

Team Coaching Project

In fulfillment of the requirements to complete the
Master Coach Program
Hudson Institute of Coaching
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Purpose:

The purpose of this project team is acquiring a deeper understanding on team coaching by exchanging experiences, looking deeper into theory and practical aspects of the theme.

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Section 1

Introduction

Organizations seeking to get ahead are looking for the secret to success. Some say it is a defining vision or a focused strategic plan. Others offer the need to hit and maintain financial targets, or customer satisfaction metrics. Process improvement gurus suggest it is streamlined operations and efficiency. And yet, the core of any successful organization, or unsuccessful organization, for that matter, in this knowledge age, is its people. And organizational performance, regardless of your mission or your metrics, is all about individual performance. It is hundreds, or thousands, of individuals behaving and performing in a certain way. But even more than the sum of these individual parts is the interplay, the dance of the relationships and the interactions in the organization.

“In organizations, real power and energy is generated through relationships. The patterns of relationships and the capacities to form them are more important than tasks, functions, roles, and positions.” Margaret Wheatley (1992) as quoted in *100 Ways to Motivate Others* (2008) by Steve Chandler and Scott Richardson. (P. 149).

Margaret Wheatley and Myron Kellner-Rogers in their book, “*A Simpler Way*” (1999) state, “What we know about individuals, no matter how rich the details, will never give us the ability to predict how they will behave as a system. Once individuals link together they become something different.” “Relationships change us, reveal us, evoke more from us. We do not live in a world that encourages separateness. Only when we join with others do our gifts become visible, even to ourselves.” (p. 67)

In their 2004 Harvard Business Review article, “The Wild West of Executive Coaching,” Sherman and Freas compared the relatively new field of coaching to the Wild West of yesteryear, “chaotic, largely unexplored, and fraught with risk, yet immensely promising.” They suggested the \$1B industry faced strategic issues, with no barriers to entry, no standards or regulation, and work fraught with ethical risks. Ten years later, the executive coaching field has evolved tremendously, with strides in certification, regulation, and standards. The west isn’t as wild as it once was.

The article also made reference to team coaching, stating, “worthy as it is to help one person or team, the most valuable executive coaching comes from developing an organization’s entire senior executive rank.” As executive coaches who also work in Organization Development (OD), leadership development and with teams, we were curious about the growing field of Team Coaching. What are the best practices? What makes Team Coaching successful? What differentiates it from other work with teams? And what does a coach need to grow into a successful team coach?

We conducted a literature review for studies and models used in team coaching. We surveyed our Hudson Institute Coaching community. We interviewed 11 executive

coaches who currently, or in the past, have vibrant team coaching practices. And we reached our own conclusions, one of which is that much more work is needed in this area. And that the field of Team Coaching is still the Wild West, with some trends and models, but with many forging their own way in their work with clients.

In our community of coaches, 75% who do team coaching expect demand to increase in coming years. And in order to be ready, the Wild West needs a corral.

Section 2

Summary of selected theories contributing to team coaching

To understand the practice of team coaching it is important to have an overview of what has been researched and written on the topic. It also makes sense to place team coaching in the organizational and group/team development contexts, since such coaching intervention deals with interactions among people in organizations.

We present our summary of theories contributing to team coaching in 5 different topics: we start with the contextual outlook of systems perspective followed by team development stages. With these two building blocks in place we clarify our definition of team coaching to then present 5 different models of team coaching. Finally, we end this session presenting team coaching competencies.

Systems perspective

We bring in a systems perspective as an important building block to team coaching, because teams occupy at least two important places in executives' lives: they are both members of teams and lead teams.

Pamela McLean (2012) highlights that Mary Beth O'Neill systems perspective is a key contribution to the executive coaching field. In fact, O'Neill's systems perspective is among the 3 coaching principles presented by the author:

O'Neill's core principles that guide executive coaching (2007, p. 10, 11 and 13)

- *Principle 1: Bring your own signature presence to coaching. It is the major intervention tool that you have.*
- *Principle 2: Use a systems perspective. It keeps you focused on fundamental forces. These forces either promote or impede the interactions and results of the executives you coach.*
- *Principle 3: A coaching method is powerfully effective when you incorporate the first two principles together with it: bringing your signature presence and using a systems approach. Otherwise the method will achieve at best short-term results.*

Specifically around principle 2, O'Neill (2007, p. 11) explains: *"a systems perspective is essential to executive coaches. We must pay attention to the system, the nested set of spheres, where our clients work. Those forces may have an enormous impact on your client's success."*

O'Neill (2007, p.11) elaborates further and describes 3 different systems where leaders inside organizations are immersed:

A = Smallest sphere: leader's motivations, traits, goals, challenges

B = Midsized spheres: leader and her team, other departments, vendors, customers

C = Largest sphere: strategic alliances, global economy, the natural environment, geopolitical shifts

The author highlights that such systems work like webs. Movement in one element from one system has the potential of affecting elements in other systems. It's a grand eco-system in which coaching clients' work. They influence and are influenced by the web of interrelationships within their entire organizations (O'Neill, 2007).

The ability to lead a team is also explicit in O'Neill's (2007, p. 113) approach to executive coaching as she suggests three factors for contracting executive coaching:

- 1) The business results that leaders need to achieve,*
- 2) The leader's interpersonal behaviors they need to exhibit in their key work relationships, and*
- 3) The team interactions necessary to attain the desired business results.*

So, it is expected that executive coaches have, more frequently than not, worked with their clients in competencies and behaviors related to how the leader deals with their direct reports or even the larger team. Some coaching interventions may include participation or observation of the client in meetings and interactions with their team, as suggested by O'Neill (2007).

Having presented "dealing with" and "leading teams" as important and probable coaching items of executive coaching agenda, we now turn to our second building block: team definition and different stages of teams.

Stages of and team development and defining team

It is important to define what we mean by team and then differentiate among stages of team development.

Listed below are several commonly cited definitions of team:

"A team is a group of people working together towards a common goal." (Team Technology, 2014)

"A group of people with a full set of complementary skills required to complete a task, job or project." (Businessdictionary.com, 2014)

"People working together in a committed way to achieve a common goal or mission. The work is interdependent and team members share responsibility and

hold themselves accountable for attaining the results.” (MIT Information Services and Technology, 2007)

Sandy Smith, Hudson Institute leader and owner of SK Smith Inc provides a simple metaphor in her Team Coaching Brief:

“There is a difference between a team and a group. A group is a collection of individuals who are working toward common goals. A team is a group who must work interdependently to achieve common goals. If we use a sports analogy, a golf ‘team’ is really a group. Each member simply focuses on minimizing his/her strokes and is minimally impacted but a fellow teammates’ play. By comparison, a football goal is the result of specialized players performing their individual tasks but also working interactively to achieve the goal.” (Smith, 2014).

For the purpose of this project, we are using the following statement as our definition of a team:

“A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable.” (Katzenbach and Smith, 1993, p. 45)

Not all teams are alike and it is necessary to learn about different stages of team development. Katzenbach and Smith (1993) provide practical distinctions among the kinds of groups currently operating in organizations.

