A year in the life of a team coach

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Cognitive Dissonance
Ingredients

What am I learning about Team coaching?

Underpinning theories

Research process and philosophy

Share Experiences
My identity as a scholarly practitioner

- Theory and Practice
- Action and reflection
- Collaborative participation

New Knowledge

- Clients system
- Interested 3rd parties
- Myself
My coaching year

- Two Operational Teams
- Two Inquiry groups of team coaches

Observation field notes
Reflective logs
Written correspondence
Audio Recordings
Autoethnography

Auto (Self) Ethno (Culture) Graphy (Writing)

Making sense of field-work through story. This is an approach to thematising the fieldwork data by telling the story of a culture through the story of you – the researcher – the person.

Adams, Holman Jones, Ellis (2015)

I ask myself – what is going on here?
(Ellis, p. 66)
CHALLENGE

ACCEPTED
The dynamic team as open system indicating elements of team effectiveness

Supportive Organisational climate: team based rewards, education

Real Team: clear boundaries, common purpose, stable membership

Team Design: whole, meaningful tasks, autonomy, Visible results, small size

Team work behaviours: Psychological support, conflict management, planning, task cooperation, solve problems, performance assessment, backing up, innovation.

Positive mediating states: cognitive, affective and motivational

Effective coaching: motivation, performance strategies, learning and change.

Team Performance outcomes.
1. Output meets clients needs.
2. Social processes enhance capability to work together.
3. Positive on team members well being and learning

External customers & stakeholders

Compelling Direction Clear, challenging, meaningful

External environment

Other Teams

Time
Team learning triggers, processes and outcomes

Learning enablers:
- Psychological safety
- Team task cohesion
- Group efficacy
- Shared mental models

Stages of team development:
- Inquiry
- Acquisition
- Sharing
- Processing
- Storage
- Retrieval
- Exploit Learning
- Impact

Team learning precursors
Team learning processes
Learning Outcomes
What is the coach doing when they are not speaking?
Sharing mental models
Excerpt from my reflective log

Contemplative about sitting around the task, a significant number of peas never made it to the saucepan fresh, once I could never force them. Cooked with simply peas have never tasted delicious. I could never understand why so many mint and a few of butter they are simply peas have it seems. We now reach into the frozen variety. We have some the frozen variety for the flavour and freshness for the recipe. It seems we work on.
Coaching Focus/ deliberation

Key Themes
Did the team have a shared understanding of what good looks like? Is it my role to provide one?
Clarity of purpose and motivation for the direction of the team
What was my Coach contract and who was it with?
Power dynamics between participants and myself. Seen as expert?
Contextual issues – is the team in a supportive environment
Psychological safety – can I speak out?
Creating space for collaborative dialogue very powerful.
Team learning processes essential at every stage. How aware are the team of making learning work for them?
Give your team LIFE

Learning environment  Interpersonal relationships

Team Coach

Environmental context  Functional and Focused
Give your team LIFE

Create conditions
Inquiry
Collaborative dialogue
Exploit the learning

Trust
Psychological safety
Relational dynamics
Contract

Learning environment
Interpersonal relationships

Environmental context
Functional and Focused

Team Coach

Wider system context
Time context
Stage of development

Clear Direction
Design
Team work behaviors
Performance
What did you appreciate about the behaviours of any of the team members or the coach in the session?

*I always appreciate the honesty shared within these sessions, it helps us all to work on the same level and although we may have different views we respect those views and work hard to support each other.*

I feel that the coach brings us back to focus which supports our discussions in ensuring we do not go off in different directions.

*Everyone contributed, ideas began to bounce from each other.*

*Everyone encouraged people to explore what they were thinking and discussed things openly. Everyone contributed.*

*The team listened to and considered what each member had to say. We weren’t ‘steered’ back to our objective*
YOUR QUESTIONS and INSIGHTS