepened your knowledge of the business of team coaching
- › Have developed increased confidence, presence and impact as a Team Coach

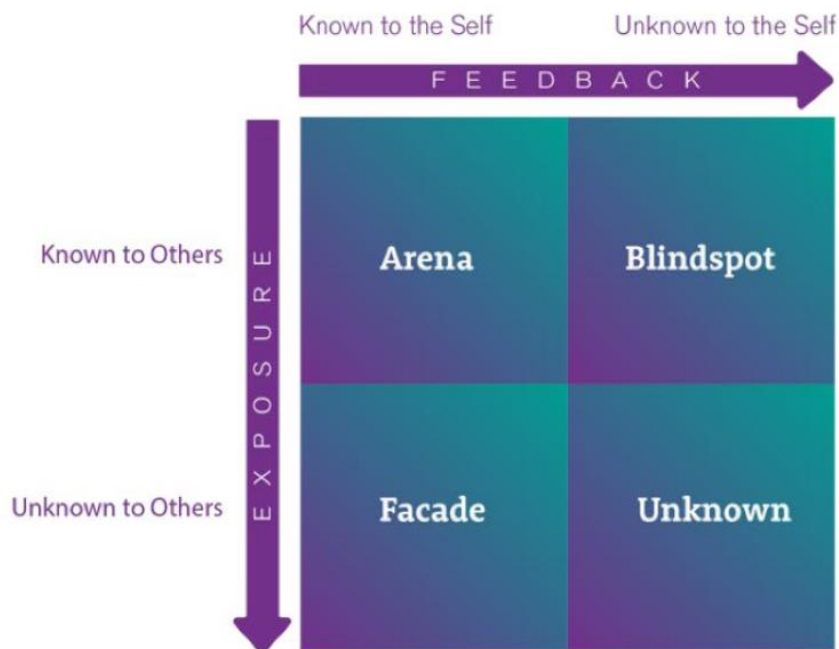| Module One: Foundations	Session 1	Sessions 2 and 3	Sessions 4 and 5	
	Welcome and Introduction Setting	Team Coaching Fundamentals	Team Coach as Instrument of Change	
Module Two: Team Coaching Roadmap	Sessions 6 and 7	Session 8	Sessions 9 and 10	Session 11
	Self-Discover	Design	Deliver	Debrief
Module Three: The Business of Team Coaching	Session 12	12 x 4 hours sessions (2 sessions per week)		
	The Business of Team Coaching	with Pre and Post Study Activities		

Session One Outcomes

➢ Provide an overview of the whole programme which creates context for your learning
➢ Delegates are clear on what to expect and how to get the most from the
➢ programme
➢ Get to know each other and create a psychologically safe space to learn and practice together
➢ Contract around success and how we will work together
➢ Start to create your own Personal Resource Pack

	1 to 1 Coach	
Leading Teams		Coaching Groups
	SHG ACADEMY	
Coaching Teams		Facilitator/ Consultant
	Other	

"Your visions will become clear only when you can look into your own heart. Who looks outside, dreams; who looks inside, awakes."
— C.G. Jung

The Johari Window

	Known to the Self	Unknown to the Self
	FEEDBACK →	
Known to Others	Arena	Blindspot
Unknown to Others	Facade	Unknown

EXPOSURE ↓

Today's Stance

Neither collude nor judge – agree to what is, just as it is

Transformational Situations

Situations that give rise to critical self-reflection and transformational learning:

> A disorientating dilemma

> A state of puzzlement

> Recognising that others share our feelings

> An empathetic provocateur (a Coach!)

- Mezirow (1991)

Non-transformational Situations

Jarvis introduced the idea of non-learning.

"Non-learning is our response to everyday learning. As long as learning conforms to our mental models, non-learning is required."

- Jarvis (1995)

Transformational Moments

Critical moments occur when:

› Tensions, uncertainties and anxieties arise

› The coaching relationship is put to the test

› A particular vulnerability is examined

› The coach assesses their own emotions

- *De Haan (2008)*

Reflective Questions

Throughout the session, the programme and beyond, notice:

- What am I thinking?

- What am I feeling?

- What am I noticing about myself in this situation?

- What am I noticing about my impact on others?

What, So What, Now What Reflection

What?
(What did you see? What did you do? How did you react?)

So What?
(What does that mean in terms of what you knew before?)

Now What?
(What will you do differently as a result?)

(Boud, Keogh & Walker, 2013)

Journaling

Observing and writing down your thoughts can be an enabler to 'Creating Awareness'. It might help to:

> Analyse experiences and situations more deeply
> Observe thought habits, patterns and behaviours
> Consider how you impact on the people and the world around you
> Identify assumptions and limiting beliefs
> Improve your confidence
> Reflect on your learning journey

Remember to capture high points and achievements as well as development areas

Contracting Around Success

This programme will be a success:

› For me as an individual, when...

› For us as a group of learners, when...

› For my clients, when...

› For my business, when...

Exercise - Contracting as a Group

In groups of 4: Identify practices or behaviours in response to...

› What do you need from **us** (as tutors) to facilitate your learning experience?

› What do you need from **each other** to facilitate your learning experience?

› What do you need from **yourself** to facilitate your learning experience?

Journal Reflections

Consider the content of today and review the intentions you prepared:

› What are your key learnings and reflections? Your lightbulbs?

› How has this impacted you and your understanding of team coaching?

› What has shifted for you in terms of your knowledge and understanding? How will you integrate it into your practice for the next session?

Sessions 2 & 3 – Team Coaching Fundamentals

Session 2: Team Coaching Fundamentals
Part One:
We start with the fundamentals of team coaching, getting clear on the differences between teams and groups in a work setting. This is an appropriate place to begin as many clients often start with this question. We will review some helpful reference points on team development and effective team working, considering them through a number of lenses, such as Hawkins Five Disciplines, Tuckman, and Lencioni. We will also use Harvard University research to understand what a high performing team is and how that informs how we work with teams.

During the session, we will explore how the ICF Team Coach Competencies translate in practice and how we may utilise these as a guide for our own development now and in the future. In plenary and small groups, you will reflect on your own experience of being in a team and/or of working as a Team Coach and you will identify which elements of the models were at play, as well as how this might inform your work as a Team Coach.

Team Coaching Practitioner Program

Session Two: Team Coaching Fundamentals Part One

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Session Two Outcomes

› Understand and be able to say what the differences are between a group and a team of people

› Be able to reference their own experiences of teams against useful team-related models and approaches

› Begin to consider what it is to be an effective Team Coach and the competencies/behaviours associated with this

› Reflect on the differences between team and group coaching in a work assignment

Today's Stance

Be radically inclusive and include it all

What is a Group?

> They are often described as a "collection of individuals" who share a "common interest"

> The arrows on the model pointing in different directions represent individuals with different outlooks and viewpoints

> However, they share a common interest which binds them together

> Examples of groups
>> Committees
>> Task forces
>> Drama groups

Group Model
Common Interest

FOCUS: Individual goals & accountabilities
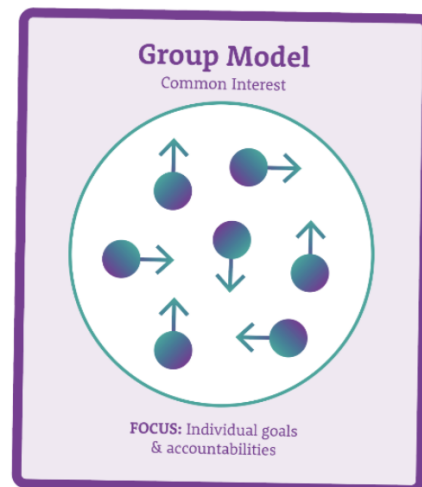
Team Performance Curve
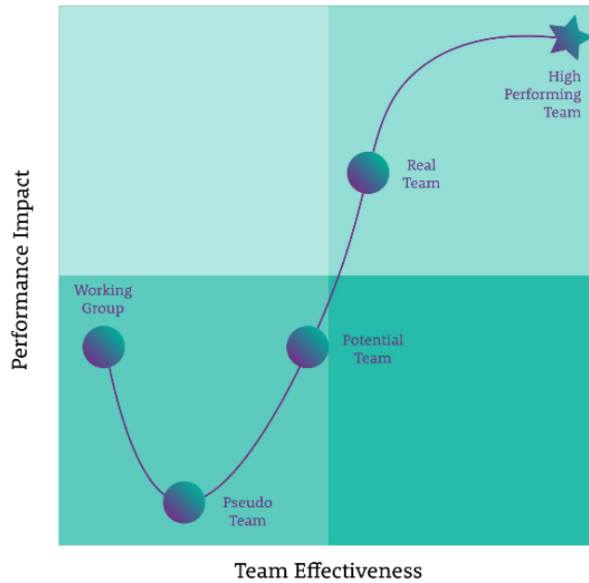
Katzenbach & Smith, 1993

Tuckman

Developmental Sequence (1965)

> Forming
> Storming
> Norming
> Performing
> Adjourning

Lencioni

Five Effective Functions of a Team (2002)

Results

Accountability

Commitment

No Fear of Conflict

Trust

Lencioni

Five Dysfunctions of a Team (2002)

Inattention to
Results

Avoidance of
Accountability

Lack of
Commitment

Fear of
Conflict

Absence of
Trust

Exercise - Reflective Triads

In groups of 3: Discuss and then share your thoughts on...

> How does my own experience of being in/working with teams relate to these models?

> What examples of effective and dysfunctional teams have I experienced?

> How ready were these teams to do the work?

> What is team coaching?

What is Team Coaching?

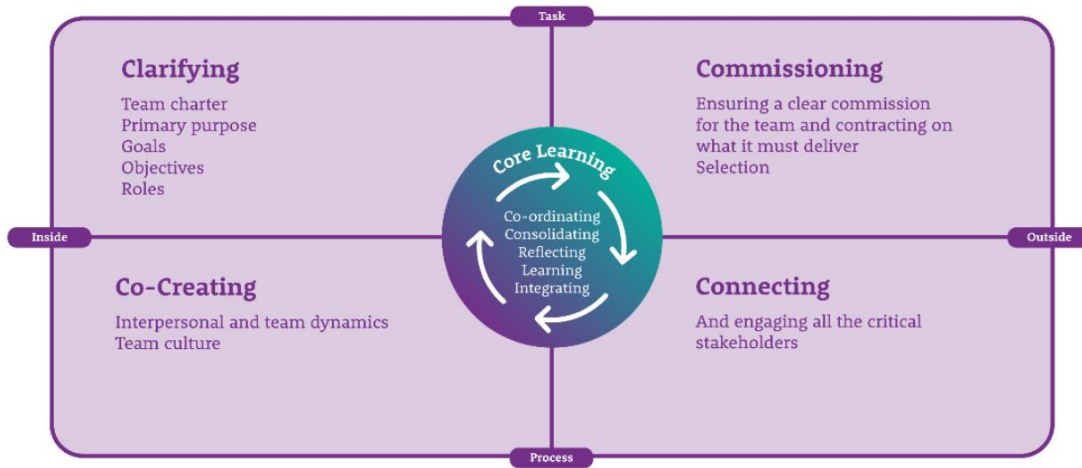A thought-provoking partnership where the team can:

> Gain insight into their collective strengths, knowledge and interests

> Clarify shared visions and goals as well as defining team boundaries and roles

> Reflect on how everyone is working and interacting together and build on this awareness to enhance the team's effectiveness

> Address specific issues that are impacting on the team's performance

> Enhance the team's ability to respond effectively to complex challenges and opportunities

> Receive support in the planning and implementation of major change initiatives and projects

> A learning intervention that focuses on increasing team performance

> The emphasis is on facilitating conversations between team members with the aim of making more effective use of collective skills, knowledge and interests

> Working with a coach, a team can enhance its effectiveness

> Team coaching offers an opportunity for the team to reflect together on their goals and objectives and how they are working together in achieving them

> Team coaching can support a team to address specific challenges and build stronger and more productive relationships between members
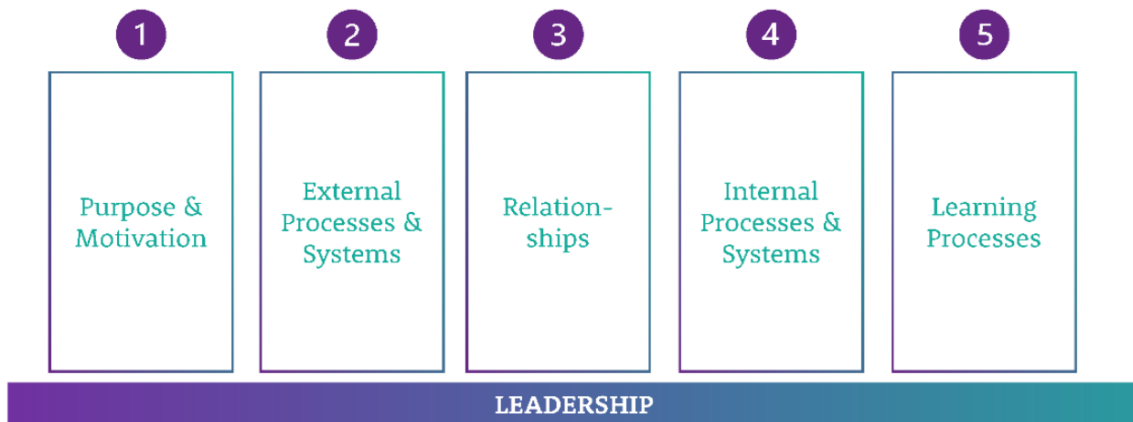
Highly Effective Teams
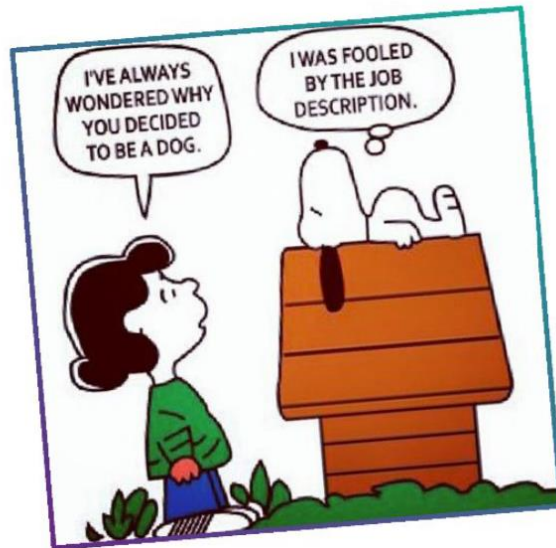
Hawkin's Five Disciplines (2011)

Task

Clarifying

Team charter
Primary purpose
Goals
Objectives
Roles

Commissioning

Ensuring a clear commission
for the team and contracting on
what it must deliver
Selection

Inside

Core Learning

Co-ordinating
Consolidating
Reflecting
Learning
Integrating

Outside

Co-Creating

Interpersonal and team dynamics
Team culture

Connecting

And engaging all the critical
stakeholders

Process

High Performing Teams

Clutterbuck's Five Pillars of High Performing Teams (2019)

1	2	3	4	5
Purpose & Motivation	External Processes & Systems	Relation-ships	Internal Processes & Systems	Learning Processes

LEADERSHIP

Team Coach Role Profile

Today's Dilemma

No Reason to Work Together
No burning bridge or aspiration to change

Fixing
Wanting to over help

Today's Dilemma

› What would you do?

› What are the pitfalls and the opportunities?

› Which stance might you need to have with this team?

Session 3: Team Coaching Fundamentals
Part Two:
At SHG Academy, we often remind our delegates to 'beware the man of one book' and so we continue with the exploration of an eclectic mix of concepts and ideas based on tried and tested psychological theory, as well as drawing inspiration from some therapeutic theories to reflect on our practice as Team Coaches.

We will first explore the concept of power – in and around us, one of the most prevalent aspects a Team Coach will encounter. We will then consider the impact of what we know about psychological safety and how this affects team effectiveness. Finally, we will consider an important aspect of the Team Coach's role - 'holding up the mirror' to the team. In practice, this may mean sharing some of the group dynamics, communication styles and patterns of behaviour in the team, which the coach witnesses. The Team Coach makes these observations and data available to the team to improve team effectiveness and to engender transparency.