Katzenbach and Smith’s Team Performance Curve

Working group:	The members of this group interact primarily to share information, best practices, or perspectives, and to make decisions to help each individual perform within his or her area of responsibility. There really is no reason for either a team approach or common/mutual accountability. To members of this group, team building activities are pointless and take time that could be spent “doing real work.”
Pseudo-team:	This group is trying to be a team. There often is no common shared goal, or the goal is not seen as a valuable contribution for the organization. Comments from team members may include, “We love this team stuff but there’s not time to get the work done.” Pseudo-teams are the weakest of all groups in terms of performance impact. They almost always contribute less than working groups because their interactions detract from each member’s individual performance without delivering any joint benefits. For a pseudo-team to become a potential team, the group must define goals so it has something

	concrete to do as a team that is a valuable contribution to the company.
Potential team:	Potential teams may share a common, significant performance goal and may be trying to address teaming obstacles. Typically the potential team requires more clarity about purpose, goals, or work products, and more discipline in hammering out a common working approach. It often has not yet established collective accountability. Or perhaps team members have not been relieved of other responsibilities, forcing them to prioritize their time and effort.
Real team:	This is a small number of people with complementary skills who are equally committed to a common purpose, goals, and working approach for which they hold themselves mutually accountable. The possible performance impact for the real team is significantly higher than the working group in that the contribution of the whole is greater than the possible sum contribution of individuals on the team.
High-performance team:	This is a group that meets all the conditions of real teams and has members who are deeply committed to one another's personal growth and success. That commitment usually transcends the team. The high performance team significantly outperforms all other like teams, and out performs all reasonable expectations given it's membership.

Adapted from Katzenbach and Smith (1993, chapter 5).

Having defined team and highlighted differences on team stages, we now turn to team coaching definitions.

Definition of team coaching

Here we present several team coaching definitions and identify the one we used for this project. In addition, we contrast the team and group coaching definitions.

Richard Hackman and Ruth Wageman (2005) define team coaching as:

“direct interaction with a team intended to help members make coordinated and task-appropriated use of their collective resources in accomplishing the team’s work.” (Hackman and Wageman’s, 2005, p. 269)

Peter Hawkins defines team coaching as:

“...enabling a team to function at more than the sum of its parts, by clarifying its mission and improvising its external and internal relationships. It is different

therefore from coaching team leaders' on how to lead their teams, or coaching individuals in a group setting." (Hawkins, 2011, p. 77).

Carr and Peters (2013) proposed a definition that was adapted from Hawkins (2011) and Hackman and Wageman's (2005) definitions above and define team coaching as:

"...a comprehensive and systemic approach to support a team to maximize their collective talent and resources to effectively accomplish the work of the team." (Carr and Petters, 2013 p. 81).

In this project we chose to use the above definition and find it important to clarify the difference between team coaching and group coaching. Britton (2010) defines group coaching as:

"a small-group process throughout which there is the application of coaching principles for the purpose of personal or professional development, the achievement of goals, or greater self-awareness, along thematic or non-thematic lines." (Britton, 2010 p.6).

Contrasting team coaching and group coaching definitions - One can say that in team coaching the objective is to enhance the work of the team. For group coaching, objectives are specific to the individual. In team coaching, we coach the team as a whole. In group coaching, we coach individuals in a group.

With the team coaching definition in place, we present the models we selected to explore in this project.

Models of team coaching

Regarding team coaching models, 5 perspectives will briefly be described: Hackman and Wageman's (2005); Guttman's (2008); Hawkins' (2014); Team Coaching International (2014) and Lencioni's (2012). These approaches to team coaching were selected because each bring somewhat different perspectives and interesting aspects that can be helpful to coaches.

Hackman and Wageman's model

Hackman and Wageman (2005) suggest a team coaching model that can foster team coaching effectiveness only if four conditions are present. Two of these conditions are related to the organization and two are related to coaches. According to the authors if the four conditions are present team coaching can provide effectiveness.

Team coaching conditions for team effectiveness

Organizational related conditions	Group performance processes key to effectiveness are in place: strategy, effort, knowledge and skill.
	Team is well-designed and organizational context supports teamwork.
Coaching related conditions	Coaching interventions focus on task performance process rather than members interpersonal relationships or processes not in the team's control.
	Coaching interventions are made according to the stage of the team (beginning, middle or end of task cycle).

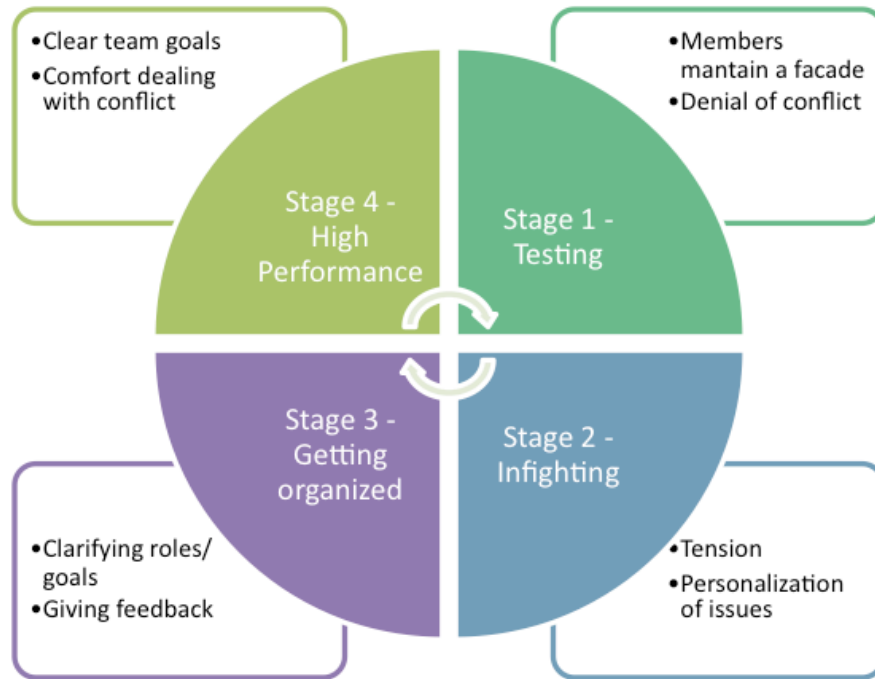
Source: Hackman and Wageman (2005)

The model's contribution is to approach a team and check, in a very structured way, if team coaching would be a valuable intervention or if the team should work on the organizational related conditions first.

Guttman's model

Howard Guttman (2008) presents a team development wheel and states that a team moves to stages of organization and high performance if there is some sort of intervention that helps the team. Such intervention may be done by the team leader, a team member or someone outside the team.

Summary of Guttman's Team Development Wheel



Source: Guttman, 2008, p. 82.

