

PiE Team Coaching Model® – Supporting Framework

Preparation Phase

<i>Questions to ask and answer</i>	'Typical' Approaches	Variations
<p>Do I need a co-coach? If so who and how will we work together?</p>	<ul style="list-style-type: none"> For teams of 8 or above will work with a co-coach providing different personalities, experiences, insights, someone different to connect with and 4 eyes are better than 2. Used to create shifts in energy. Banter with co-coach can be used productively. Parallel process – a 'team' working with another team 	<ul style="list-style-type: none"> Part of the contract: there are 2 coaches. One may be lead coach Up to 8 – 10 will run on own but a challenge to hold the numbers, too much going on. Physically and mentally demanding. Only one coach. Philosophy that working with another team coach would shift the dynamic in the room
<p>Do I coach the team leader? (Ethical and boundary issues. Transparency)</p>	<ul style="list-style-type: none"> Team coach coaches the team leader 	<ul style="list-style-type: none"> Part of the contract: the team coach 'must' coach the team leader Team leader has a separate coach with no involvement in the team coaching process Emergent, considered if asked
<p>What special care does the team leader need? (Ethical and boundary issues. Transparency)</p>	<ul style="list-style-type: none"> Meeting with the team leader first before engaging with rest of the team. Contracting with them, having a structured conversation on current team performance, stakeholders and outcomes 	<ul style="list-style-type: none"> Team coach may, or may not, be coaching the team leader outside of the team coaching sessions Briefing sessions prior to or post team coaching interventions Sharing of data eg output from team performance diagnostics/stakeholder interviews prior to sharing with whole team
<p>Do I coach other team members? (Ethical, boundary and capacity considerations. Transparency – who is working with who, what will/will not be shared. Capacity – how many people can I coach at once?)</p>	<ul style="list-style-type: none"> No consistent approach 	<ul style="list-style-type: none"> Everyone in the team has a coach. Team coaches split the team between them with a supervisor for the two of them Offered to all team members at the outset. But all team members need to be happy with any one-to-one relationship. Will only coach the team leader Will coach team members who request coaching. Challenge of managing boundaries/knowing too much
<p>How will I gather insight for the assignment from team members?</p>	<ul style="list-style-type: none"> Interviewing all team members – what's working? What isn't working? What does 'good' look like? Use of team diagnostic (eg The Team Diagnostic Survey (TDS); Team Accelerator Model, TCI Team Diagnostic™) 	<ul style="list-style-type: none"> Use of a limited number of open-ended questions Part of the contract: would not embark on a piece of work without doing this Face to face sessions or phone



	<ul style="list-style-type: none"> The start of building individual relationships, creating trust and building credibility 	
How will I gather insight for the assignment from stakeholders?	<ul style="list-style-type: none"> Gaining information from stakeholders regarding the performance of the team 	<ul style="list-style-type: none"> Use of Team Accelerator Model to get feedback from team's commissioner (team's boss) and the stakeholders Stakeholder interviews. Team members asked the same questions (eg 5 questions). Answers collated to feed back to team. Focus groups on site lasting up to a day for the next level down, perhaps the level below that and, where possible, the level above. Where possible customers will be interviewed too. Same questions are used. Data from 360 feedbacks
Length of assignment?	<ul style="list-style-type: none"> No consistent approach. Contracting tends to be about the number of sessions rather than the length of assignment. 	<ul style="list-style-type: none"> No fixed timescale. Work with team as long as is productive. Contract for a defined period of time eg 1 year eg 4 to 6 meetings this year and then review Assignments are 12 – 18 months Assignments are 6-9 months
Size of team?	<ul style="list-style-type: none"> 5 – 12. 8 usually maximum size for working on own. Up to 12 with another co team coach 	
Number of sessions?	<ul style="list-style-type: none"> Typically 4 to 6 sessions 	<ul style="list-style-type: none"> With longer assignments can be up to 12 sessions
Regularity of sessions?	<ul style="list-style-type: none"> No consistent approach 	<ul style="list-style-type: none"> Spacing of sessions varies from monthly, to every 2 months, quarterly or twice yearly With dispersed teams may be some meetings via phone or video in between face to face sessions
Length of sessions	<ul style="list-style-type: none"> Typically half day sessions May start with lunch for ice-breaking gathering followed by session of c 3.5 hours 	<ul style="list-style-type: none"> One full day 'kick off' followed by shorter half day sessions 1-2 days 'kick off' followed by at least one ½ - 1 day follow up 3 months later Full day sessions. AM is a normal team meeting with Team Coach observing or facilitating. PM is team coaching
Planned or fluid approach	<ul style="list-style-type: none"> First session generally planned eg contracting, how are we going to work together? Going through the output from the team diagnostic and team member and stakeholder feedback. Data shared with team and they decide what they want to work on 	<ul style="list-style-type: none"> Adopting a 'light touch' approach with psychometrics. A belief that they can be a distraction and get in the way of what is happening in the room. Only used at client's request. Start with the work in hand and agree the 'agenda' for the day