The session is intended to consolidate what you know around group dynamics and add some alternative lenses to help you to build your awareness of yourself and your work. Developing your self-awareness as a Team Coach will enable you to be of maximum help to a team.

Team Coaching Practitioner Programme

Session Three: Team Coaching Fundamentals Part Two

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Session Three Outcomes

› Be able to identify group dynamics at play within teams and utilise this as data

› Know how to enable more effective team coaching with a team

› Understand the importance of psychological safety in team effectiveness and team coaching

› Consider the role of power and politics within teams and generate ideas to manage this tactically and strategically

Today's Stance

Everything is data about the client and the system

Reflective Triads

In groups of 3: Discuss and then share your thoughts on…

> How do you experience group dynamics in your work as a Team Coach, how does it impact you?

> What is useful in the 'know how' around group dynamics and power for working with teams?

> From your experience, how do you sense a team dynamic?

> What do you overtly and covertly draw on with teams to assist insight gathering?

Kurt Lewin

B = f (P,E)

Behaviour is a function of the person in their environment

Group Needs – Schutz

3 Underlying Social Needs:

› **Inclusion-** Am I significant?

› **Control –** Am I competent?

› **Openness/Affection –**
Am I loveable?

I am a
recovering
people pleaser

Is that ok?

Group Work – W R Bion

Bion's theory said that there are two groups at work at any one time:

Work Group
Has real purpose and members
united to achieve that purpose

Assumptions Group
Held together by a set of interlocked feelings
which are connected with a 'basic assumption'
about the group

3 Basic Assumptions

› **Dependency Group** - need for a leader or some external force to 'save' them

› **Fight/Flight Group -** survival matters most and survival is constantly under threat

› **Pairing Group -** exists to facilitate individuals in it pairing off

Bion's Basic Assumptions

A work group can quickly be pulled by these basic assumptions as they come from strong underlying
needs & fears

The Underlying Guiding Principles

› Work groups can keep on track via organisation & structure

› Watch out for 'basic assumptions' affecting a work group

› Consider group dynamics – the composite affect on feelings and behaviour of the unconscious processes

› Fine tune your intuition for unconscious communication – transmission of emotional states from one person to another, neither party are aware of or can control

› What the dominant thoughts are in the group at any one time

Family Therapy Systems

Salvador Minuchin

› Homeostasis

› Family rules

› Enmeshment to disengagement spectrum

› Coalitions

Four Aspects of Family Life

Also applicable to any system or organisations

› Feelings one has about oneself – self-worth
› The ways people work out meaning with one another
  – communications
› The rules people use for how they should feel and act
  – the family system
› The way people relate to other institutions and people
  outside the family – link to society

- Satir, V. (1972). People Making, Science and Behaviour Books

Virginia Satir's Communication Approach

Four Survival Stances

› The Blamer

› The Placater

› The Distracter (irrelevant
  person)

› The Super-Reasonable Person

The goal of Family Therapy for Satir, is to
facilitate **"congruent communication"**

In families (or teams or groups) in difficulty:

› Self-worth is low

› Communication is indirect, vague and not honest

› Rules are rigid, non-negotiable and everlasting

› Linking to society is fearful and blaming

Power – Is the potential ability:

To influence behaviour

To change the course of events

To manage resistance

To get people to do things that they would not otherwise do

McClelland's Two Faces of Power

Negative face of power:

An "unsocialised way of using power – to dominate and control others to benefit a single party – that is the power user"

An extreme pursuit of self-interest

Tend to see power plays in win-lose terms rather than win-win

Negative power tactics revolve around secrecy, deception, hidden agendas, withholding information & dishonesty

Positive face of power:

A "socialised" way of using power – to empower multiple others and facilitate others to reach their goals

A balanced pursuit of self-interest and the interests of others

Tend to see power plays in win-win term as much as possible

Positive power tactics revolve around open problem solving, collaboration. Overt trading favours, building alliances, promoting joint work, etc.

Power Bases

› **Coercive** - Do as I say

› **Legitimate** - I am more senior than you

› **Reward** - I will reward you if you do

› **Expert** - Respect via know how

› **Referent** - Likeable people want to role model my behaviour

Summing up:

What does 'managing with power' mean?

› Recognise there are varying interested parties

› Diagnose the political landscape

› Figure out who the relevant interested parties are

› Figure out what point of view these individuals and units have on your work

› Understand where power comes from and how these sources of power can be developed and used for change results for yourself and the teams you are coaching

› Actively acquire more power by expanding your and your client's power base – to build reputation and credibility

› Develop effective strategies to deliver change goals

› Use and apply your power for leading edge results – "value added" activity

Watch out for:

› Underpinning assumptions

› Coalitions

› Roles and "black sheep" syndrome or scapegoating

› Homeostasis

› Transference

› Projection

› Idealisation of "leader"

› Group dynamics – the composite effect on feelings and behaviour of the unconscious processes

› Fine tune your intuition for unconscious communication – transmission of emotional states from one person to another

Reflective Pairs

In pairs: Discuss and then share your thoughts on...

› How do you develop a Meta perspective in working with teams around dynamics, safety & power?

› What do you already have in your toolkit that can serve you as a Team Coach?

› What would be even better if, for you, as a Team Coach working with groups and teams?

Today's Dilemma

Transference & Projection

Reliance on Coach
Attachment and looking to coach to solve the issues for the team

Today's Dilemma

› What would you do?

› What are the pitfalls and the opportunities?

› Which stance might you need to have with this team?

Sessions 4 & 5 – Team Coach as Instrument of Change

Part One:
As a Team Coach, it is tempting to have our attention drawn solely towards the mass of models and interventions available to use in the service of the team. However, by doing so, we overlook the vital role that we have as an 'instrument of change' and in building awareness of ourselves and our coaching practice.

In exploring the concept of the Team Coach as an 'instrument of change' we will discover the importance of making active choices around our stance and mindset, and how the choices we make in the way we conduct ourselves have the potential to help or hinder the teams we work with. We will also recognise that our very presence can signify something that is potentially lacking in the wider system. Together we will examine the role of trust and the importance of psychological safety.

We end with an opportunity to coach a fellow Team Coach on their readiness for the role of Team Coach.

Team Coaching Practitioner Programme

Session Four: Team Coach as Instrument of Change Part One

SHG Academy

Session Four Outcomes

› Understand what it is to be an instrument of change as a Team Coach and further build self-awareness in this role

› Recognise our presence in the system and how to be as helpful as possible in service of the team

› Understand the importance of psychological safety in team effectiveness & team coaching

› Assess readiness for the Team Coach role and identify strengths and gaps in this

Today's Stance

'Have no intention. Especially to help.'
- Hellinger -

Use of Self: A Self Portrait
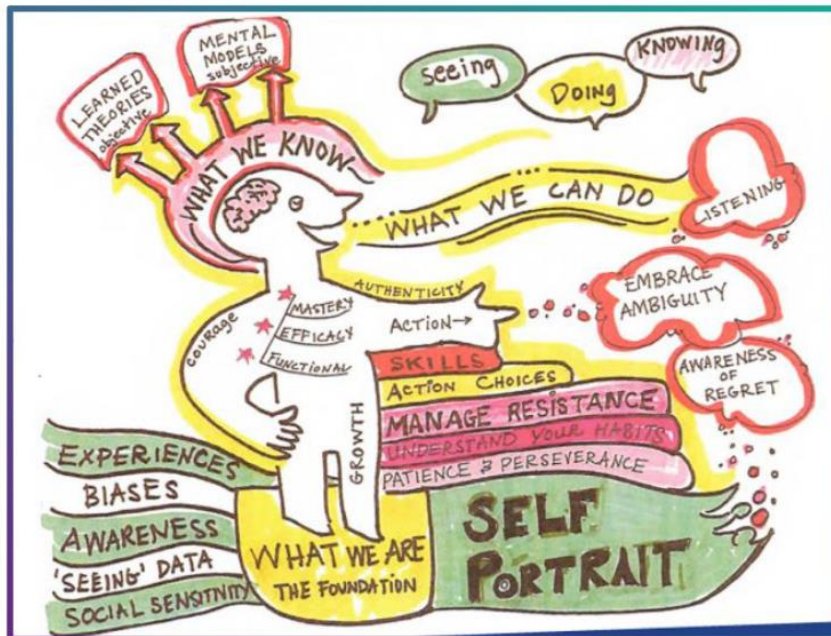
Graphic by Stephanie Brown. Inspired by Brandy Agerbeck

1:1 Coaching Session Utilising

How I See...

By being who we are, we use our 'self' to:

Intervene intentionally	Provide a force not presently operating within the system
Shape and influence outcomes	Put our 'self' on the line in service of others

Self as an Instrument of Change

› Provide a presence that is lacking in the system

› Develop congruence between your behaviour and what you teach others

› Become an awareness expert

› Stand for certain values and skills

› Model a way of solving problems and dealing with life in general

› Help the client focus on their problems not on solutions you favour

› Always teach basic behavioural skills (communications, conflict, decisions)

Use of Self as a Team Coach

Use of self is possessing a clear sense of self and the ability to monitor, manage and selectively disclose aspects of self that will advance rather than impede or contaminate the client's progress toward desired goals

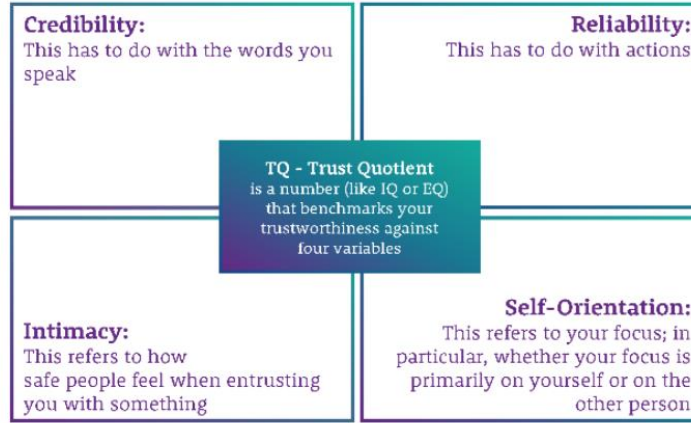**This emphasises the need for a high level of emotional, perceptual, cognitive and behavioural intelligence**

› Self-insight; possessing a self-concept; being highly self-aware and in continuous understanding of personal values, biases, strengths, limitations, feelings, blocks, triggers, fears and anxieties

› Sense of how one is perceived by others

› Aware of other(s)

› Purposefully, intentionally and effectively acting upon all aspects of self in the service of work with the client

› Having a PRESENCE that makes a difference

What Matters is Presence

› Know thyself. Work with awareness, choicefulness and intentionality

› Focus on interacting with the team/coachee as a means through which movement toward improved organisational functioning will occur

› Take advantage of the issues of difference, marginality and attraction by the client so as to use oneself in the most powerful way possible

› Model a way of approaching issues and through interest in your way of being, the client will be encouraged, excited and inspired

› Allow your work to be guided by virtues of integrity: love, wisdom, justice and courage

› Seeing + Distance without judgement
› Holding creative indifference
› Compassionately neutral
› Humble enquiry – How can I help?
› A sense of identity with no ego
› Make data visible to the team
› Access whole body intuition
› Act as 'cleanly' as possible – partner a fellow team coach
› Lightness and energy matters

The Trust Equation

(Green, C.H., & Howe, A.P., The Trusted Advisor Fieldbook, Wiley. 2012)

Credibility: This has to do with the words you speak	**Reliability:** This has to do with actions
Intimacy: This refers to how safe people feel when entrusting you with something	**Self-Orientation:** This refers to your focus; in particular, whether your focus is primarily on yourself or on the other person

TQ - Trust Quotient is a number (like IQ or EQ) that benchmarks your trustworthiness against four variables
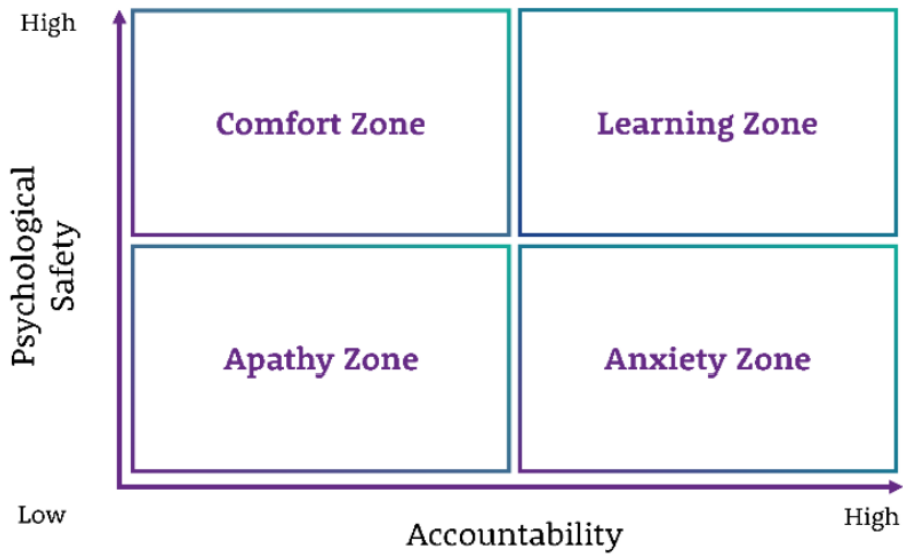
Psychological Safety

'A climate in which people are comfortable expressing and being themselves. When people have psychological safety, they feel comfortable sharing, exploring, reflecting and showing vulnerability without fear of embarrassment or judgement and are accepted for who they are.'
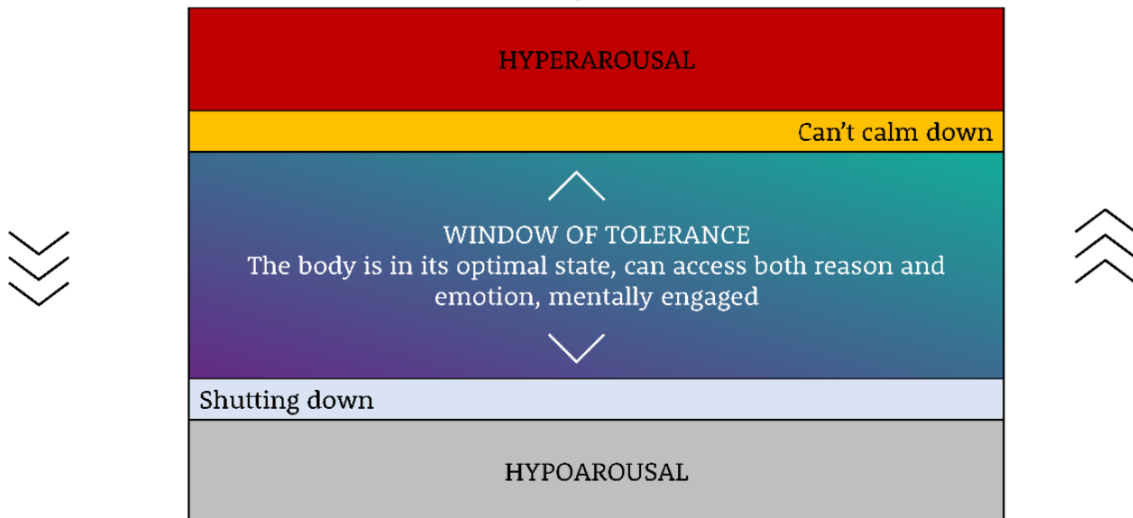
- Amy Edmonson -

Psychological Safety at Work
By Amy Edmunson (1999)

Comfort Zone	**Learning Zone**
Apathy Zone	**Anxiety Zone**

Psychological Safety: High / Low

Accountability: Low / High

The Window of Tolerance
Dan Siegal, 2009

HYPERAROUSAL

Can't calm down

WINDOW OF TOLERANCE
The body is in its optimal state, can access both reason and emotion, mentally engaged

Shutting down

HYPOAROUSAL

One to One Coaching Practice and Review

Your readiness for team coaching against core competencies and particularly:

› Self as instrument of change

› Directive/non-directive approaches

› Credibility/gravitas

› Knowledge of teams and organisations

› Ability to deliver clean messages

› Self awareness – biases/tendencies

Today's Dilemma

Seduction to Individuals' Charisma

Cultural Messaging

Today's Dilemma

› What would you do?