Specifically around team coaching, the author explains that during stages 1 and 2 of the team development wheel, the team experiences some sort of breakthrough moments, when the team works in ways that are typical of stages 3 or 4. The role of the team coach is to support the team to transform these breakthrough moments to consistent breakaway in the real world. (Guttman, 2008). In other words, one of the team coach's role is to identify behaviors typical from stages 3 and 4 (getting organized and high performance) that team members exhibit while in stages 1 or 2 (testing and infighting) and support the team to make such behaviors part of their way of working.

Hawkins' model

Peter Hawkins (2014) describes that his CLEAR model, first developed as a supervision model and then applied to individual coaching, needed a prologue phase when applied to team coaching. So, the CID-CLEAR team-coaching model has 8 phases that are not linear and may need re contracting after the review phase (Hawkins, 2014).

Peter Hawkins' Team Coaching Model CID-CLEAR

C	Contracting 1	Initial phase with discussions usually with the team leader or sponsor. The main goal at this phase should be contracting for the inquiry and discovery/diagnosis phase.
I	Inquiry	Use of interviews, questioners and performance data to gather information about how the team is functioning and how the team is performing.
D	Discovery, Diagnosis and Design	Analyses from data collected and drafting a sketch of some possible maps of the coaching journey to be shared with the team.
C	Contracting 2	Meeting with the whole team to contract the objectives, process and program for the whole team. Practicalities, boundaries, ethics and contract with the wider organization must be taken in account.
L	Listening	Coach listening to the team in different levels: facts, patterns of behaviors of the team, emotional climate and assumptions of the team.
E	Exploring	The team can experiment with new ways of operating. The focus of the team in this phase depends on the diagnosis and contracting 2 phases.
A	Action	The team prioritizes its actions, plans and sets SMART goals.
R	Review	Process through which the team tracks its progress. May be reviewing their team improvements or having the team coach participate in the team's meeting or events for example.

Summary based on Hawkins 2014, Chapter 5.

Peter Hawkins presents a very comprehensive perspective on team coaching with clear actions for each step of his model.

Team Coaching International (TCI) Model

Team Coaching International (2014) model is grounded on the basis that teams produce results by paying attention to and working on two interdependent dimensions: productivity and positivity. Each of these dimensions is made of 7 attributes, listed on the table below and as one can see the productivity dimension is related to "getting the job done" and the positivity dimension refers to interaction among team members. TCI's pillar is an assessment that team members fill out and that results in a series of different graphs informing the team and the coach on how that specific team is in terms of productivity and positivity attributes.

Team Coaching International Attributes on Productivity and Positivity of a Team

7 Productivity Strengths	Alignment	7 Positivity Strengths	Trust
	Goals and strategies		Respect
	Accountability		Camaraderie
	Proactive		Communication
	Decision making		Constructive interaction
	Resources		Values diversity
	Team leadership		Optimism

Source: Team Coaching International, 2014

This model recommends that assessments on productivity and positivity be made at early stages of the team coaching process and repeated at the end, so results can be compared. Having data to support team discussions provides the team and the coach an important starting point for the coaching process.

Lencioni's model

Lencioni's (2012) perspective in team coaching is based on his concept that organizations need to be smart and healthy to be successful. According to the author, smart attributes are related to strategy, marketing, finance and technology and usually the focus of organizations. Attributes that make organizations healthy, like minimal politics and confusion, high morale and low turnover are seldom treated with intention and process by firms. To foster the healthy side of organizations, Lencioni (2012) presents a 4-step process to be followed by the organizations' management team:

Four disciplines for organizational health (Lencioni 2012)

1- Build a cohesive leadership team	<p>The leadership team should have from three to ten people and team members should trust one another.</p> <p>Team members engage in productive conflict around important issues and the team leaves meetings with clear agreements around decisions.</p> <p>Team members hold one another accountable to commitments and behaviors and put the collective priorities and needs of the larger organization ahead of their own departments.</p>
2- Create clarity	<p>The leadership team knows, agrees on, and is passionate about the reason that the organization exists. They have clarified and embraced a small, specific set of behavioral values.</p> <p>Leaders are clear and aligned around a strategy that helps them define success and about their goals.</p> <p>Members of the leadership team understand one another's roles and responsibilities and are comfortable asking questions about one</p>

	<p>another's work.</p> <p>The elements of the organization's clarity are concisely summarized and regularly referenced and reviewed by the leadership team.</p>
3- Over communicate clarity	<p>The leadership team has clearly communicated the aspects of clarity to all employees and regularly remind the people about those aspects of clarity.</p> <p>Leadership team members leave meetings with clear and specific agreements about what to communicate to their employees, and cascade those messages quickly after meetings.</p> <p>Employees are able to accurately articulate the organization's reason for existence, values, strategic anchors, and goals.</p>
4- Reinforce clarity	<p>New hires are selected based on the company's values and brought into the organization by thoroughly teaching them about the elements of clarity.</p> <p>Managers throughout the organization have a simple, consistent, and nonbureaucratic system for setting goals and reviewing progress with employees.</p> <p>Employees who don't fit the values are managed out of the organization. Poor performers who do fit the values are given the coaching and assistance they need to succeed.</p> <p>Reward systems are built around the values and goals of the organization.</p>

Source: The Advantage Check List (2014).

Lencioni's model is comprehensive and the management of team effectiveness is considered a means for the organization to be successful. The model goes beyond the frontier of the team itself to address how the decisions and modus operandi of management is incorporated by the whole organization.

Each of the five Team Coaching models presented above bring important contributions to coaches. Part and/or combinations of approaches may be used. The best combination and approach will depend on the characteristics of the team and coaches preferences. The models were used as a framework when we analyzed the content of the interviews we conducted with experienced coaches.

Team coaching competencies

We did not find much information on specific competencies for team coaches. This is understandable, since team coaching is relatively new (Peters and Carr, 2013; Kets de Vries, 2014). On David Clutterbuck's (2014) site we found a blog post that highlights coaching skills specifically for team coaching. The post also features coaching skills that demand a higher level of skill.

David Clutterbuck's team coaching skills and coaching skills that demand a higher level of skill

Team Coaching Skills	Managing varying paces of learning	Coaching Skills Demanded at a Higher Level in the Team Setting	Listening both to the person talking and to everyone else in the room
	Managing sub-groups		Using silence effectively
			Powerful questions
			Supporting the team to have its identity
Confidentiality			
Facilitation			Conflict management

Source: David Clutterbuck (2013)

One can turn to McLean's (2012) self as coach perspective and note that the six items present in the model (Presence, Empathic Stance, Range of Feelings, Boundary Awareness, Somatic Awareness and Courage to Challenge) are required at a higher level.

Finally, if we consider ICF's 11 core coaching competencies, it also is intuitive to conclude that these are demanded at a higher level in the team coaching setting.