	<ul style="list-style-type: none"> • Use of a 'standard' tool eg Myers Briggs to provide a common language and understanding for all team members 	<ul style="list-style-type: none"> • Have a rough agenda or some ideas in 'back pocket' but work with what is current on the day • Over-arching plan for the assignment and each session (eg first session use of psychometric, second session team purpose and team charter)
Tools and techniques	<p>A wide range of tools and techniques are used. The most frequently used are:</p> <ul style="list-style-type: none"> • Jungian 'type' : The Myers Briggs Type Indicator® (MBTI), Insights® Discovery or DISC® • Strengths questionnaires (eg Strengthscope, StrengthFinder) • Eliciting team purpose, team charter and values • Lencioni's Five Dysfunctions of a Team 	<p>Other tools and techniques used are:</p> <ul style="list-style-type: none"> • Team Accelerator Model • TCI Team Diagnostic™ • Team Diagnostic Survey (TDS) • Team surveys (designed by Team Coach, pulled from various sources) • The Rocket Model™ • Tuckman – theory of developmental sequences in small groups • Leadership Climate Indicator • The Hogan Team Report • Neurolinguistic Programming (NLP) • EBW Global Emotional Intelligence • Clean language methodology • Support and Challenge Model • Change curve • Gestalt chair exercises • Systemic constellations • Embodiment exercises eg using Gottmans' 'Four Team Toxins' • Mindfulness and principles of meditation
Considerations for Supervision	<ul style="list-style-type: none"> • Establishing a supervisory arrangement for self and co team coach • Ethics and boundaries • Issues of self-deception (how am I explaining taking on this work to myself?) • Contracting • Apprehension about starting the work 	