› What are the pitfalls and the opportunities?

› Which stance might you need to have with this team?

Part Two: Today we invite you to consider the ethical stance of a Team Coach in line with ICF guidelines and to reflect on the importance of supervision. An important aspect of this session is the ICF's stance on ethics and contracting. Using this, we will explore how it might help us to navigate team coaching dilemmas we have experienced, or which we anticipate. This session will link back to the importance of supervision for Team Coaches.

As part of our exploration, we will look at the diversity of teams, the role and impact of bias, and how working with a co-coach can be helpful in this area to highlight and avoid blind spots.

We will then share good practice around the use of tools and techniques which can be used with teams, such as hot seat questioning and team reflective process. This is an experiential session, so be ready to participate as either a Team Coach or Team Member.

Team Coaching Practitioner Programme

Session Five: Team Coach as Instrument of Change Part Two

SHG Academy

Session Five Outcomes

> Be able to articulate the ethical stance of a Team Coach

> Understand the value and importance of team coaching supervision to ensure quality of service to the team client

> Reflect on bias and devise strategies to minimise the impact of these for the benefit of the team

> Begin to build a toolkit of resources for use with teams in session through experiment and practice

Today's Stance

Watch entanglement: You not us, me not we

Reflective Triads

In groups of 3: Discuss and then share your thoughts on...

› How do you create a learning space for teams?

› How do you create safety in your work as a Team Coach?

› How do you manage boundaries?

    › What are some of the challenges in this?

› What good practice can you share around the 'being' and the 'doing' as a Team Coach to encourage a safe container/contract for the work?

Bias

› **Cognitive Bias:** Gender and skin colour (instinctive)

› **Learned Bias:** Refers to the assumptions and biases that we absorb

› **Confirmation Bias:** We discount or disregard information that disagrees with our assumptions, even if there are well-proven facts to the contrary

› **Expedience Bias:** This tends to become active in situations where some concentrated effort is required of us to get a result

› **Substitution Bias:** Plays out when we are asked a question to which we do not know the answer – we replace it with one we can answer

Unconscious Bias

"Prejudice in favour of or against one thing, person, or group compared with another, usually in a way considered to be unfair"

Oxford Dictionaries Online

› Bias occurs outside of our conscious awareness

› We make hundreds of biased decisions every day and we are unaware of them. We are therefore insensitive to their influence and effect on us or on others

> "We tend to accept information that supports our prior beliefs and discredit or ignore information that does not. This confirmation bias settles over our eyes like distorting spectacles for everything we look at."
>
> *Kyle Hill*

Reflective Triads

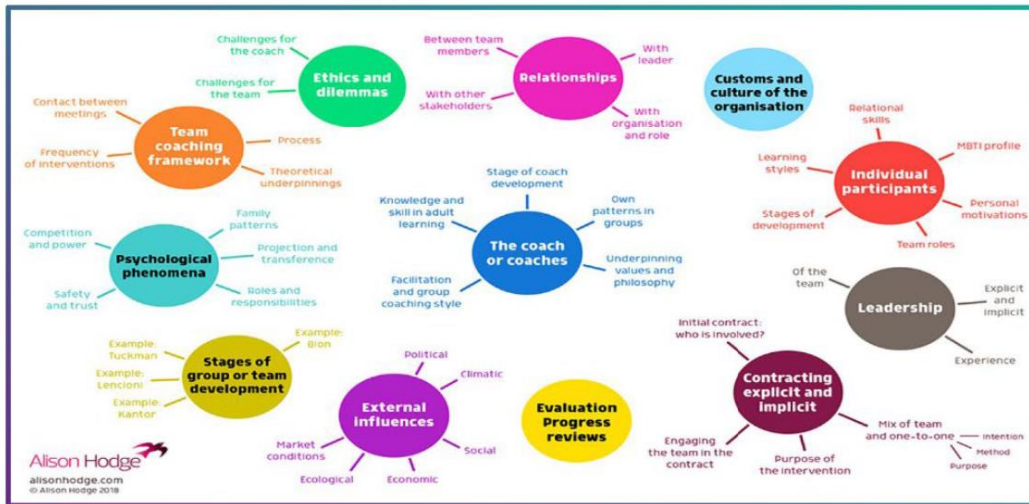In groups of 3: Discuss and then share your thoughts on...

› How might unconscious bias/bias impact our practice as a Team Coach?

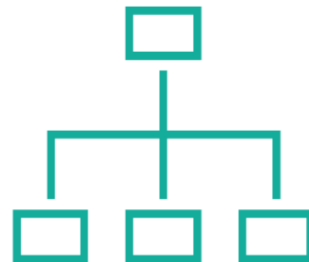› How can we mitigate this in our practice and approach?

Supervision Landscape for a Team Coach

Factors to Consider:

Ideas for Team Coaching

- 333
- CIGAR
- Force Field Analysis
- Storytelling and Timelines
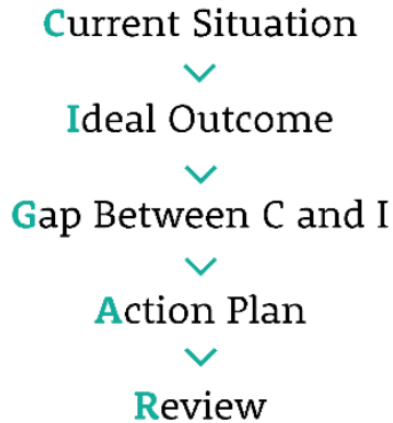- Team Cards
- Metaphor
- Hot Seat Questioning

Relationship Graph

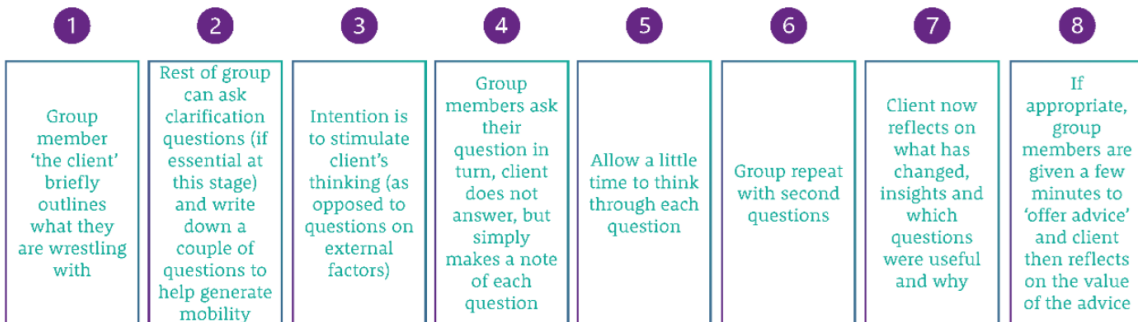# Current Situation

Restrainers for our team effectiveness

Drivers towards our team effectiveness

Current Situation

∨

Ideal Outcome

∨

Gap Between C and I

∨

Action Plan

∨

Review

Hot Seat Questioning – The Process

1	2	3	4	5	6	7	8
Group member 'the client' briefly outlines what they are wrestling with	Rest of group can ask clarification questions (if essential at this stage) and write down a couple of questions to help generate mobility	Intention is to stimulate client's thinking (as opposed to questions on external factors)	Group members ask their question in turn, client does not answer, but simply makes a note of each question	Allow a little time to think through each question	Group repeat with second questions	Client now reflects on what has changed, insights and which questions were useful and why	If appropriate, group members are given a few minutes to 'offer advice' and client then reflects on the value of the advice

Ways of Working with Teams – In Person or Online

› What have you noticed about this session?

› How does it change in person and online?

Review

› What has shifted for you in terms of your readiness for team coaching?

› What are you left curious about?

› What will you do with that curiosity?

Today's Dilemma

Entanglement & Collusion

Gut says 'Watch Out'

Today's Dilemma

› What would you do?

› What are the pitfalls and the opportunities?

› Which stance might you need to have with this team?

Sessions 6 & 7 – Discover

Session 6: Discover
Part One:
This session will enable you to begin to see the wood for the trees. We will start with sharing an example of a team coaching programme from start to finish, appreciating the common steps but also the nuance and complexity. Ultimately, we may conclude that there is no such thing as a typical journey. Discovery often starts with an issue or catalyst and a single stakeholder, so we will focus our attention on the practical skills and knowledge required to start and sustain a conversation with a potential client. Chemistry plays a part, but so does competence, curiosity and courage. We will give attention to your existing bank of coaching questions and supplement these with some from SHG Academy Coaching, to provide you with the confidence to discover what is already readily available to you.

When it comes to teams and the organisations that they are a part of, not everything can be seen. There are hidden dynamics at play in these wider systems which cannot simply be accessed by rational enquiry. This is where we enter the world of systemic coaching. We will discover the power of creating constellations to access the vast information readily available if only we take the time to harness and balance all three centres of intelligence available to us: our head, heart and gut.

Team Coaching Practitioner Programme

Session Six: Discover Part One

SHG Academy

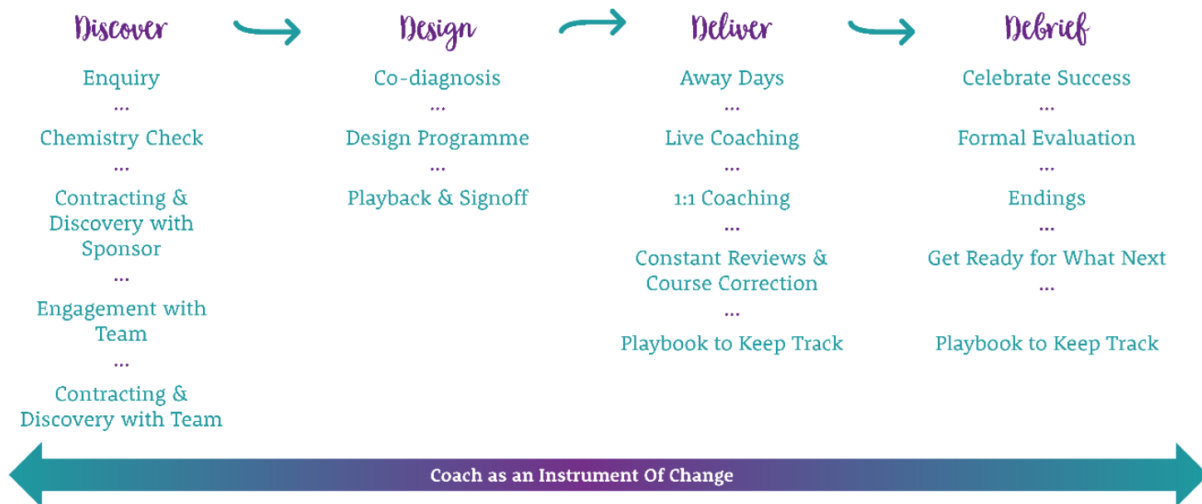| Module One: Foundations	Session 1	Sessions 2 and 3	Sessions 4 and 5	
	Welcome and Introduction Setting	Team Coaching Fundamentals	Team Coach as Instrument of Change	
Module Two: Team Coaching Roadmap	Sessions 6 and 7	Session 8	Sessions 9 and 10	Session 11
	Self-Discover	Design	Deliver	Debrief
Module Three: The Business of Team Coaching	Session 12	12 x 4 hours sessions (2 sessions per week)		
	The Business of Team Coaching	with Pre and Post Study Activities		

Session Six Outcomes

› Find your own words to describe team coaching and the role of the Team Coach when engaging with clients

› Appreciate a typical end-to-end team coaching journey and how it can vary

› Feel confident in early contracting with an organisational sponsor and the stance required to be truly useful to the client

› Create useful questions and use metaphors to support early discovery

› Practise tuning into the whole system, paying attention to the systemic principles of time, place and exchange

› Be able to create a tabletop constellation of the team and the system it belongs to

Today's Stance

I own the process, you own the content

A Team Coaching Journey

Discover	Design	Deliver	Debrief
Enquiry	Co-diagnosis	Away Days	Celebrate Success
...	...	...	...
Chemistry Check	Design Programme	Live Coaching	Formal Evaluation
...	...	...	...
Contracting & Discovery with Sponsor	Playback & Signoff	1:1 Coaching	Endings
...		...	...
Engagement with Team		Constant Reviews & Course Correction	Get Ready for What Next
...		...	...
Contracting & Discovery with Team		Playbook to Keep Track	Playbook to Keep Track

Coach as an Instrument Of Change

The Johari Window

> The Johari Window is a communication model that can be used to improve understanding between individuals and is particularly helpful in shedding light on the nature of supervisory relationships

> Developed by Joseph Luft and Harry Ingham (the word "Johari" comes from Joseph Luft and Harry Ingham)

Two key ideas behind the tool:

> Individuals can build trust between themselves by disclosing information about themselves

> They can learn about themselves and extend their influence with the help of feedback from others

The Four Quadrants

Quadrant 1
Open Area, or "Arena" What is known by the person about themself and is also known by others

Quadrant 3
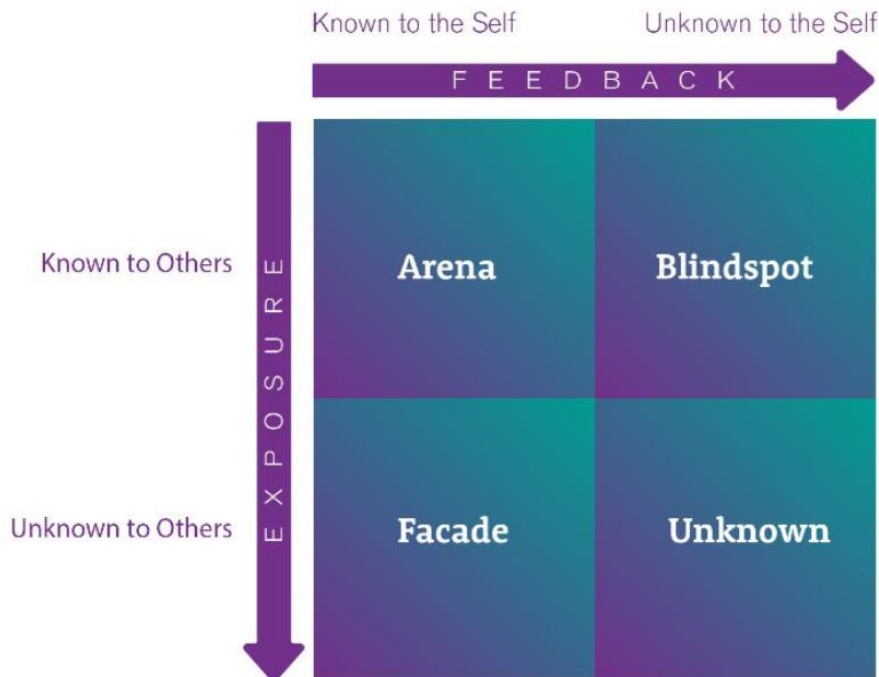Hidden Area, or "Façade" What the person knows about themself that others do not

Quadrant 2
Blind Area, or "Blind Spot" What is unknown by the person about themself but which others know. This can be simple information (for example a nervous habit of which the person themselves is unaware) or can involve deeper interpersonal issues (for example, a tendency to make others wary or uncomfortable)

Quadrant 4
Unknown Area, or "Unconscious" What is unknown by the person about themself and is also unknown by others

The Johari Window

Known to the Self   Unknown to the Self

FEEDBACK →

EXPOSURE ↓

	Arena	Blindspot
Known to Others	Arena	Blindspot
Unknown to Others	Facade	Unknown

Exercise – Team Coaching Assignment

Imagine that you are about to meet a new sponsor for a team coaching assignment. You have never met them before and you know next to nothing about what they want or why they have made contact. This is a potential new client and it is highly likely that if this meeting goes well, you will be in a prime position to move forward.

› Consider what you would want the client to think, feel and do as a result of your time together

› Create a high-level conversation structure

› Identify your go-to questions and approaches to start to tune in to the team and the wider system

› What do you believe you would need to share with them?