ICF Core Competencies

A. Setting the Foundation	1. Meeting Ethical Guidelines and Professional Standards
	2. Establishing the Coaching Agreement
B. Co-creating the Relationship	3. Establishing Trust and Intimacy with the Client
	4. Coaching Presence
C. Communicating Effectively	5. Active Listening
	6. Powerful Questioning
	7. Direct Communication
D. Facilitating Learning and Results	8. Creating Awareness
	9. Designing Actions
	10. Planning and Goal Setting
	11. Managing Progress and Accountability

ICF (2014)

With the theoretical perspective above, we now turn to present the results we found in the Hudson Institute 2014 Learning Conference Survey and in the interviews we conducted with experienced coaches.

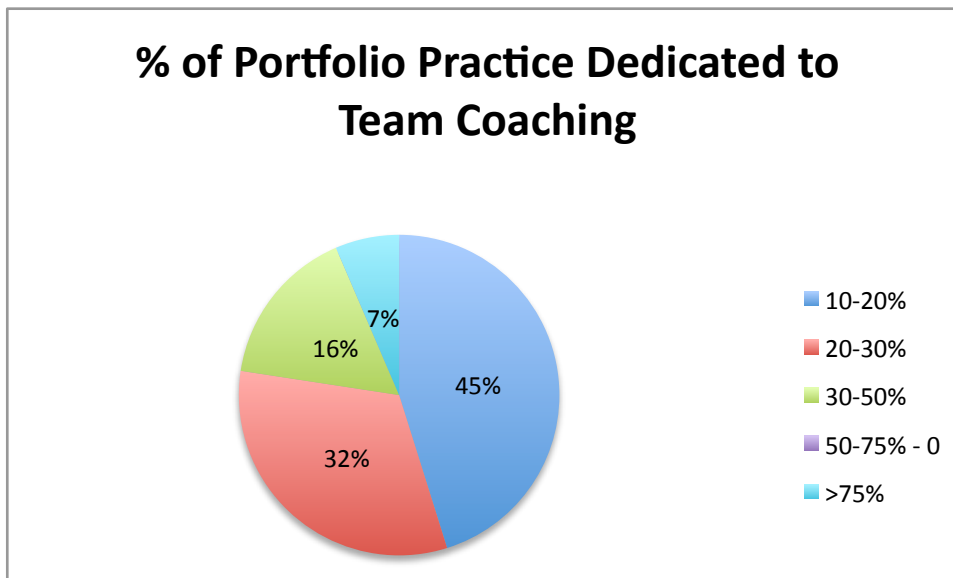
Section 3 Hudson Institute Coach Survey Results

To learn more about the practice of team coaching and best practices, in April 2014, we surveyed the Hudson Institute (HI) community of coaches on team coaching.

In the annual HI community survey, only 32 coaches out of a total 211 respondents (15%) indicated they currently engage in team coaching work as part of their portfolio of practice. Of this group, 75% expect demand for team coaching work to increase in coming years.

Of the HI coaches who shared earnings > \$100K per year, the majority offers team coaching as part of their portfolio of services.

Of these who engage in team coaching, the percentage of their portfolio dedicated to the work varies. Only 6% of those surveyed, or 2 individuals, consider more than 50% of their practice to be team coaching, and both of those were > 75%. Most HI coaches, at 94%, consider less than half of their practice to be team coaching engagements.

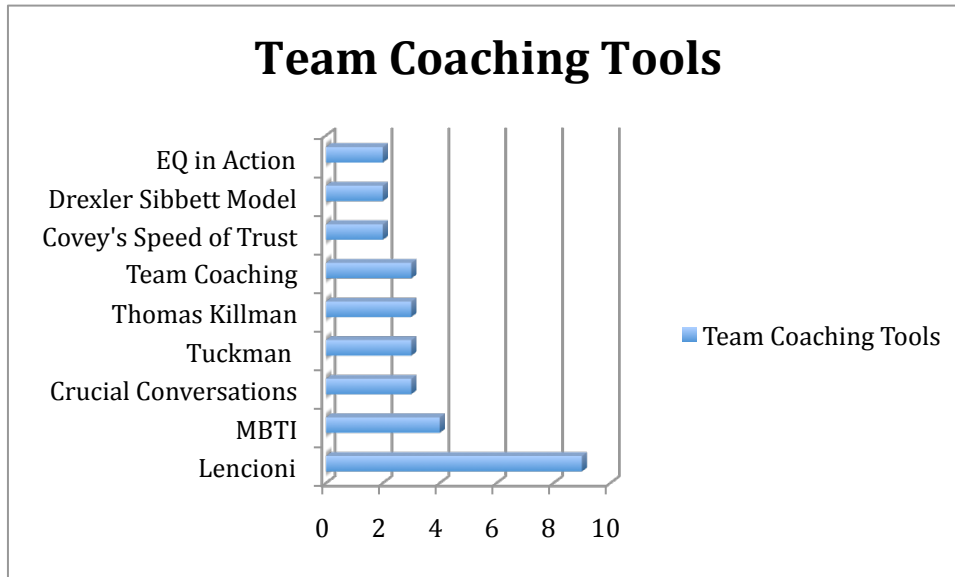


More data on portfolio of practice is included in Section 3, Team Coaching Interview Data.

The other survey question asked coaches to identify the tools and methodologies they rely on in team coaching work. The complete list provided by all 32 coaches is included in Appendix B.

Most coaches pull models and tools from past experiences or tailor from tools used in individual work.

Tools or models mentioned more than once were:



More data on models is included in Section 3, Team Coaching Interview Data, and the complete list of tools or models mentioned from survey respondents is included in Appendix B.

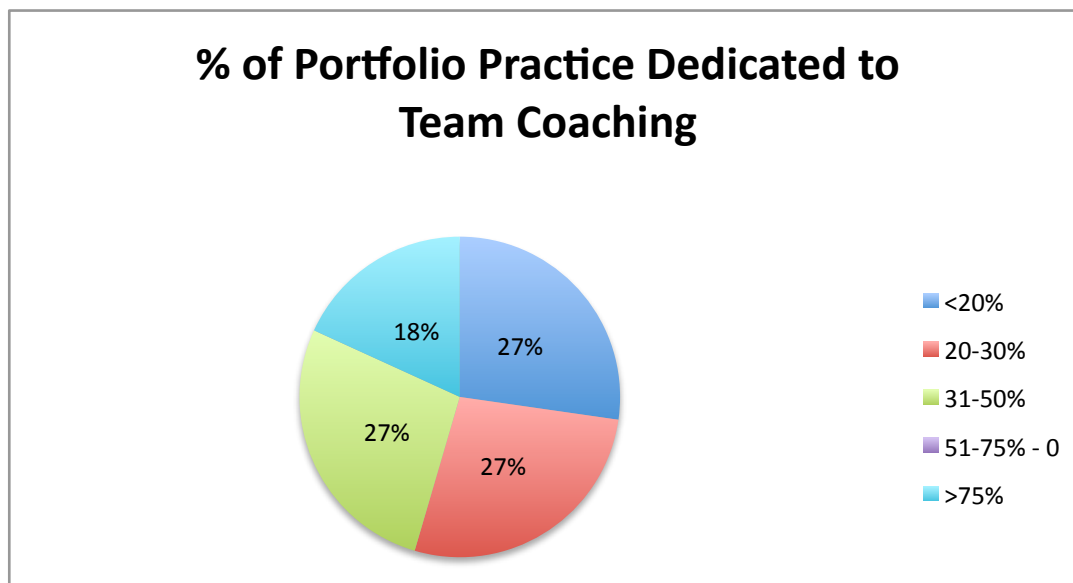
Section 4 Team Coach Interview Results

We asked HI leaders for names of coaches within the community, or within their networks beyond the HI community, who are or have done a significant amount of work in team coaching or who they might recommend if asked for a reference for a team coach.