Intervention Phase

Questions to Ask and Answer	‘Typical’ Approaches	Variations
<p>How will I create a space for safety and growth? Some key considerations:</p> <ul style="list-style-type: none"> • Credibility • Trust • Vulnerability • Psychological safety • Transparency 	<ul style="list-style-type: none"> • Clearly explaining the process – how it works, the boundaries, confidentiality. Consciously projecting the message, ‘I know what I’m doing’ • Awareness of how to show up – being authentic ‘this is who I am’, grounded, confident’, ‘I’ve got this’ • Listening to what is being said, but also to what is not being said. Being curious and inspiring curiosity in the team. • Holding as much of a neutral ‘adult’ space as possible. ‘I’m OK, ‘you’re OK’ • Role modelling dialogue and communication - asking questions, observing and noticing 	<ul style="list-style-type: none"> • Use of mindfulness practices to ground self and be present • Deliberate use of humour eg to role model vulnerability and it’s OK to get things wrong • Use of humour to make a connection (all laughing at the same thing, but not at the expense of anyone) or to break down any ‘us and them’ • Role modelling behaviour to normalize it: eg ‘I’m confused’, ‘I’m puzzled’, ‘I don’t know’ • Use of co-coach as a ‘mini team’ to role model effective dialogue and communication
<p>How will I challenging the performance of the team? Some key considerations:</p> <ul style="list-style-type: none"> • My preferences around challenge • Being provocative • Observational feedback • Holding up the mirror 	<ul style="list-style-type: none"> • Contracting around how challenge will be provided – by the team coaches and between team members, role modelling challenge and encouraging team members to challenge each other • Recognising and calling out behaviours, especially around living out team values and integrity eg ‘so how does that fit with x?’ • Bringing into the here and now and raising awareness of what team members are experiencing and how this is impacting on them and others • Listening out for words, emotions and themes. Going beyond the ‘story’. Playing back observations to the team. • Being present, noticing a pattern and if it keeps recurring. Sensing when to just hold in awareness or when to share this with the team. • Role modelling giving observational feedback. Pressing the pause button – ‘what are you observing right now?’ ‘what have you noticed?’ or ‘what is happening in the room?’ or ‘what isn’t being said’. Providing an opportunity for team members to reflect. • Holding the space – being aware of attempts to avoid issues, to go off at a tangent – constantly returning to the team purpose and stakeholder requirements 	<ul style="list-style-type: none"> • The kind of challenge depends on the personality comfort level with challenge and coaching philosophy of the coach as well as the level of trust built with the team, often determined by how long the team coach has worked with the team • Some team coaches regard themselves as being deliberately provocative and strong challengers • Use of self as a barometer for what is going on in the room and feeding this back to the team. Eg ‘I’m bored right now is anyone else feeling this?’ • Offering a metaphor to team members based on what I’m thinking or feeling and seeing if it resonates. • Holding the space to model and reflect on fun and energy eg ‘How are we doing?’ ‘How are you feeling?’ ‘What’s happening in the room right now with the energy?’ • Working with own intuition – noticing what’s going on and use of courage to ask questions • Allowing time to rant/vent followed by a directive holding to account approach – eg ‘so what as leaders can you do around that?’ ‘what as leaders are you role modelling?’

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<p><i>What roles might I choose to adopt? Why, How and When?</i></p>	<p>Performed well</p> 	<p>Overplayed</p> 
<p>The Mentor or Expert</p>	<ul style="list-style-type: none"> Bringing in outside knowledge eg of industry trends or the wider strategic perspective for the team to accept, reject or keep. Sharing of knowledge to provide insight/perspective. 	<ul style="list-style-type: none"> The coach is talking too much, sharing too much of own expertise with the team, giving their opinion. It's more about the coach than about the team. A role that can be projected onto the team coach by the team.
<p>The Teacher or Trainer</p>	<ul style="list-style-type: none"> Transferring a lot of what the team coach does as skills to the team, sometimes through demonstrating the process (eg listening, asking questions, observational feedback) and sometimes through explaining eg sharing a model to explain what might be going on in the team 	<ul style="list-style-type: none"> Doing too much of the talking, over sharing of models or theory. Feeling the pressure to 'give value for money'.
<p>The Facilitator</p>	<ul style="list-style-type: none"> Facilitating the process, designing the day, the flow of the session, the room, seating, creating and holding some structure and the time 	<ul style="list-style-type: none"> Grabbing the markers and flip-charting the discussions, starting to drive the agenda, pumping in my energy into the room, being too active, filling silences. Feeling uncomfortable. To divert attention elsewhere.
<p>The Referee</p>	<ul style="list-style-type: none"> Managing the process, helping the team make proactive, deliberate choices about what they're doing in the moment rather than being too free-flowing that it just flows away. Pointing out when 'we're off the pitch' eg not living out values, or going off topic 	<ul style="list-style-type: none"> If overplayed can become the 'marshal', being too directive with the team.
<p><i>What roles might I be drawn into? Why, How and When?</i></p>	<p>The 'Pull'</p>	<p>Signs to Recognise It's Happening</p>
<p>The Defacto Team Leader</p>	<ul style="list-style-type: none"> There's a vacuum. The team leader isn't doing the role or doesn't really know how to. 'It's a comfortable role for me', 'I've run big teams in multi-million pounds organisations.' 'I'm very happy leading' 	<ul style="list-style-type: none"> Everyone is looking at the coach rather than each other The team leader is deferring to me 'what do you think we should do?' I'm volunteering (or in danger of volunteering) to take on things that might be helpful to move a particular process forward
<p>A Member of the Team</p>	<ul style="list-style-type: none"> They're nice people, working hard, doing their best, you've worked with them a long time, you feel comfortable 	<ul style="list-style-type: none"> You normalize behaviour that you would previously have called out. A sense of 'oh that's just x being x' or 'that's just the