› What 'stance' could be useful throughout this initial interaction?

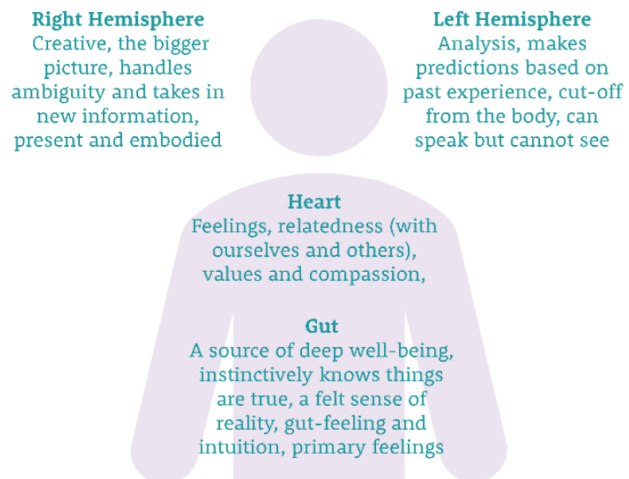› What might be difficult and what could you do about that?

Additional Resources for coaching cards

Three Centres of Intelligence

› We have three centres of intelligence that reside in the body, that generate information when interacting with systems

› As Team Coaches we can be more useful to the client when we balance and unite these three centres – uniting the rationality of the left hemisphere, the creativity and openness of the right hemisphere with the compassion of the heart and the instincts of the gut

› We can move towards coherence when we are able to dethrone the rational mind and move towards the idea of an 'empty centre' when we are with our clients

› We start with understanding our relationship with these centres of intelligence

Right Hemisphere
Creative, the bigger picture, handles ambiguity and takes in new information, present and embodied

Left Hemisphere
Analysis, makes predictions based on past experience, cut-off from the body, can speak but cannot see

Heart
Feelings, relatedness (with ourselves and others), values and compassion,

Gut
A source of deep well-being, instinctively knows things are true, a felt sense of reality, gut-feeling and intuition, primary feelings

Systemic Coaching

› We are each and all born into a living system

› The *experience* of belonging in that and subsequent systems, shapes our beliefs, our life and work in many ways

› Systemic coaching includes the impact of our joining, belonging and leaving systems...

Making a map of constellation of a system. Visual representation of the relationships between:

> People

> Organisations

> Teams

> Products

> Places

We will be using Miro, Jamboard, Mural and or Whiteboard
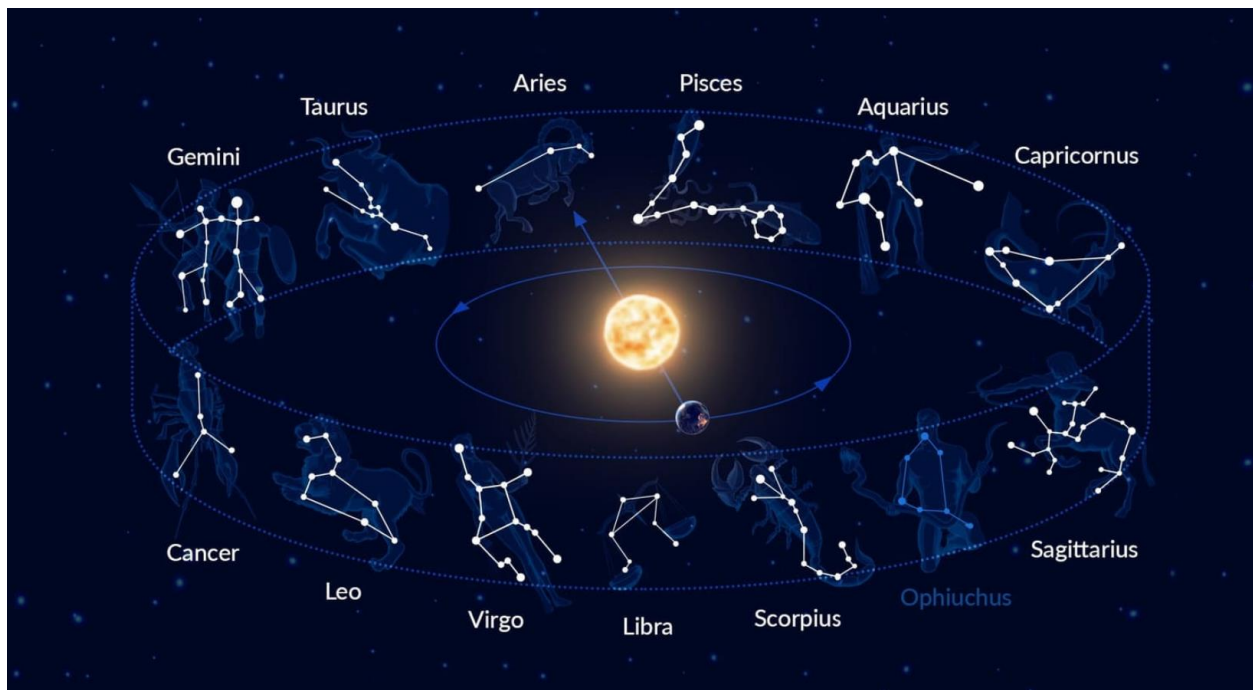
(Vito Technology, 2022)

Constellations

Aims:

- Getting a 'big picture' view of a system the team is in
- Step back and see things more clearly – something which is hard to do when we are in the system
- Focusing on the connections, relationships and interactions without getting caught up in detail and story

Uses:

- When someone is expressing strong feelings about how a team, group, or system is working (or not working)
- When someone is not sure what to do about the system they are in
- When initially tuning in to the team and their system

Today's Dilemma

Secrets in the team

Diversions away from the nub of the issue

› What would you do?

› What are the pitfalls and the opportunities?

› Which stance might you need to have with this team?

Part Two:

We continue with the important step of Discovery – moving from dealing with a single sponsor to an entire team and key stakeholders. To create sufficient psychological safety, we need to move from communicating to engaging with the team ahead of working together. At this early stage, we need to remain vigilant to the presence of possible resistance – this includes recognising the signs of resistance and making choices around when and how to intervene.

Discovery with the wider team involves finding and making sense of the vast array of data already available within the system – this can be considerable and valuable. Apart from some good old fashioned desk research, we will practise pulling together surveys and semistructured interviews as a way of engaging with the team.

Often clients may be keen to secure new data during the discovery phase, or we might identify opportunities to use psychometric tools. We will share the group's knowledge by taking the time to reconnect to what is already in your toolkit as well as some of the more readily available common tools and how they can be of use. We will design and practise facilitating contracting with a team – paying attention to success and to ways of working, encouraging a sense of joint accountability for success from the very start.

Sometimes the act of discovery leads us to realise that this might not be the right assignment for us. Knowing when to walk away is as much about what we learn about the team, as it is about clarity of our own boundaries.

Team Coaching Practitioner Programme

Session Seven: Discover Part Two

SHG Academy

Session Seven Outcomes

> Feel confident and able to engage a team ahead of launching the team-wide discovery

> Reconnect with what is already in your toolkit that can help the client discover what is going on

> Learn what data may already be available to you and what else you can use to get underneath what's really going on – including psychometrics

> Learn to design surveys and interview formats that you can use to aid discovery with teams

> Learn approaches to effective contracting paying attention to success and ways of working together

> Learn when to walk away

Today's Stance

'Acknowledge current reality without wanting or trying to change it'

Four Stages of Psychological Safety

4.
Safe to Challenge

3.
Safe to Contribute

2.
Safe to Learn

1.
Feel Included

Timothy R. Clarke (2020)

Levels of Engagement For Team Coaching

COMMITTED

ENROLLED

WILLING COMPLIANCE

GRUDGING COMPLIANCE

APATHY

"I DON'T GET IT"

"I DON'T LIKE IT"

"I DON'T LIKE YOU'

RESISTANCE

Rick Maurer: Beyond the Wall of Resistance (1996)

Steve Radcliffe: Leadership Plain & Simple (2009)

Exercise – Engagement & Resistance

In groups of three, consider one of the levels...

› What might you see, feel or think in the presence of this level of resistance?

› What choices are available to you as a Team Coach in the way you engage with the team that will reduce this level of resistance?
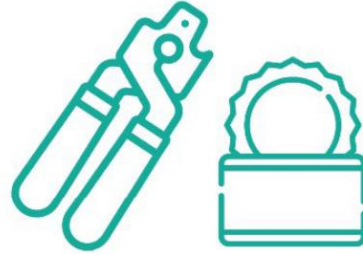
Exercise – Surveys & Interviews

In pairs...

› Design a survey and semi-structured interview format that can be used with a team you're about to work with

› Share your collective wisdom with the group

Psychometrics

What is already in your toolkit?

What is already out there to help?

- Lencioni
- Hawkins TCI 360
- Strengthscope Teams
- DISC
- TMS
- SDI

- MBTI
- EQ-i 2.0 Teams
- Insight Discovery

Contracting

- A clear contracting process allows the client work to be the main focus on attention
- Provides a 'frame' (Marion Milner, 1952), 'safe container' and 'learning space' (Winnicott) and clarifies mutual expectations
- The relationship determined by the frame is the work!

"If helping is to be a collaborative venture, then both parties must understand what their responsibilities are. The helping process needs to be 'owned' by helper and client alike, and both should share a basic understanding about the major goals to be pursued and the procedures to be used in the helping process so that they both own the same thing. The contract needs to provide structure for the relationship and for the work to be done without frightening or overwhelming the client"

– Egan, The Skilled Helper

Egan – The Contract

› Helps coach and client develop a realistic mutual expectation

› Gives client a flavour of the mechanics of the helping process

› Diminishes initial client anxiety and reluctance

› Provides a sense of direction

› Enhances client's freedom of choice

Egan – The Content of the Contract

› An overview of the helping process, including some of the techniques to be used

› What the client-coach relationship is like

› The responsibilities of the coach

› The responsibilities of the client

› Certain limits

› The kind of influence the coach will exert (e.g. challenge or invitations to challenge self)

› An understanding of the flexible and collaborative nature of the relationship

Exercise – Contracting

In small groups...

› Create a contracting checklist that can be used by a Team Coach

› Consider all things psychological, emotional and practical

› What can you transfer from your knowledge of contracting on a 1:1 basis?

› What might need to be different to 1:1 coaching when contracting with a team?

› What are the boundaries that you need to pay attention to?

Signals That You Might Want to Walk Away

Entanglement	Secrets	Reliance on Coach	No Reason to Work Together
Too Big	Narcissistic	Gut Says 'Watch Out'	

Narcissistic Leaders

Today's Dilemma

› What would you do?

› What are the pitfalls and the opportunities?

› Which stance might you need to have with this team?

Session 8 – Design

Session 8: Design
In this session, we focus on getting to the point where a team coaching programme has been created and signed off by the team itself. We will explore what a Team Coach can do to create a sense of co-diagnosis and shared accountability, whilst also appreciating the potential pitfalls which cross a line from team coaching to management consulting. You will have the opportunity to create your own storyboard and design for a co-diagnosis session using anonymised and real client discovery data. Moving from presenting findings, to creating hooks, questions and challenges that help the team to diagnose for themselves what is really going on.

We will share a template for a team coaching programme that captures the outputs from the co-diagnosis session from which you can design your own template that works for you and your clients. We will share and discuss team coaching evaluation, including what dynamic, sustained evaluation can look like throughout the entire programme, as well as end-point evaluation.

Team Coaching Practitioner Programme

Session Eight: Design

SHG Academy

Session Eight Outcomes

> Feel confident in designing and delivering a 'co-diagnosis' team session

> Understand the stance and practices to enable teams to feel accountable for creating 'their' programme

> Understand how to evaluate the effectiveness of a team coaching programme

> Learn to use Barefoot's template for a team coaching programme (and develop your own) and the importance of designing at multiple levels

> Learn to present, finesse and gain sign-off on a proposed team coaching programme and how to keep it dynamic

Today's Stance

"Out beyond ideas of right and wrong there is a field.
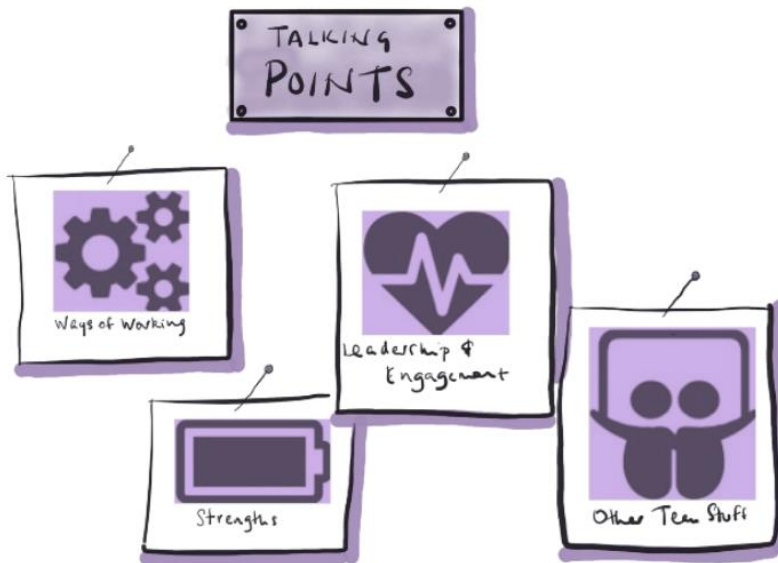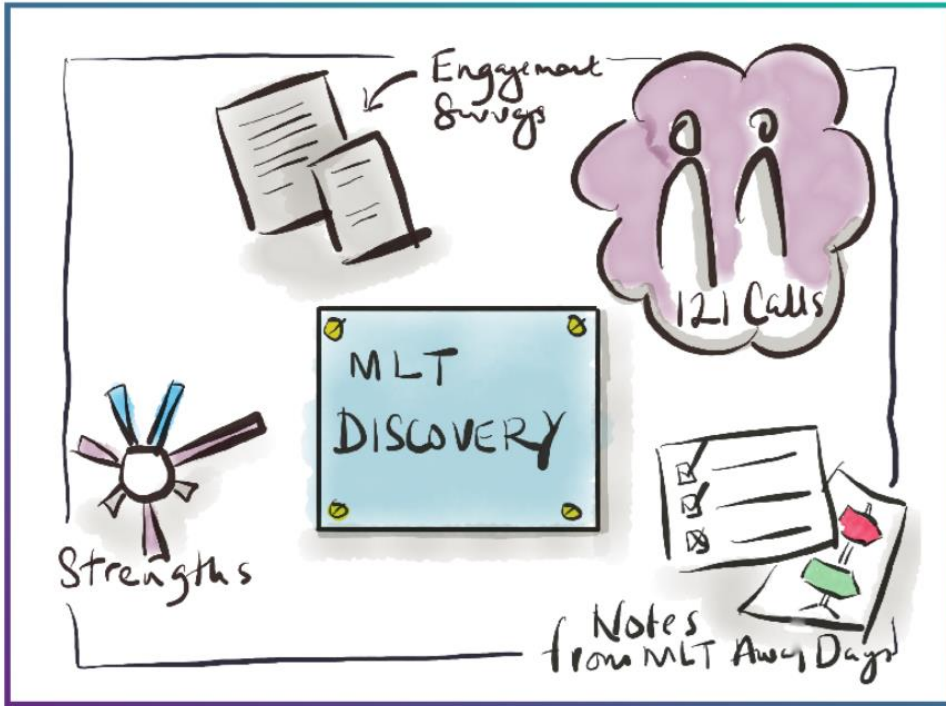I'll meet you there."
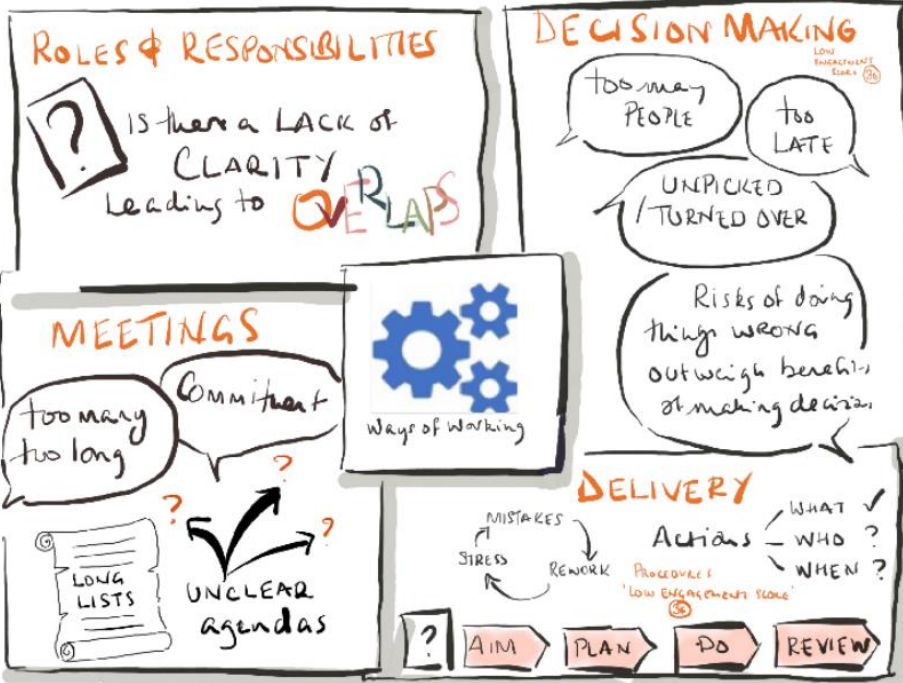-Rumi-

Design Overview

Client Discovery Exercise
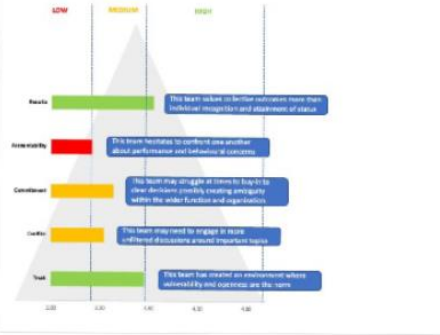
In small groups...