Who are the team coaches?

We interviewed 11 coaches. All but one are based in the United States, one is in Canada. 33% are men and 66% are women.

The amount of their portfolio practice currently dedicated to team coaching varies from 0-100%. The average percentage reported was 35% and the median 30%.



All individuals answered that they coach teams at more senior levels (e.g. CEO's and Management Teams). One respondent said she coaches "managers and directors as well as senior managers" and another participant said she coaches "high impact teams, regardless of seniority."

We also found that team coaches work with a wide range of organizations - from small organizations to large corporations - spanning industries from technology, retail, energy/gas, construction, insurance, to non-profit. Our respondents work with different size organizations and industries, depending more on their experience, preferences and niche rather than on team coaching itself.

How do they coach?

How would you describe your typical engagement delivery & packaging?

Duration? Fees?

- Coaching packages content, delivery, pricing and duration vary by coach.
- Each package is tailored to meet the overall leader's objectives.
- At times, additional coaches are brought into the program.
- A majority of packages include:
 - o scoping (initial interview w/stakeholders)
 - o contracting
 - o assessments
 - o feedback to leader
 - o initial session with the team, and 3-4 follow-up sessions over 12-18 months ... coaching sessions can be offered in-between group sessions
- Fees – on average for an initial session and 3-4 follow-ups = \$15,000 (includes facilitation, design, delivery and follow-up)
 - o Average daily rate: \$3,500-\$10,000
- Facilitation is a key competency in working with teams.
- Understanding/knowing 3rd party conflict resolution skills are helpful.

Do you work with individuals 1:1 as well as the team as a whole? Just with the team as a whole? Do multiple coaches work with the team?

- There are varied approaches ...
 - o Some coaches coach/work with the leader and also coach the entire team
 - o Spot coaching w/leaders is common throughout the engagement
 - o Some coaches coach/work with the leader and one additional coach for the team
 - o Some coaches coach/work with the leader and contract with additional coaches for each person on the team.
 - o Good resource – Mary Beth O'Neil's book (on preparing team members)
- As part of the contracting, all coaches clarify the boundaries (with all involved), so confidentiality does not become an issue.

Boundaries – how do you manage confidentiality, multi-coaches with team, coaches that coach CEO...sounds complex

- The key is contracting (requesting permission from all to share common themes/trends). It is important to protect the anonymity of the coaching clients. Some discuss this upfront in the initial meeting.
- Coaches do not share the intimate details of the work with their clients. When discussing, important themes/trends can be shared.
- All of the coaches talked about boundaries as a word of caution. It was always top of mind working around the concept of boundaries.

- There were some strong opinions that if a team coach is also the team leader’s coach ... that members may wonder about conversations. One shared, “it takes a remarkable coach to keep these boundaries sacred and safe. There must be a very clear contract, reporting and permission granted by the team.”

What are the expectations set for the engagement?

The expectation setting vary significantly from coach to coach and from engagement to engagement, but the one thing that is clear is the need to be clear.

Expectations take on two forms:

1. The reason for being hired and the expected engagement outcomes
2. The contract for the team coach, the leader, and the members in terms of how they work together during the journey

Some coaches have specific ground rules/ expectations for the team leader and the team members and how they will work together, and share these prior to and at the start of the engagement. Others create them with the team leader and team at the outset.

What models or tools do you rely on in your team coaching work?

Instruments? Certain team traits or attributes (e.g. vulnerability, trust, safety)

We saw a wide range of preferred authors, assessments and some commonalities among the interviewees.

In general terms, most team coaches use some sort of team assessment that can be customized, or a tool that is already in the market. In addition, they mentioned other assessments that are specifically related to individuals (yet can be used with teams):

Team assessments	Tools related to individuals
TCI -Team Coaching International Leadership Culture Survey Team Diagnostic Survey The Leadership Circle	LPI – Leadership Practice Inventory TKI – Thomas–Kilmann Conflict Mode Instrument MBTI - Myers-Briggs Type Indicator FIRO-B –Fundamental Interpersonal Relations Orientation-Behavior DISC EQi-2.0 and EQ in action SDI –Strength Deployment Inventory

Different authors or themes were mentioned by our respondents as models for team coaching or group dynamics. Frequently interviewees mentioned two or more models and authors.

Authors	Subjects – Models
Brene Brown Edgar Schein Jim Collins Patrick Lencioni	<ul style="list-style-type: none"> • A.K.Rice Institute for the study of social systems • Drexler/Sibbet Team Performance Model • Mastering the Rockefeller Habits (The Four Decisions™) • MRG – Management Research Group • ORSC - Organization and Relationship Systems Coaching • Team Coaching International • Team effectiveness models in general • The Tavistock model • Tuckman’s Model • Vital Factors (Management Action Programs)

Why are you typically hired/ engaged? Who typically hires you?

Hiring reasons range from the presenting issue being team/relationship issues ... to being required to “take on a big stretch or new, ambitious goal as an organization.” Both are typically involved, but where on the spectrum the issue presents can vary.

Some participants said that they are usually hired when there is “some sort of trouble” or “a stretch” for the team. Other situations mentioned were team alignment, leadership development, a CEO wanting to get the team behind him, or a change/new strategy in the organization.

Some respondents reported that team coaching is a deployment of their work with senior executives. They start with one-on-one executive coaching with the senior executive and as part of the stakeholders’ interviews it is agreed that it is necessary to work with the team.

Coaches we interviewed said that the CEO or Head HR hires them.

What are typical results/ benefits/ outcomes?

Advice from one team coach: “Ask the leader to be clear on why we are doing this and how we will tell we spent our time well. It needs to be tangible and measureable, not just ‘high performing team.’ What are we doing together collectively that will show we are a high performing team?”

Team Coaching Results in:

Biz Results: (\$, culture)	Team: Improved communications/ relationship	Individual: Promotions, fun/ enjoyment/ personal goal fulfillment and development
<ul style="list-style-type: none"> • Whatever the agreed business results required are, be it getting a product delivered on schedule, next round of funding, moving through a big stretch, as defined by CEO • Increased revenue, productivity, cash flow & profitability – one coach uses key metrics dashboard. • Optimized task and project management • Optimized meeting effectiveness 	<ul style="list-style-type: none"> • Satisfaction in the workplace • Increased accountability, alignment, communication and teamwork • Higher level of trust and better collaboration • Overt communication of divergent viewpoints • Less conflict, improved relationships • Decreased gossip • Acts of forgiveness • Finding the glue in the team • Improved team dynamics • Improved decision making • Greater candor and synergy 	<ul style="list-style-type: none"> • Promotions/ new leadership roles • Fun, enjoyment • Personal growth & development • Reaching personal goals • Fulfillment • Showing up the way I want to in meetings

Why do you coach teams? What are your greatest joys?