	<p>sitting with them in a business context – because that’s where you came from. You miss being part of such a team, a sense of belonging.</p>	<p>banter in this team’. You forgive some of the foibles that you see and don’t address them.</p> <ul style="list-style-type: none"> You’re stepping in with solutions or with opinions too much. You’re playing the ball rather than standing back and looking at the interaction of other people playing with the ball
The Critical Parent	<ul style="list-style-type: none"> ‘Childish’ behaviours in the team – separate conversations, cliques, talking over each other, low energy, team members not wanting to do things, or they want someone else to hold them to account Feeling that I’m the only one calling behaviours out. I can’t be the only one noticing this is happening. 	<ul style="list-style-type: none"> Noticing I’m feeling frustrated, I’m getting irritated I’m noticing unfairness, people not listening, imbalance, lack of consideration for others
The Nurturing Parent	<ul style="list-style-type: none"> Wanting to help, sort them out, make things better, feeling sorry for team members who seem to be struggling 	<ul style="list-style-type: none"> Being overly supportive of the team, ‘It really is tough for you guys’. not providing challenging them in terms of how they step up. Being drawn into team members wanting you to take their side
Considerations for Supervision	<ul style="list-style-type: none"> Understanding how the work is impacting on the team coach – triggers, projection, countertransference and feelings towards team members Awareness and understanding of how team coach’s own background and needs, family and professional, are manifesting themselves in their team coaching Container to download Emotional space to replenish energy Standing back and refreshing approach 	

Evaluation Phase

<i>Questions to Ask and Answer</i>	Considerations
How am I developing my reflective practice as a team coach?	<ul style="list-style-type: none"> • Was this assignment team coaching ... or something else? What was asked for? What did I deliver? • What am I noticing about the development of my team coaching practice? • How does my one-to-one coaching inform my team coaching? (Do I see myself as a better/stronger /different individual or team coach? What is my 'evidence'?)
How am I evaluating success of my team coaching?	<ul style="list-style-type: none"> • Re-running surveys and seeing scores improve or doing a 'pulse take' just looking at a few aspects the team has been working on • Anecdotal feedback from team members • Noticing a shift and seeing some traction. Team members are proactively coming up with ideas about what they should do. Team Coach is taking a back seat. The team is running themselves • Noticing the quality of conversations – open conversation, challenging each other in a respectful way, saying how things are, sharing experiences, listening to each other, connecting with each other. A sense of 'productive' rather than 'pretend' conversations • Team members are able to be vulnerable with each other, able to challenge each other more. The 'undiscussables' are being discussed. • Connections are being built stronger, more wires on the connections • Observing a shift in the team leader. Seeing them really stand up and challenge their team. Noticing a shift in their authority – towards the Team Coach and the team • Feedback from team members that they are managing their processes better as a team and have more clarity around roles and boundaries • Feedback from stakeholders • There's energy in the room, team members leave on a high. Although the proof of the pudding is later on. Did they follow through on their actions? • Progress is not linear. It may be slow then fast, backwards, forwards or static. Assessing overall progress is hard as a team coach and may be a roller coaster – exciting and scary
How am I taking care of myself, tapping into external support and refreshing my energy levels?	<ul style="list-style-type: none"> • Importance of self-care. The work is demanding, far more than individual coaching. Holding a team of 6+ people is physically and mentally demanding. Recognise and allow for this when planning sessions eg half rather than full days • Appreciation of the importance of getting insight from all team members, as well as stakeholders where possible, to get as full a picture as possible prior to commencing the work • Importance of having strategies for 'shaking off' the work, keeping some detachment from the work • Appreciation of the impact of where I sit – sitting in the circle with the team or slightly detached • Engaging in reflective practice with co-coach to draw out learning • Engaging in personal development/CPD to understand own typical patterns, reactions and needs in a group setting

Considerations for Supervision

- Endings
- Stepping out, leaving the team resourced
- Processing any 'hangover' from the work
- Space to reflect on the quality of the work
- Engaging in supervision with co team coach to explore parallel process, transference, countertransference and themes emerging from the work