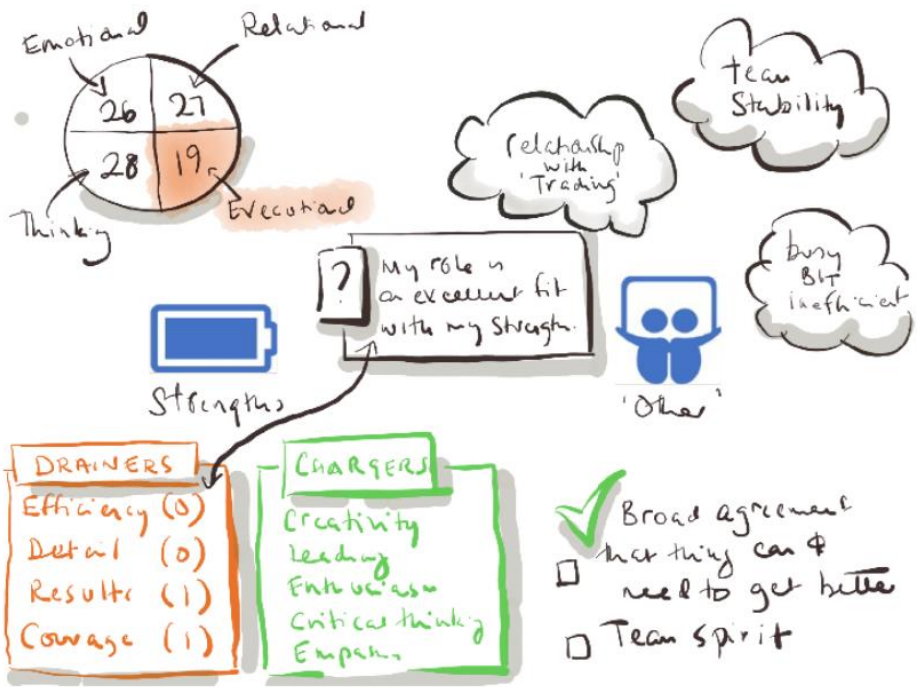› You will each be given some anonymised but real client discovery data

› Your challenge is to take this 2D data and identify a small number of hooks, challenges and questions that could help them to make sense and identify what could be true about their team

Engagement Surveys

121 Calls

MLT DISCOVERY

Strengths

Notes from MLT Away Days

TALKING POINTS

Ways of Working

Leadership & Engagement

Strengths

Other Team Stuff

© Patrick Lencioni
FIVE DYSFUNCTIONS

Inattention to RESULTS
Avoidance of ACCOUNTABILITY
Lack of COMMITMENT
Fear of CONFLICT
Absence of TRUST

LOW   MEDIUM   HIGH

Results — This team values collective outcomes more than individual recognition and attainment of status

Accountability — This team hesitates to confront one another about performance and behavioral concerns

Commitment — This team may struggle at times to buy-in to clear decisions possibly creating ambiguity within the wider function and organisation

Conflict — This team may need to engage in more unfiltered discussions around important topics

Trust — This team has created an environment where vulnerability and openness are the norm

ROLES & RESPONSIBILITIES

? IS there a LACK of CLARITY Leading to OVERLAPS

MEETINGS
too many too long
Commitment ?
LONG LISTS
? UNCLEAR agendas ?

Ways of Working

DECISION MAKING
LOW ENGAGEMENT SCORE

too many PEOPLE
too LATE
UNPICKED / TURNED OVER
Risks of doing things WRONG outweigh benefits of making decisions

DELIVERY
MISTAKES
STRESS   REWORK
Actions
PROCEDURES 'LOW ENGAGEMENT SCORE'
WHAT ✓
WHO ?
WHEN ?

? AIM PLAN DO REVIEW
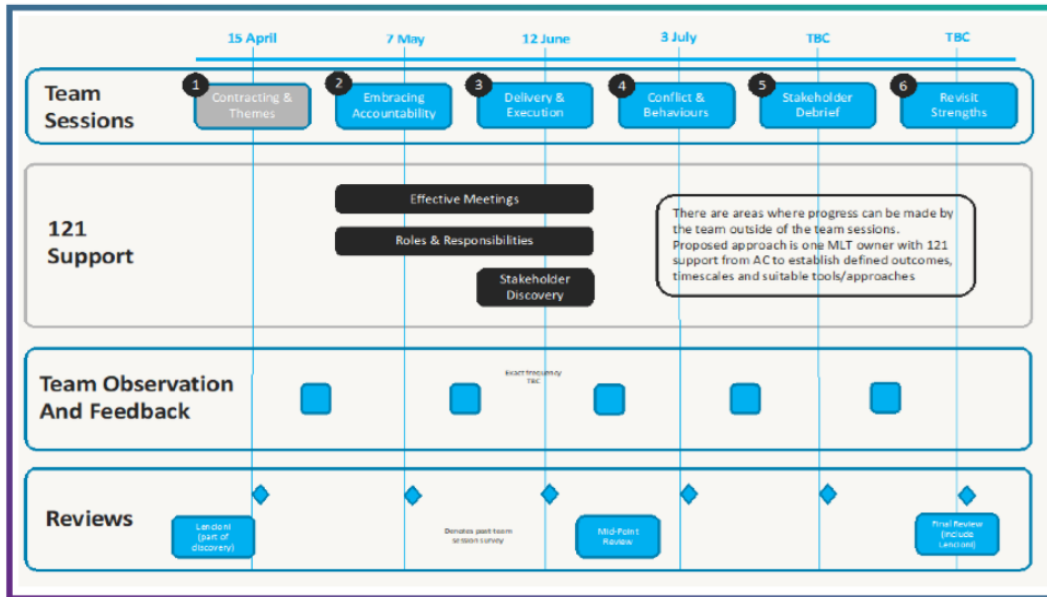
The BIG Issues

1. _____

2. _____

3. _____

Team Coaching Wisdom

Ahead of co-diagnosis, think about...

› What are you hoping to find out today?

› What are you fearful you might discover?

› What questions do you expect will be answered?

Team Coaching Programme Example

Exercise - Programme Template

In small groups...

› What do you like about the team coaching programme template?

› What would make it even better?

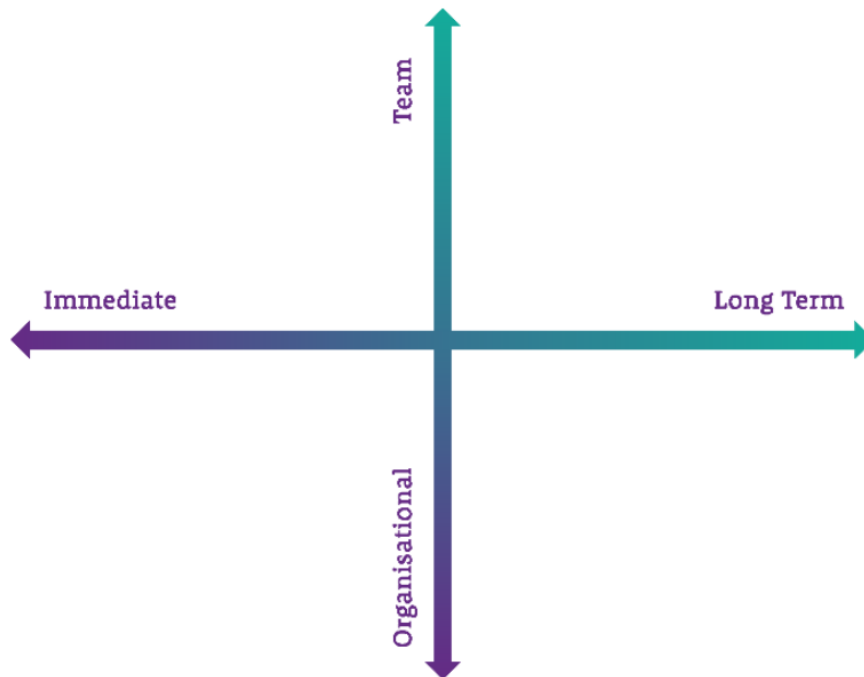› What new questions might it raise for you?

Evaluation

- › Goals form a solid foundation for evaluation

- › Team reflect on their own learning

- › Stakeholders' voices are included in the evaluation

- › Rerun data used during the Discover phase

- › Sustained and end-point reviews

As coaches, be thoughtful in the way goals are framed & described. It matters.

| Performance (actual performance of a task) | Avoidance (of undesired outcome) | Extrinsic | Abstract | Conflicting |
| Learning (subtle change of language to a positive challenge, an experiment rather than a threat) | Approach (a desired outcome – might be a change of focus build greater optimism, well-being, self-esteem?) | Intrinsic | Specific | Complementary |

Evaluation Compass

Team

Immediate ←———————————→ Long Term

Organisational

Today's Dilemma

Being over helpful

Today's Dilemma

› What would you do?

› What are the pitfalls and the opportunities?

› Which stance might you need to have with this team?

Sessions 9 & 10 – Deliver

Part One:
During this session, we will take the momentum gained during Discovery and Design and move into the Deliver phase of a team coaching programme. We start by reconnecting to what we can learn from group coaching, training and facilitation in designing and delivering sessions that promote psychological safety and adult learning.

Revisiting the wisdom that can be gained by looking at the whole system, we will take part in a team systemic coaching exercise that teaches us the importance of paying attention to who came first and giving everything its place. This is a powerful and practical tool that is often most useful at the start of a coaching assignment.

We will explore the many topics that teams typically want to work on with a Team Coach and understand the importance of purpose and the pitfalls associated when this important area is overlooked. There are many ways in which we can help to raise a team's awareness and, in this session, we will pay attention to the discipline of Behavioural Analysis. We will practise observing, recording and feeding back observed team member behaviours.

Team Coaching Practitioner Programme

Session Nine: Deliver Part One

SHG Academy

Session Nine Outcomes

› Understand some practices and principles that support effective team coaching delivery from the world of group coaching, training and facilitation

› Acknowledge the collective knowledge and wisdom of the group around group facilitation

› Understand some go-to team interventions that are most useful in teams and why they matter

› Take part in a systemic coaching exercise that you can use with clients that highlights the importance of the systemic principle of time

› Learn to use Behavioural Analysis with a team

› Practise designing a virtual team coaching session to a specific brief

Today's Stance

'The principles of time, place and exchange really matter in teams'

**"I hear and forget.
I see and I remember.
I do and I understand."**
- Confucius (circa 450BC)

Transformative Learning in Adults

› "The social process of construing of appropriating a new or revised
 interpretation of the meaning of one's experience as a guide to action"
 (Mezirow, 1994)

› Transformative Learning is not complete without the adult learner
 acting on the basis of their new learning

› The most personally significant transformations occur when
 we critique the perspectives we hold about ourselves

What We Can Learn From the World of Training...

The 4Cs Map – A Brain-Based Instructional Design Model
This is a reference page and an instructional design and delivery job aid. Use it whenever you design a lesson, training, presentation or workshop.

C1-Connections — Learners actively make connections with what they already know about the topic (prior knowledge), with what they will learn (learning objectives), with what they want to learn (personal goals), and with each other (community building). Instructor leads short connection activities.

C2-Concepts — Learners take in new information in multisensory ways: hearing, seeing, discussing, writing, reflecting, and participating in short, quick review activities. Instructor delivers content with brief lecture segments (10-20 minutes in length) and leads 1-3 minute review activities between each lecture segment.

C3-Concrete Practice — Learners practice a skill or perform a task using the training content, or they all participate in an extended, active review of what they have learned. Instructor observes and gives positive or corrective feedback.

C4-Conclusions — Learners summarize and evaluate what they have learned and create action plans for how they plan to use the new knowledge and skills. They also celebrate the learning. Instructor leads the conclusion and celebration activities.

Sharon Bowman (1998)

The 6 Trumps
Six Learning Principles that trumps Traditional Teaching

Movement trumps sitting.
Talking trumps listening.
Images trumps words.
Writing trumps reading.
Shorter trumps longer.
Different trumps same.

Sharon Bowman (2018)

Exercise - Facilitating Groups & Teams

Stance	Tools & Practices

'If all you have is a hammer, then everything looks like a nail'

Deliver: 'Go-To' Topics & Tools

Systemic Interventions
> Living History exercise
> Team constellation
> Sculpting/Drama

Internal Processes
> Roles
> Responsibilities
> Ways of working
> Effective meetings
> Trademark behaviours

Direction
> Purpose
> Goals – individual & team
> Defining success – collective vision chairs

Raising Awareness
> Personality preferences (MBTI)
> Strengths (Strengthscope, Strengthsfinder, VIA)
> Leadership styles
> Ask 5 People
> TA drivers

Relationships
> In the team
> With stakeholders
> Building trust
> Conflict

> Communication styles
> Assertiveness
> Co-coaching on career timeline, peak experience, wheel of work

Systemic Coaching & Teams

› We are each born understanding the language of systems, starting with our family of origin

› We go through our lives joining, belonging and leaving many systems

› The teams we coach are also a system as are the organisation they belong to

› Although organisations are unnatural, temporary entities, they do conform to the systemic principles of TIME, PLACE and EXCHANGE

› In teams, who came first really matters as does paying attention to joining, belonging and leaving

› The Living History exercise is a powerful starting place for teams

Living History Exercise

Real Life Example
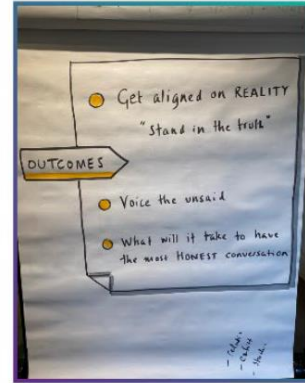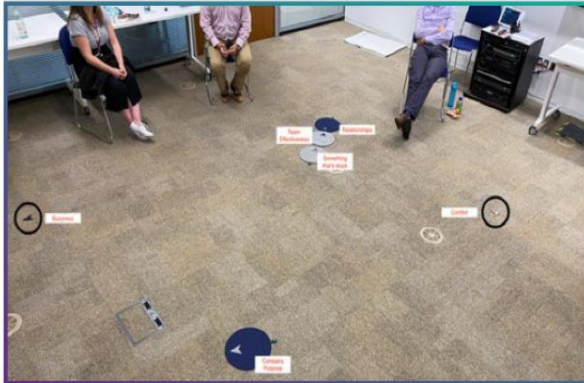
The Importance of Purpose, Vision, Strategy, Objectives and Targets

Purpose
The reason we exist as a team. What can this team uniquely provide that our stakeholders need, now and in the future?