- Watch them take off.
- Make themselves something bigger than I ever imagined.
- Energizing to see them in flow. Clarifying their goals means they can achieve them.
- Watching the lights come on. Providing coaching to people who would not have access to coaching.
- Real examples of moments/ movements beyond what we envisioned for the team. “Gems.”

- Move the team from anger/ dysfunction to success – big stretch. “I happened to be here. Exciting stuff.”

How do you see team coaching different and the same as other work with teams, e.g. teambuilding, facilitating strategic meetings/ offsites, OD, etc.

- Facilitating could be helping a team stay on agenda, structuring how they talk about something, where it is strictly process.
- Team coaching adds the element of working with individuals in the room to optimize contribution, alignment, and what’s happening in the room.
- The work with teams encompasses all these things, but the key is about how you prioritize the goals of your work together.
- Coaching requires different contracting.
- Facilitation is outcome focused, team coaching is development or relationship focused.
- Teambuilding is included in any work with teams.
- Coaching implies a relationship over time.
- For me, not that different, I bring my coaching skills/ stance to whatever work I do with clients, whether facilitating a workshop, strategy meeting, or team coaching. The contract is the key - clear on expectations and behaviors as well as outcomes.

How do you see the potential for growth in the market for team coaching over the next 5 years?

- All coaches felt there was great potential for growth in the market for team coaching. Terms used: huge, it’s on fire, great potential.
- A couple of additional comments:
 - If team coaching is done well, it results in tangible and fairly quick ROI.
 - Team coaching is more complex and complicated. Coaches need to be properly trained, knowledgeable and prepared. There is potential to do harm.

What are your biggest fears in doing this work?

- I think I know best and that can get in the way of my work.
- How hard to push them versus when to let go.
- If I misread the energy, what are the consequences of what I do or don’t do.
- Get “hooked in” to their stuff – how to stay close enough but detached from it.
- Loss of trust, real or perceived, which is why boundaries are so critical.

What advice would you give someone newer to team coaching about this work?

- Shadow (be mentored) by a more experienced/excellent team coach, before going on your own. Observe at an offsite (possibly flip-charting to begin). Get feedback. Do it gradually.
- Read the book: *Standing in the Fire: Leading High-Heat Meetings with Clarity, Calm and Courage*, by Larry Dressle.
- Team coaching is more complicated, complex and challenging. Contracting upfront is critical. Assessing fit is just as important as 1:1 coaching.
- Get educated on team/organizational effectiveness, systems-thinking. Understand the theory of effective teams. Understand power and politics within an organization and how they play in team dynamics.
- Do a good job with the diagnostic work upfront. Must get the diagnostic right! Some use the Lencione 5 Dysfunctions of a Team.
- You can navigate rocky territory with teams. You must stay sharp and read the group. The chemistry in the room is key. What you can't see, can be impacting things much more than what you can see. Debrief with the teams at the end of each session. What worked well, what didn't, what can be done better next time?
- Team coaching can be exhausting, yet extremely rewarding.

Section 5

Our Analysis and Conclusions

What is our Analysis? What have we learned? As executive coaches who also work in OD, leadership development, and with teams, we were curious about the growing field of Team Coaching. We set out to answer some questions we had, and to gather best practices from those who have been here in the Wild West of Team Coaching.

As with any qualitative research project, this one was limited in scope to a small sample, and yet strong themes emerged from the experienced coaches we interviewed:

- Team Coaching is a relatively new niche in the field of coaching, though it has its roots in team building, organization development, and other work with teams. To date, there has been minimal research and few methodologies published for team coaching.
- Most team coaching work is focused on improving team effectiveness and performance, as defined by the leader and the team, and facilitated by the coach.
- Team Coaching requires a similar, but different skill set than one-to-one coaching. This mainly applies to the complexity of working with team dynamics and the multi-systems in which the individuals/ team operate.
- Team Coaching methods and approaches vary by coach, which have been learned and have evolved through their individual experiences and trial and error.
- Team Coaches are typically hired by the Business or HR leaders.
- A consistent theme with all team coaches ties to the importance of working agreements (contracting) and boundary awareness (boundary setting). This work is even more critical with teams than with individuals.
- The partnership between the coach and the leader is an important component for the success of the team engagement. Individual coaching of the leader is also an important component of the team engagement.

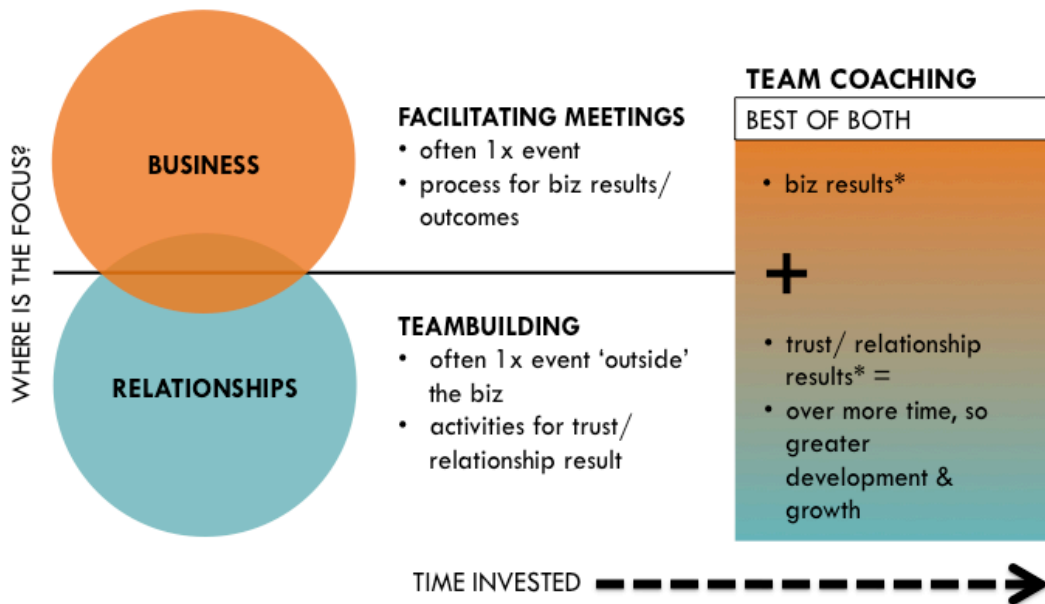
- ROI: the value and benefits of team coaching are stated in terms of improvements in Business, Team and Individual growth and development.

How does Team Coaching differ from other work with teams?

Team Coaching is an emerging field, unique from other work with teams, like teambuilding and facilitation.

As we sought to understand and explain the difference between them ourselves, we created the following diagram to help us frame our own thinking:

HOW TEAM COACHING DIFFERS FROM OTHER WORK WITH TEAMS



***The contract is key** for expectations and outcomes

Part of what makes the Team Coaching work so powerful is that it works both the relationship and the business issues within the context of the “real work” of the business.

From our own experience and the results of our interviews and study, we agree with the idea that most Team Coaching will include teambuilding exercises, facilitation, and training. Sandy Smith’s Team Brief states:

Early in the team coaching engagement, the team coach provides training and facilitation and is more interactive with the team. Over time, the team grows their skills and the amount of support required by the team coach decreases. While it is common for the team coach to be a continuing resource for facilitation as that need arises, the team is fundamentally self-managing and facilitates it's own growth.

How Team Coaches Coach

Looking at the presented models and the approaches to team coaching that our respondents use in their practices, we found that team coaching is frequently one niche in a portfolio practice. There are also coaches whose main focus of their practice is team coaching.

We learned from our interviews and from our literature review that an individual's background and experience drive their team coaching practice. Almost every coach we interviewed has customized their own approach to client work, and many vary their approach with each client, seeking to meet the client's unique needs and issues. We believe that one size does not fit all, and share the view that custom work is key even more so for team clients than individuals.

One way to represent executive coaching engagements and team coaching is to think of such practices in terms of a continuum, with some coaches using mixed approaches with individual coaching sessions and/or team interventions.

Continuum of practices regarding Executive Coaching and Team Coaching



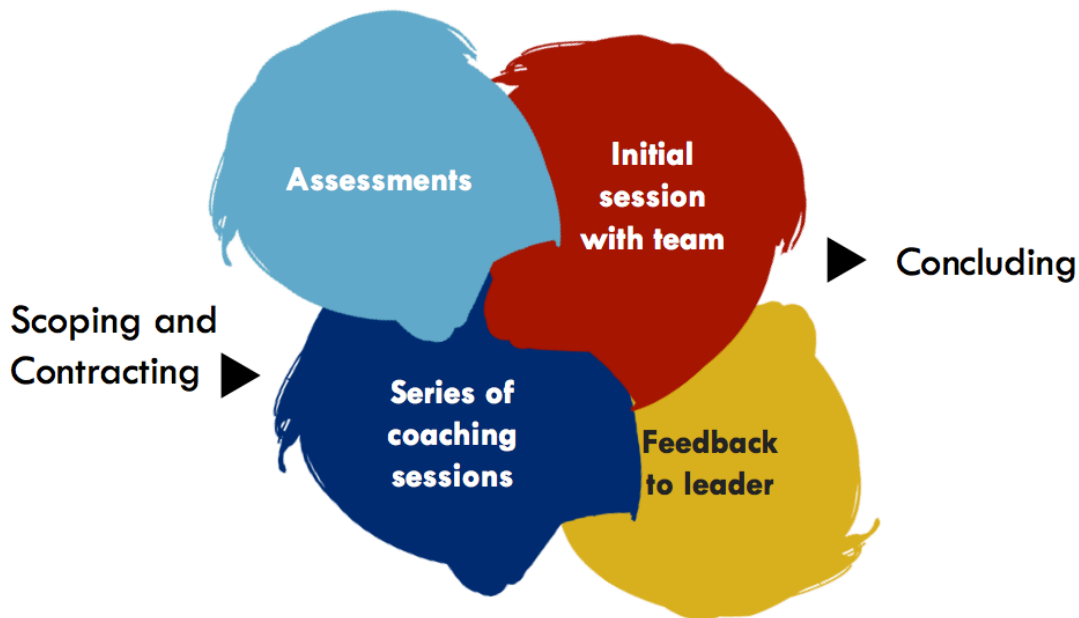
*Same or different coaches, ranging from 1x to regular sessions

Our interviewees plot across the “mixed approaches” section of this continuum, with the exception of two coaches, who work only with the team as a whole.

Most use some teambuilding exercises early in the engagement to build trust and create safety. Many cite calling on skills and employing training, facilitation, conflict management and other tools in their work with teams.

We noticed in our work that most coaches do utilize an instrument, be it an individual assessment or a team assessment. The main reason cited was to identify and discuss team strengths, development areas and opportunities.

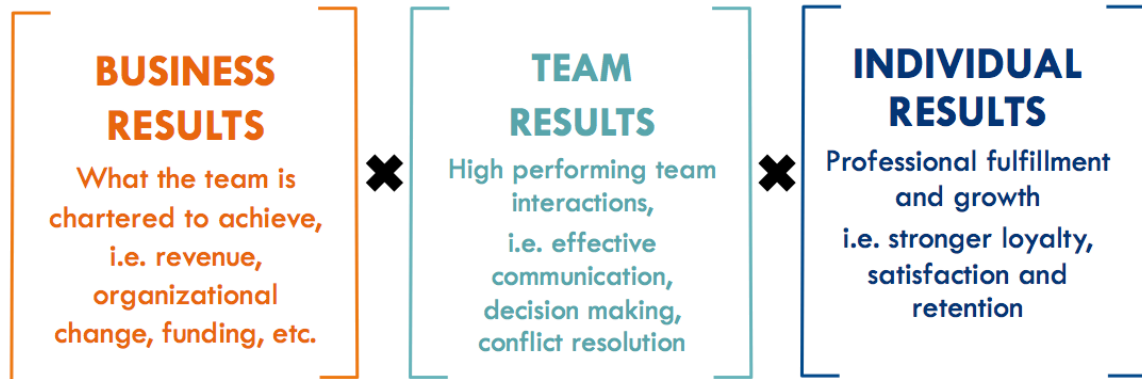
COMMON INGREDIENTS TO TEAM COACHING



Different authors or themes were mentioned by our respondents as models for team coaching or group dynamics. By far, the most frequently cited author or model was Lencioni. We personally like Lencioni for going beyond interactions into strategy and business matters, which are appealing to both coaches and our clients.

The potential payback for team coaching is big, for the organization, the team, and the individuals in it, as well as the coach.

TEAM COACHING: RESULTS³



But the risks are high. Most experienced team coaches suggest you not work alone, commenting on risks of getting “hooked in” to the client’s system and one added “this is an area where you can do harm.”

What does it take to be a team coach?

In Section 2, we shared Clutterbuck’s view on Team Coaching Competencies. And, as we discussed it, we realize we were forming our own point of view on what it takes to be a team coach.

The advice from experienced team coaches, the concerns they shared about the skills and traits needed to be successful, and the hesitancy they expressed regarding coaches who “just try to get into the field because it is lucrative” led us to look into and consider competencies.

One interviewee who is building an internal coaching program and hires coaches insists on an ORSC certification, as it is foundational in their model. Another interviewee, who is an internal team coach leader, hires external team coaches for her organization and offered the following list of things she looks for, adding that in “the last decade of her career in this type of work, (she) hasn’t come across an ‘abundance of people with this skill set – it’s sophisticated, especially to work with execs.’ Elements of the skill set include:

- Leadership development,
- OD,
- Culture,
- Conflict resolution,
- Coaching,
- Tremendous self management – when things get tense this is a key need,
- Leaders themselves, and

- Business acumen.”