Vision
'A picture of a future you seek to create, described in the present tense as if it were happening now.' (Peter Senge et al, 1994)

Strategy
The choices available that define where this team will focus their time and energy to support their purpose and deliver their vision

Objectives & Targets
What specifically the team will deliver, when and how they will keep score

> Easily overlooked. As seen as too 'obvious'

> Purpose (aka the collective endeavour) describes what it is that this team exists to achieve together – it is something unique that this team can only achieve by working together brilliantly

> These are not a combination of the goals of the individual team members but is more about the product of the relationships, they have with other stakeholders
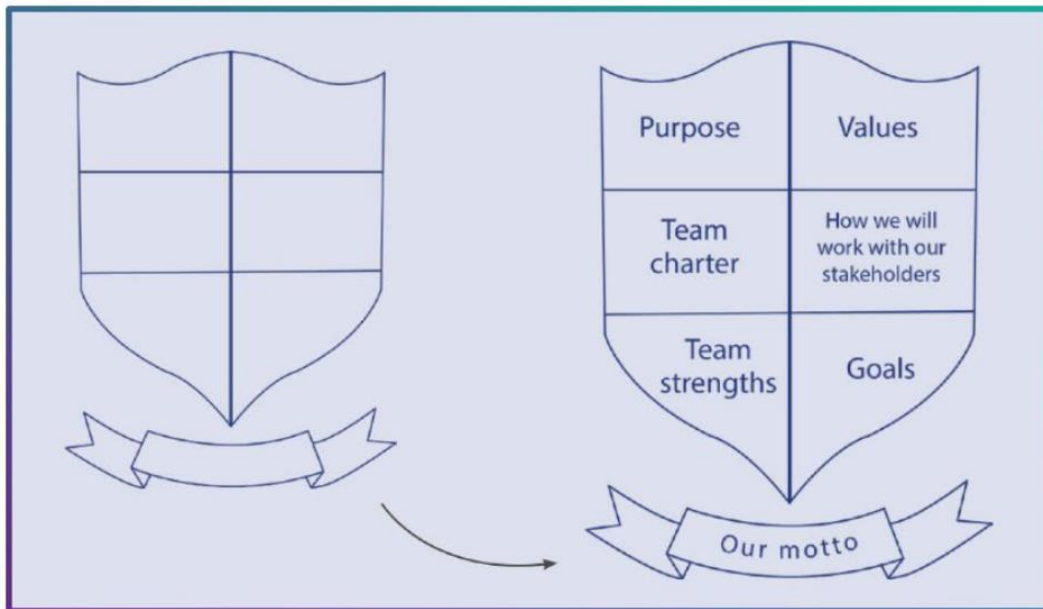
Team Charters

> The one-stop-shop for capturing what the team have agreed and signed up to

> A useful tool for capturing agreements as the team progress through their coaching

> Avoid trying to create in one sitting!

An example

Team Charters

An example – Henley Business School

Behavioural Analysis

› Started with Robert Bails IPS in the 1950's

› Rackham interested in helping teams and not just studying them

› Wanted something that used everyday language, practical and easily applied in the moment

› Raise awareness around behaviours adopted by members of team

INITIATING	REACTING	CLARIFYING	BALANCING/ PROCESS
PROPOSING PROCEDURES An actionable procedure about how the team organises itself.	**SUPPORTING IDEAS** Expressing support for another person's ideas/task-related opinions.	**CHECKING UNDERSTANDING** Asking questions that check whether there is a shared understanding of another team member's contribution, or what has been discussed by the group.	**SHUTTING OUT** Reducing another person's opportunity to participate (e.g. by interrupting).
PROPOSING IDEAS An actionable new idea that relates to the task or meeting output.	**SUPPORTING PEOPLE** Expressing support for another person's contributions, efforts or abilities.	**SEEKING TASK INFORMATION** Asking others about task-related facts and opinions, and things indirectly relevant to doing the task.	**BRINGING IN** Inviting a person currently involved in the discussion to speak.
BUILDING An actionable suggestion that obviously develops or extends another person's proposal.	**DISAGREEING** Disagreeing, raising objections or putting up obstacles to another person's proposals or opinions.	**SEEKING PERSONAL INFORMATION** Asking others about personal facts, activities, anecdotes, concerns or feelings.	**LIGHTENING THE MOOD** Telling jokes, or making humorous interjections.

Neil Rackham (1978)

Exercise – Behavioural Analysis

Today's Dilemma

Reliance on Coach to deliver and provide answers

Unhelpful Coalitions

Today's Dilemma

› What would you do?

› What are the pitfalls and the opportunities?

› Which stance might you need to have with this team?

Session 10: Deliver
Part Two:
Self-awareness is vital in driving our effectiveness as an 'instrument of change' for others. We start today's session by building self-awareness and decreasing our blind spots through feedback exchanges between delegates. We will do this by sharing first impressions, as well as channelling feedback from our three centres of intelligence.

Throughout the programme, we have emphasised the importance of the stance that is adopted by a Team Coach. We will look at the choices available to a Team Coach about how they interact with a team during delivery, starting with the simple but effective lens of support and challenge. This will be followed by using Heron's Intervention Styles to practice adopting different approaches which are available to us.

Earlier in the programme, we talked about the role of power in teams. In today's session, we will acknowledge the importance and prevalence of conflict. We will share Thomas Killman's work in this area but most importantly, we will practise noticing and intervening with teams who are experiencing conflict.

Team coaching doesn't always go well of course. Inevitably it is highly likely that every Team Coach will witness and experience setbacks and challenges. During the session, we will highlight the typical pitfalls for a Team Coach and take the time to understand what stance, tools and practices can help mitigate these.

Team Coaching Practitioner Programme

Session Ten: Deliver Part Two

SHG Academy

Exercise – Build Awareness

In pairs, exchange feedback on the following:

› How I experienced you when we first met...

› How I currently experience you in my head...

› How I currently experience you in my heart...

› How I currently experience you in my gut...
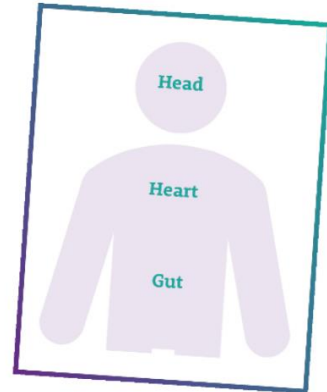
Head

Heart

Gut

Transformational Situations

Situations that give rise to critical self-reflection and transformational learning:

› A disorientating dilemma

› A state of puzzlement

› Recognising that others share our feelings

› An empathetic provocateur (a Coach!)

- *Mezirow (1991)*

Session Ten Outcomes

› Continue to build self-awareness – increasing your 'arena' and decreasing your 'blind-spot'

› Understand the choices available to the Team Coach around how they support and challenge the team during delivery

› Learn about Heron's Six Categories of Intervention and how these can be used with teams

› Explore conflict in teams and practise the role of a Team Coach in working with conflict

› Reflect on the pitfalls of a Team Coach and identify what stance and practices are required to mitigate these

Today's Stance

'surrender to the authority of the system'

Support & Challenge Model

HIGH

COMFORTABLE ENVIRONMENT High Support Low Challenge	HIGH PERFORMANCE ENVIRONMENT High Support High Challenge
APATHETIC ENVIRONMENT Low Support Low Challenge	STRESSFUL ENVIRONMENT Low Support High Challenge

SUPPORT

LOW ← → HIGH

CHALLENGE
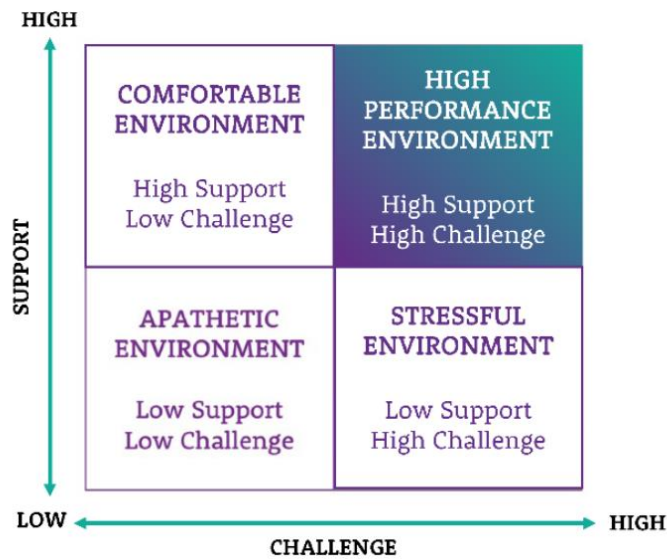
Nevitt Sanford (1962)

Being Useful For the Client

› Six major intervention styles (Heron, 2001)

› Effective mentors are clear on the intent of the intervention and skilful in their choice and application

Heron's Six Categories of Intervention (2001)

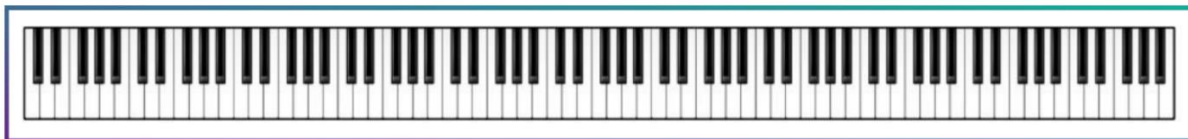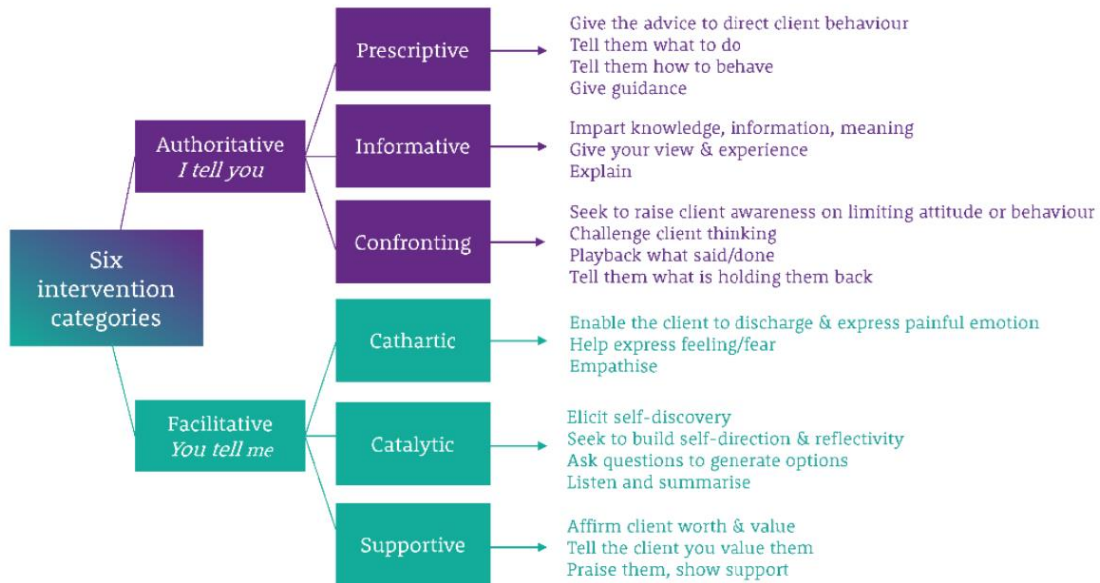|		
	Prescriptive	Give the advice to direct client behaviour Tell them what to do Tell them how to behave Give guidance
Authoritative *I tell you*	**Informative**	Impart knowledge, information, meaning Give your view & experience Explain
	Confronting	Seek to raise client awareness on limiting attitude or behaviour Challenge client thinking Playback what said/done Tell them what is holding them back
Six intervention categories	**Cathartic**	Enable the client to discharge & express painful emotion Help express feeling/fear Empathise
Facilitative *You tell me*	**Catalytic**	Elicit self-discovery Seek to build self-direction & reflectivity Ask questions to generate options Listen and summarise
	Supportive	Affirm client worth & value Tell the client you value them Praise them, show support

Exercise – Intervention Styles

In small groups, you will be provided with a topic to discuss...

› Secretly you have been provided with an intervention style that should guide the behaviours you choose to adopt in the team discussion

› Completely inhabit these behaviours (don't hold back) and do not explicitly share the style that you have adopted

› Experiment with fully embracing this style...

  › What do you notice about your thoughts, feelings and behaviours whilst adopting this style?

  › How is your chosen intervention style impacting the team?

Conflict

› My relationship with conflict

› Where does it come from?

› How will this show up for me as a Team Coach?

› Karpman Drama Triangle
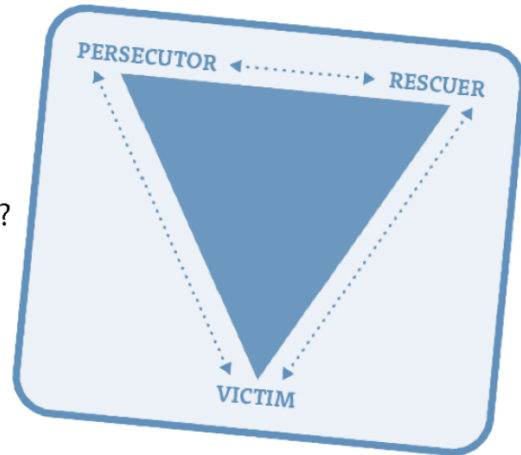
Conflict in Teams

Teams that fear conflict...

› Have boring meetings

› Create environments where back-channel politics and personal attacks thrive

› Ignore controversial topics that are critical to team success

› Fail to tap into all the opinions and perspectives of team members

› Waste time and energy with posturing and interpersonal risk management

Teams that engage in conflict...

› Have lively, interesting meetings

› Extract and exploit the ideas of all team members

› Solve real problems quickly

› Minimize politics

› Put critical topics on the table for discussion

The Wisdom of Teams, Katzenbach & Smith

Conflict Continuum

Ideal Conflict
Point

Constructive

Destructive

Artificial
Harmony

Personal
Attacks
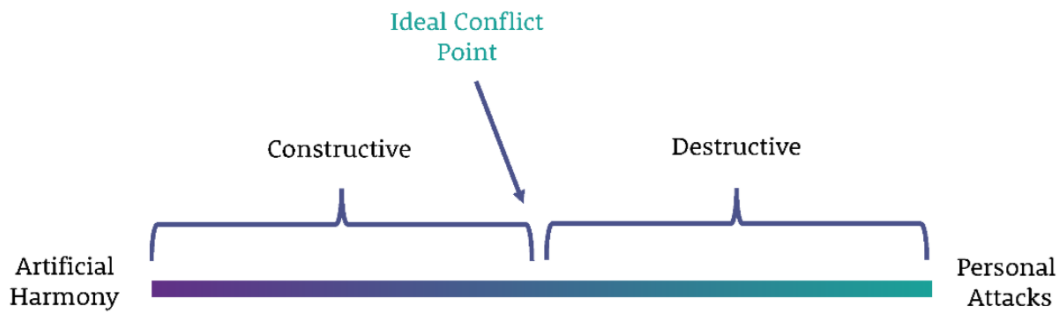
Conflict

› Managers spend **40-90%** of their time dealing with conflicts

› Unresolved conflict is a factor in at least **50%** of resignations

› Cost of replacing one employee is usually more than
their annual salary

› Senior HR Execs spend **20%** of their time in litigation
– usually involving conflict

› Source – Tim Roberts Conflict Transformation Specialist

› Role of conflict in team coaching
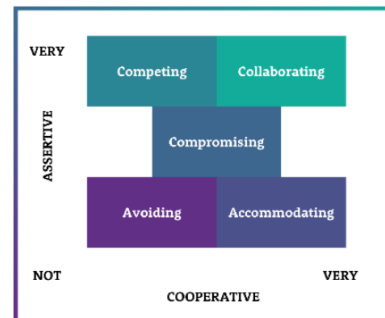
Thomas - Kilmann (2015)

Conflict

Team Coaching Pitfalls

Diversions	Fixing	Seduction	Homeostasis	Transference & Projection
Lack of Purpose	The Hero Leader	The Renegade	TC Under-resourced	Unhelpful Coalitions

Today's Dilemma

Renegade / Naysayer

Team Coach Under Resourced

- › What would you do?