When she is selecting coaches for her organization, she’s “looking for:

- People who have been leaders themselves. Must have significant leadership experience. Have walked in their shoes – run organizations, teams, struggled with the demands and the heartaches.
- Integrity, and
- People I like and trust.”

She adds, “These are not life coaches. While there is a need for life coaches, they are not who we need for our leaders. We need people to perform at their peak to make our organization reach its peak.”

The foundation for any coaching work has been laid as the ICF Coaching Competencies. We believe anyone in the coaching field should become skilled in these areas. But when it comes to work with teams, this is only the foundation.

As HI coaches, we are also strong believers in the need for the Self-as-Coach practices, as identified in the book, The Completely Revised Handbook of Coaching by Pam McLean. And, we believe these are even more important for teams as for individual work. Presence, empathic stance, range of feelings, boundary awareness, somatic awareness and courage to challenge ... are all amplified in work with teams. The challenge is not only multiplied times the number of people on the team, but to the nth power, because you are dealing with each person in the room’s relationship to one another and everyone else in infinite combinations and triangles at play in the room and outside of it.



We believe Clutterbuck's model, with its emphasis on the group and additional skills required begins to show the additional needs for a successful team coach, and we also believe there is even more to this work:

- Mary Beth O'Neill's phrase and concept of "Backbone and Heart" resonate for us in terms of your intentions and your actions in your work with teams.
- We heard over and over the need for a skill and ability to detect what is in the room, sometimes under the surface, and name it for the team to address - the need to sense and make visible the invisible already at play.
- A healthy sense of self and self confidence without ego... an ability to suspend your ego as coach and an ability to step back, or step up, in the interest of the collective group.
- Knowing when and how hard to push and when to let go.
- Being able to flex and adjust your style to connect with and relate to all the styles and personalities in the room.
- Able to bring emotion and humanity into the room when it is absent, the ability to remain neutral to see all sides in a disagreement, and the ability to stand up to power or anger without embodying it.
- Being passionately engaged without being attached to the outcome - the team owns the outcome, not the coach. It is the team who needs to live into and live out the vision. The coach helps them see and move into it.

And finally, we'd add the advice of our experienced team coaches and say that it takes an appetite, a passion and an energy for this work. You have to love it, because if you don't, it will drain you. Team Coaching is not for everyone.

Just as the new frontier of the Wild West was not for all who travelled in hopes of finding their fortunes, those with the passion, the fortitude and the courage to venture into the unknown and tame the wild found their place and forged a path for others to follow. These researchers whose models have been cited and these experienced coaches who have shared their approaches are laying a road and drawing a map for the future of team coaching, offering models, tools and techniques to help those ready for the adventure. And they warn you of bumpy roads ahead and advise against travelling alone. And, for those determined, skilled, and ready for the journey, they tell of beauty beyond what most imagine... organizations and teams where people can be fully themselves, fully engaged, and fully achieving the results they once only dreamed were possible. And the coach was there to help nudge it along.

Appendix A

The Competencies of an Effective Team Coach

Blog by David Clutterbuck

Team coaching requires a portfolio of skills beyond those in one-to-one coaching. Most of these relate to the difference in context between individual conversations and group dynamics. For example:

- **Managing varying paces of learning.** In team coaching, it is common for some members of the team to come to conclusions about the way forward, while others are still at the early stages of thinking it through. The team coach has to have processes that prevent this difference in pace from becoming a cause of conflict, and use it constructively to help the team come to better decisions overall.
- **Managing sub-groups.** Many teams divide into sub-groups. These subgroups can sometimes vary according to the topics under discussion, or the nature of perceived threats; and they are not always obvious. Being aware of these sub-groups and preventing them from hijacking the coaching conversation requires a strong understanding of group dynamics and how allegiances change. In order for the coach to make the team aware of these behaviours (so they can consciously seek to change them) the coach has to be hypersensitive to them first!
- **Confidentiality.** What gets said one-to-one often isn't appropriate to say in front of the whole group. Yet the coach will typically be privy to a number of individual confidences from members of the team. Managing this takes delicate judgement and skill.
- **Facilitation.** While the role of team coach is not the same as that of a facilitator (one of the key differences being between solving a problem and building capability), he or she does need a good grasp of facilitation skills and a toolkit of team facilitation techniques and methods.

Many of the standard approaches and qualities of one-to-one coaching are also essential in team coaching, but they tend to demand a higher level of skill. For example:

- **Listening is a core competence for all coaches.** However, the team coach needs to listen both to the person talking and to everyone else in the room. Being aware of their silent conversations, through observing body language and intuiting the mood of the listeners, isn't easy – especially if the speaker is particularly passionate or persuasive
- **Using silence effectively is a sign of a confident and mature coach.** But creating silence in a group situation, especially when the team is composed mainly of activists, is much more challenging.

- Powerful questions are often at the core of coaching. In one-to-one coaching, the emphasis is usually on the coach finding the right question at the right time to stimulate learning in the client. In team coaching, the emphasis is more firmly on helping the team find its own powerful questions - the story. Coaches help individual clients to articulate, reflect upon and learn from their own story. The same principle applies to team coaching – but everyone has a slightly different (and sometimes radically different) perception of the story. The team coach has to help them accept and integrate each other’s version of the team story into a narrative that helps make coherent and compatible future choices.
- Identity. Coaches help individuals articulate and understand their own identity. Achieving this awareness as a team tends to be more complex.
- Conflict management. The one-to-one coach frequently helps clients to work out strategies for dealing with conflict in the workplace (or elsewhere). Those strategies are “opaque”, in the sense that they are known only to the coach and the client. In team coaching, conflict management strategies usually have to be transparent, because all the players are in the room and part of the conversation. Handling the emotional energy in such situations is a skilled task!

These differences make it essential that coaches, whose experience has been mostly in one-to-one environments, preface any move into team coaching by undertaking additional training to equip them for the extra demands of this more complex role. In doing so, they often find that those extra skills add to the impact of their one-to-one coaching.

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<http://www.davidclutterbuckpartnership.com/the-competencies-of-an-effective-team-coach/>

Appendix B

Complete Listing of Tools & Models Written in by Survey Respondents

Accountability models and concepts
Appreciative Inquiry (AI)
Behavior Styles
Belbin
Covey's Speed of Trust
Crucial Conversations
Dalton
DISC
Drexler Sibbett
EQ in Action
Four Decisions
Gazelles
Gottman
GROW model
Hogan
Katzenbach
Thomas Killman's Conflict
Lencioni – Five Dysfunctions of a Team
Lowe's Facilitation Skills
Mary Beth O'Neill's Executive Coaching with Backbone and Heart
MBTI
Positive Psychology – Losada
Social Styles
Strategic Alignment Processes
Strength Deployment Inventory (SDI)
Team Coaching International (TCI)
Teams that Work
TESI
The Leadership Circle
Tuckman

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