- › What are the pitfalls and the opportunities?

- › Which stance might you need to have with this team?

Session 11 – Debrief

Team coaching programmes, like organisations and teams, come to an end. So, what should we pay attention to as Team Coaches at this important moment? We will start by exploring our own relationship with endings as a way of recognising that this will inevitably impact our ability and preferences for how we help teams to deal with their own endings – whether that is the end of a team coaching programme, or the end of the team itself. We will look at the components of effective endings from the practical and visible, to the unseen but important systemic principles.

As 'instruments of change', our readiness and wellness matter – so we will revisit some important models that remind us how we can stay mindful of our own wellbeing. This includes the role of supervision and the support available to us as Team Coaches. There are many resources that can continue to give us strength and we will take the time to reconnect to these – looking at the inner, relational, and wider fields that are available to us. We will end with a case study that leads us into our final session together. This is a vehicle for shaping a proposal, pitch and pricing for a team coaching assignment.

Team Coaching Practitioner Programme

Session Eleven: Debrief

SHG Academy

Session Eleven Outcomes

- Learn the importance of ending a team coaching programme and the importance of joining, belonging and leaving systems

- Explore what needs to be attended to when ending a team coaching programme

- Encourage self-sufficiency in the team to continue to learn and grow

- Staying safe, being resourceful and effective as a Team Coach

Today's Stance

'You cannot say hello until you say goodbye'
- Elizabeth Kübler-Ross -

Bridges Transition Model (1991)

New Beginnings

The Neutral Zone

Endings

Team Life Cycle

Joining

Belonging

Leaving
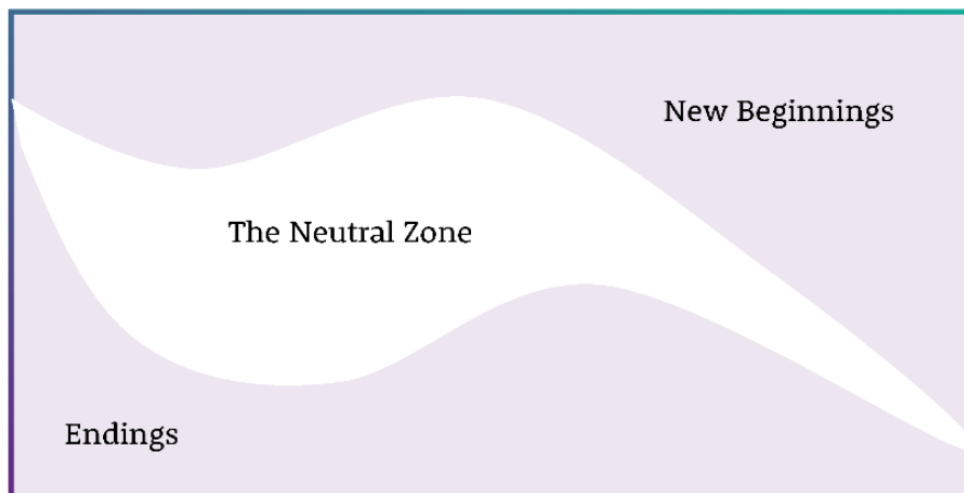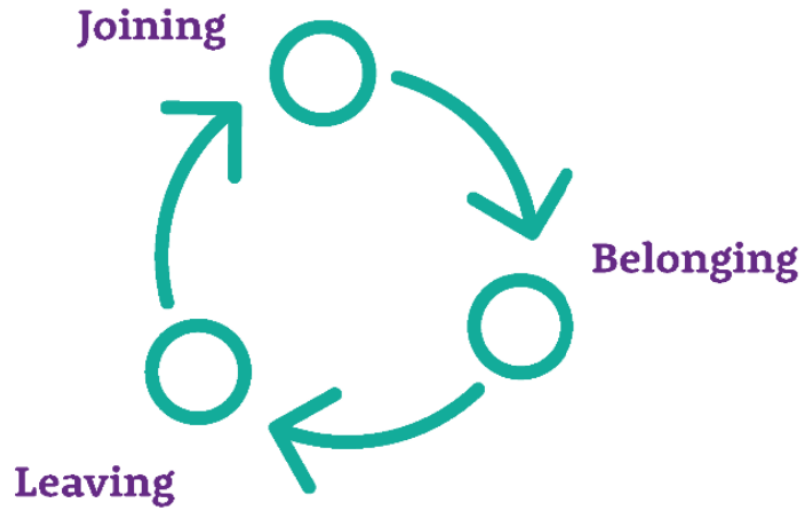
Ending a Team Coaching Programme

> Review progress against original and emergent goals – celebrating success and acknowledging what has been difficult (without judgement)

> Identify key learnings and how they will be useful in the future

> Acknowledge what this team could choose to work on to keep moving forward

> Collect feedback on the team coaching process and specific feedback for the Team Coach

> Offer resonant words from each team member (time, place and exchange)

> And what else...

Exercise - Your Relationship With Endings

› Create your own constellation that focuses on an 'ending' from a team that you once belonged to

› What can be said to be true about that ending – what words emerge for you?

› What is your relationship with endings and how might that impact the way you support teams to end a team coaching assignment?

› Your relationship with joining and belonging also matter – so make space to do some work on this in the future!
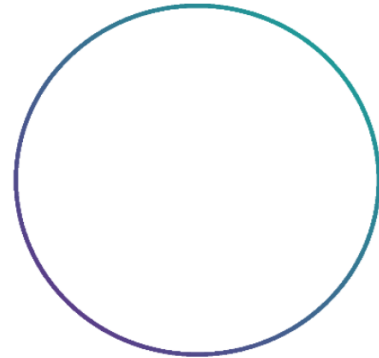
Human Givens

Security
Safe territory and an environment which allows us to develop fully

Attention
(To give and receive it) – a form of nutrition

Autonomy
Having the volition to make responsible choices

Community
Feeling part of a wider community

Privacy
Opportunity to reflect and consolidate experience

Meaning & Purpose
Which come from being stretched in what we do and think

Intimacy
To know that at least one other person accepts us totally for who we are "warts 'n' all"

Status
Sense of status within social gatherings

Achievement & Competence
Sense of competence and achievement
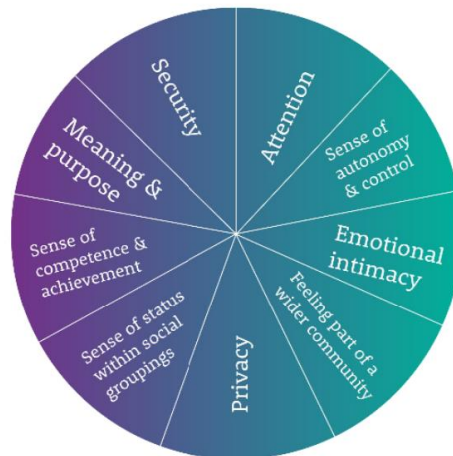
Joe Griffin & Ivan Tyrrell (2003)

Stay Connected to Your Own Resources
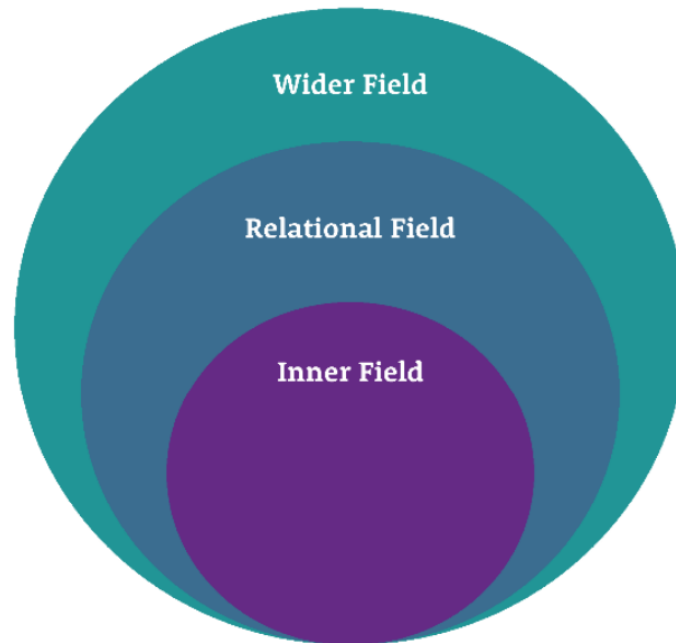
The Seven Eyed Supervisor

According to Hawkins & Shohet (Supervision in the Helping Professions, 2007, Open University Press), at any time in supervision, there are seven eyes (and no more) that the supervisor can look through:

1. The client(s) being coached by the supervisee (i.e. what the supervisee tells you about particular clients)

2. The interventions being used (i.e. what the supervisee does with their clients)

3. The relationship between supervisee & their client(s)

4. The supervisee's reactions (i.e. what's happening within the supervisee)

5. The relationship between the supervisee & supervisor (i.e. the parallel process – what is happening in the supervisory relationship that mirrors what happens in the supervisee's coaching relationships)

6. The interventions being used (i.e. what the supervisee does with their clients)

7. The various systems involved (i.e. organisations, families, teams, environment, etc.)

A useful link: https://davidclutterbuckpartnership.com/supervising-team-coaches/

Today's Dilemma

Hero Leader

Homeostasis

Today's Dilemma

> What would you do?

> What are the pitfalls and the opportunities?

> Which stance might you need to have with this team?

Session 12 - The Business of Team Coaching
Session 12:
The Business of Team Coaching
We will start by exploring your thoughts on the case study 'Red Limited' – a real-life scenario and an opportunity to prepare an outline proposal and pitch, including pricing. This makes way for a wider discussion on the business of team coaching, harnessing the collective knowledge of the group and the tutors. It is likely that this will include whether we coach alone or work with a co-coach.

Earlier in the programme, we referenced Peter Hawkin's Five Disciplines model which emphasises the importance of a team's ability to reflect and learn. This creates an important backdrop to a collective exercise where we will each share our Personal Resource Banks – a fitting tribute to the learning that will have taken place and a powerful resource as we leave the programme.

Our final activity involves creating space for our own ending. With respect and kindness, we will each be given an opportunity to celebrate what has been achieved, witness what we have learned together, give any outstanding questions a place and offer words to each other as we recognise that we are leaving this system to start whatever lies ahead.

Team Coaching Practitioner Programme

Session Twelve: The Business of Team Coaching

SHG Academy

Today's Stance

'Stay the right size versus the team'

Session Twelve Outcomes

➢ Learn to develop a proposal, pitch and price a team coaching assignment
➢ Sole versus co-team coaching
➢ Assess your readiness for team coaching
➢ Sharing your learning and your Personal Resource Pack
➢ Celebrate your progress
➢ End the programme the way a Team Coach would end a team coaching assignment

Coach Alone or Together...

"Two heads are better than one, not because either is infallible, but because they are unlikely to go wrong in the same direction."
— C.S. Lewis —

Exercise – Co-Coaching: Pros & Cons

Pros	Cons

Programme Roadmap

Module One: Foundations	Session 1	Sessions 2 and 3	Sessions 4 and 5	
	Welcome and Introduction Setting	Team Coaching Fundamentals	Team Coach as Instrument of Change	
Module Two: Team Coaching Roadmap	**Sessions 6 and 7**	**Session 8**	**Sessions 9 and 10**	**Session 11**
	Self-Discover	Design	Deliver	Debrief
Module Three: The Business of Team Coaching	**Session 12**	12 x 4 hours sessions (2 sessions per week)		
	The Business of Team Coaching	with Pre and Post Study Activities		

Creating Our Own Ending

› What would you like to celebrate?

› What have you learned about yourself?

› What questions are sat with you right now?

› What words are available to you as you leave the programme?

Today's Dilemma

Seduction to Help

Today's Dilemma

- › What would you do?

- › What are the pitfalls and the opportunities?

- › Which stance might you need to have with this team?

More Tools & Models for Team Coaching

Team Coaching Role Profile
• An understanding of adult learning principles
• Training and experience in working with groups
• A recognised qualification in coaching
• Experience of one to one coaching
• An understanding of group dynamics
• Psychological literacy and understanding of unconscious processes
• A grasp of organisational life and "Person in Role in System"
• Sufficient understanding of the values and purpose of the client organisation
• Ability to inhabit the team's world
• Self-knowledge and self-awareness
• Commitment to regular CPD and supervision
• Curiosity and warmth towards others
• Ability to work without bias or judgement
• Psychological insight into self and others
• Ability to deliver feedback with integrity and 'clean' adult communication
• Ability to tolerate conflict and anxiety
• Ability to think on his/her feet under pressure
• Tact and resilience to forge good working relationships with different members of the team and the organisation at large
• Gravitas, presence and credibility
• A sense of professional ethics guiding the work
• An understanding of the 'power and authority' of the team coach's role
• Being able to provide a 'safe container' for the group and maintain clear boundaries
• To support and challenge their co-coach on all the above
• To be able to attend to the administrative aspects of the work

How I See
1. Five adjectives that would most describe me are:
2. Three key assumptions I generally make about other people are:
3. Behaviours of others that are likely to evoke in me positive feelings toward them are:
4. Behaviours of others that are likely to evoke in me negative feelings towards them are:
5. When another's belief about something very important to me are different than mine, I am likely to:
6. Three phrases that would most describe me in a group context are:

Conflict Questionnaire
Consider situations in which you find your wishes or opinions strongly differing from those of another person. Recall how you behave when it is an issue you care about. How do you usually respond to such situations?

On the following pages are several pairs of statements describing possible behavioural responses. For each pair, please circle the 'A' or 'B' statement which is most characteristic of your own behaviour.
In many cases, neither 'A' nor the 'B' statement may be very typical of your own behaviour, but please select the response you would be more likely to use.

1. A There are times when I let others take the responsibility for solving the problem
B Rather than negotiate the things on which we disagree, I try to stress those on which we both agree
2. A I try to find a compromise situation
B I attempt to deal with all their or my concerns
3. A I am usually firm in pursuing my goals
B I might try to soothe the other's feelings and preserve our relationship
4. A I try to find a compromise solution
B I sometimes sacrifice my own wishes for the wishes of the other person
5. A I consistently seek the other's help in working out a solution
B I try to do what is necessary to avoid useless tensions
6. A I try to avoid creating unpleasantness for myself
B I try to win my position

7. A I try to postpone the issue until I have had some time to think it over

B I give up some points in exchange for others
8. A I am usually firm in pursuing my goals
B I attempt to get all concerns and issues immediately out in the open
9. A I feel that differences are not always worth worrying about
B I make some effort to get my way
10. A I am firm in pursuing my goals
B I try to find a compromise solution
11. A I attempt to get all concerns and issues immediately out in the open
B I might try to soothe the other's feelings and preserve our relationship
12. A I sometimes avoid taking positions which would create controversy
B I will let them have some of their positions if they let me have some of mine
13. A I propose a middle ground
B I press to get my points made
14. A I tell them my ideas and ask them for theirs
B I try to show them the logic and benefits of my position
15. A I might try to soothe the other's feelings and preserve our relationship
B I try to do what is necessary to avoid tensions

16. A I try not to hurt the other's feelings
B I try to convince the other person of the merits of my position
17. A I am usually firm in pursuing my goals
B I try to do what is necessary to avoid useless tensions
18. A If it makes the other person happy, I might let them maintain their views
B I will let them have some of their positions if they let me have some of mine
19. A I attempt to get all concerns and issues immediately out in the open

B I try to postpone the issue until I have had some time to think it over
20. A I attempt to immediately work through our differences
B I try to find a fair combination of gains and losses for both of us
21. A In approaching negotiations, I try to be considerate of the other person's wishes
B I always lean towards a direct discussion of the problem
22. A I try to find a position that is intermediate between theirs and mine
B I assert my wishes
23. A I am very often concerned with satisfying our wishes
B There are times when I let others take responsibility for solving the problems
24. A If the other's position seems very important to them, I would try to meet their wishes
B I try to get them to settle for a compromise

25. A I try to show them the logic and benefits to my position
B In approaching negotiations, I try to be considerate of the other person's wishes
26. A I propose a middle ground
B I am nearly always concerned with satisfying all our wishes
27. A I sometimes avoid taking positions that would create controversy
B If it makes the other person happy, I might let them maintain their views
28. A I am usually firm in pursuing my goals
B I usually seek the other's help in working out a solution
29. A I propose a middle ground
B I feel that differences are not always worth worrying about
30. A I try not to hurt the other's feelings
B I always share the problem with the other person so we can work it out

Scoring the Thomas – Kilmann Conflict Mode Instrument

Circle the letters below which you circled on each item of the questionnaire:

	Forcing Win/lose	Co-operating Win/win	Compromising Sharing	Avoiding Lose/lose	Accommodating Lose/win
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	

Total number of items circled in each column:
Forcing   Co-operating   Compromising   Avoiding
            Accommodating

Thomas, K. W., Kilmann, R. H., Ratchford Associates., & Xicom (Firm). (2003). *Conflict workshop
facilitator's guide for the Thomas-Kilmann conflict mode instrument*. Mountain View, CA: CCP

Thomas-Kilmann Conflict Mode Instrument

The Thomas-Kilmann Conflict Mode Instrument (TKI) is designed to assess an individual's behaviour in conflict situations - that is, situations in which the concerns of two people appear to be incompatible. In such situations, we can describe a person's behaviour along two basic dimensions: (1) assertiveness, the extent to which the individual attempts to satisfy his or her own concerns, and (2) cooperativeness, the extent to which the individual attempts to satisfy the other person's concerns. These two

basic dimensions of behaviour can be used to define five specific methods of dealing with conflicts. These five "conflict-handling modes" are shown below.
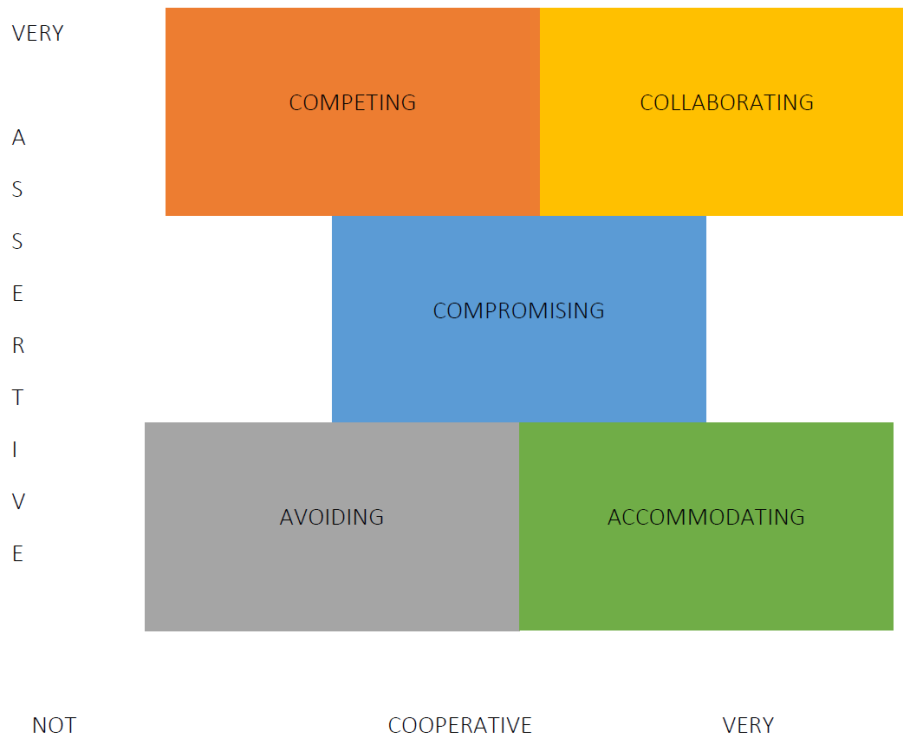
What does it mean?
Competing is assertive and uncooperative, a power-oriented mode. When competing, an individual pursues their own concerns at the other person's expense, using whatever power seems appropriate to win their position. Competing might mean standing up for your rights, defending a position you believe is correct, or simply trying to win.

On a continuum from 0 to 12, your score on Competing is:
Accommodating is unassertive and cooperative - the opposite of competing. When accommodating, an individual neglects their own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.

On a continuum from 0 to 12, your score on Accommodating is:
Avoiding is unassertive and uncooperative. When avoiding, an individual does not immediately pursue either their own concerns or those of the other person. They do not address the conflict. Avoiding might take the form of diplomatically sidestepping an

issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

On a continuum from 0 to 12, your score on Avoiding is:
Collaborating is both assertive and cooperative - the opposite of avoiding. When collaborating, an individual attempts to work with the other person to find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two people might take the form of exploring a disagreement to learn from each other's insights, with the goal of resolving some condition that would otherwise have them competing for resources or confronting and trying to find a creative solution to an interpersonal problem.

On a continuum from 0 to 12, your score on Collaborating is:
Compromising is intermediate in both assertiveness and cooperativeness. When compromising, the objective is to find an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

On a continuum from 0 to 12, your score on Compromising is:

Behavioural Analysis

Category	Definition	Examples
Initiating		
Proposing	A behaviour which puts forward a new suggestion, proposal or course of action	Let's deal with that tomorrow
Building	A behaviour which is usually in the form of a proposal, which extends or develops a proposal made by another person	And it would be even better if we could… If I can take that idea further, we could also use the system to give us information on….
Reacting		

Supporting	A behaviour which makes a conscious and direct declaration of agreement of support for another person or his ideas	Yes, I go along with that Sounds good to me I accept that
Disagreeing	A behaviour which makes a conscious and direct declaration of disagreement or difference of opinion with another person's point of view (about issues)	No, I don't agree with that I don't like that idea at all It won't work because…
Defending/attacking	A behaviour which attacks another person either directly or by defensiveness. Usually involves value judgements and often contains emotional overtones (about people rather than issues)	You're talking rubbish again That is either a lie or just incompetence… It's stupid x's fault

Clarifying		
Testing understanding	A behaviour which seeks to establish whether or not an earlier contribution has been understood	Can I just check that? Do you mean that… So can I take it that…
Summarising	A behaviour which précis or concisely restates the content of previous discussion or events	So far we have agreed to:
Seeking information	A behaviour which seeks facts, opinions or clarification from another person	Can anyone tell me what page that is on? Has that been checked? How did this happen?
Giving information	A behaviour which offers facts, opinions or clarification to other people	There's at least 3 of them The data is …
Control		
Shutting out	A behaviour which excludes another person or reduces their opportunity to contribute. (commonly interrupting)	Hang on a minute, let me speak
Bringing in	A behaviour which directly attempts to involve another person or increase their opportunity to contribute.	Jack, what do you think?

Behavioural Analysis

Initiating	Name:														
	Proposing														
	Building														
Reacting	Supporting														
	Disagreeing														
	Defending/ Attacking														
Clarifying	Testing Understanding														
	Summarising														
	Seeking Information														
	Giving Information														

Control	Shutting Out														
	Bringing In														
Total															

Process Consulting

Two group members will serve as process consultants (team coaches) for each process consulting segment. Each process consulting segment will consist of the following:
5-minute period in which the consulting pair "check-in" with each other prior to their process consultation work.

45-minute period in which:
- The group will engage in task #1. The group will decide on the issues they want to take up in the segment and then work with it.
- The process consultants' role will focus on task #2. They will focus on (a) how the group is working – a focus on process and behaviour; (b) what the group is working on, and (c) issues of task clarity.

30 minute "de-brief" with the whole group:
- 10 minutes for consultant experience
- 10 minutes for group experience
- 10 minutes for total group sharing

Note: The process consultant (team coaches) pairs may want to meet outside of class time to discuss their work together as process consultants (team coaches).

Process Road Map

Task   **Interpersonal**

Contract for your role

Contract for other roles – scribe, timekeeper etc

How do you feel about being here to do this work?

Goal/work clarification – vision, mission, outcome

Procedure clarification – agenda, time frames, steps

Is everyone included and contributing?

Who is talking to whom?

Issues of leadership? Control?

Data generation

Is there conflict? Overt? Covert?

What is the energy level of the group? (Ten clues...)

Data clarification and prioritisation

Are new ideas heard?

Are feelings expressed?

Consensus decision making and action steps

How are decisions made by the group?

Closure
Follow up

How do you feel about your accomplishments?

Objectives

"I'm not sure from what I hear that everyone has the same understanding of the objective.

Would someone state his/her understanding and see if others agree?"

"It's clear that you are working against very different ideas of the goals of this meeting. Until

you three get clear with Jack what the objectives are, this will go nowhere."

"Mary, it sounds to me as if you're working your agenda in this session which, as I understand

it, is a diversion from the goals here. What do others think?"

Procedure

"Before you dive right into brainstorming, I think it would be helpful to clarify the steps and

rules for brainstorming as you understand them."

"I'm concerned that you've immediately started trying to solve the problem without deciding

any of the steps you will take to work through this process."

"Bill, I think it would be more effective in the long haul if we paused now and made some

decisions about how we're going to use the ideas we generate and how we're going to use

our time. Can you buy in to that?"

Leadership

"Maybe it would be a good idea to hear from people what they would like (and not like) from

a 'leader' in this group before we proceed further."

"It seems to me that you agreed on a 'facilitative' leadership style, and it's now become quite

directive. What do others see? How do you want to change?"

"John, I think when you evoked that rule that you cut off all discussion. The impact appears to

be that several people are resentful and now not participating.

Maintenance

"I notice that most of the discussion is confined to these six people … what's going on with

you others?"

"Cindy, you haven't said anything since very early on … are you still with us or is something

happening that's keeping you from participating?"

"Mark, that's the third time that you've jumped in just as Joy was about to speak…. I suspect

that's why we haven't heard more from her. Is there something off between you two?"

"You all seem to be interrupting each other without any attempt to really try to understand
what other people are saying. It seems as if you're more interested in influencing the outcome than building the best ideas."
"I think you need to check your decision-making process. It appears that one or two strong
members are 'railroading' everything. I also think you need to find out how people are feeling
right now."
"Jack, is that story really relevant to what we're working on?"
"If I were a member of this group, I would get really irritated when you rephrase everything
into your words before writing them on newsprint … you often lose my meaning!"
"Can we have one meeting here, please? These side conversations really are distracting and discourteous!"

Ten Clues to Group Dynamics

1. Tone

1	2	3	4	5
Intellectual				Emotional

2. Energy

1	2	3	4	5
Constricted		Stimulating		Frenetic

3. Physical posture

1	2	3	4	5
Closed		Optimal		Laid back

4. Tension

1	2	3	4	5
Brittle				Effusive

5. Goal direction

1	2	3	4	5
Over controlled				Aimless

6. Tracking

1	2	3	4	5
Fragmented				Rigid

7. T/M balance

1	2	3	4	5
Task		Balanced		Maintenance

8. Use of humour

1	2	3	4	5
Devoid				Disruptive

9. Use of interventions by group

1	2	3	4	5
Ignored	Rejected	Weighed	Accepted with little discussion	Accepted without question

10. Goal clarity

1	2	3	4	5
No Agreement				Clear to All

What to Observe in a Developing Team Rackham's Behavioural Observations

Communication
Who talks to whom? Who is left out? Who talks most often? Who is engaged?

Decision-making
How does the group select a course of action – is the process for deciding clear and explicit?
What is it – majority, consensus, silence as assent etc?

Conflict
How is this used to support creative ideas and resolve differences? Who is the peace-maker?
Who is typically the trouble-maker? How does the group respond – avoidance, compromise,
competition etc?

Leadership
How is the leadership function managed? Can it be shared? What style is used and is it appropriate to team motivation and task achievement? Are roles and goals clearly established?

Norms
What assumptions or rules determine the team's norms? What is acceptable/unacceptable
behaviour? How is diversity handled? Do people have a clear understanding of the groundrules?

Problem-solving
How is this done? How is the problem identified? What is the process for identifying alternative solutions, analysing consequences and evaluation? How engaged are team members in each stage?

Group Climate
What is the mood like? When does it change? Who tends to notice and comment on it?
How is it brought back to balance?
Reference: Rackham, N., Honey, P., & Colbert, M. J. (1971). Developing interactive skills. Northampton, En: Wellens

The Five Dysfunctions of a Team
Patrick Lencioni (2002)

Lencioni, Patrick M.; Okabayashi, Kensuke. (2012). The Five Dysfunctions of a Team.
Hoboken, NJ: Wiley.

Power Bases
1. Coercive Power – People do as I require because I control resources which they value.
I can influence the behaviour of others because I have access to information which they need or desire.
2. Legitimate Power – I have power over others because I hold a powerful position in the social or business hierarchy. I bear an invisible label which says "I'm in charge."
3. Reward Power – People do as I want because I can reward those who comply with my wishes

4. Expert Power – People do as I wish because they respect my knowledge and expertise
5. Referent Power – People do as I wish because they like me and want to model their behaviour on mine

Reflect and summarise:
1. What power bases do I have/not have?
2. Which of these sources of power do I use most frequently?
3. What would I like to have more of?
4. Which am I least comfortable using?
5. How do I grow and expand my power bases?

Goose Story
Next Autumn when you see geese heading south for the winter, flying along in 'V' formation, think about what science has learned about why they fly that way. As each bird flaps its wings, it creates uplift for the bird immediately following it. By flying in a 'V' formation, the whole flock can fly at least 71% farther than if each bird flew on its own. Perhaps people who share a common direction can get where they are going quicker and easier if they co-operate. When a goose falls out of formation, it feels the resistance of trying to go it alone, and quickly gets back into formation to take advantage of flying with the flock. If we have as much sense as a goose, we will work with others who are going the same way as we are.

When the lead goose gets tired, he rotates back in the wing and another goose flies on the point. It pays to take turns doing hard jobs for our group. The geese honk from behind to encourage those up front to keep up their speed. Finally, (get this) when a goose weakens or is wounded and falls out of formation, two geese fall out and follow him down to help and protect him. They stay with him until he is either able to fly or until he is dead, and they then set out on their own or with another formation until they catch up with the group. If we had the sense of a goose, we would stand by each other like that.

Observations	Life Lesson
Observation #1: As each goose flutters its wings, it creates an updraft for the bird following it in the V-formation of migration. By flying in this V-formation, the geese are able to migrate 72% further than if each bird flew unaccompanied.	**Life Lesson #1:** People who share a common vision and sense of common direction can get further faster by supporting one another.
Observation #2: When the lead goose tires, it peels off the point position and rotates back into the V-formation. Another goose then steps up and takes its turn fighting in the wind from the point position.	**Life Lesson #2:** It pays to take turns. By delegating critical tasks to ail team members, everyone in an organization can grow.
Observation #3: The lead goose (on the point) never honks. The geese behind the leader continue to honk praise and encouragement to the lead goose.	**Life Lesson #3:** The power of praise and recognition is critical to success as people delegate significant projects to one another in an organization.
Observation #4: Sometimes two or three geese break away from the formation in order to look for a better wind current or a more creative and better way to fly.	**Life Lesson #4:** An effective organization believes in the "culture of celebrated discontent." It constantly experiments with new ways of being. Successful organizations often forget quickly and learn slowly. In today's environment, constant improvement through teamwork is an absolute necessity.
Observation #5: When a goose gets sick or wounded and has to go down to land. Two other geese fall out of the formation and go with it to support and protect it. They stay with it until it dies - or is able to return to the formation. Then the "escort" geese try to catch up with their own flock or another formation of geese.	**Life Lesson #5:** When tasks are tough, people need to support one another. Delegation and teamwork require follow-up, dialogue and support.

Evaluation Compass