

Team Coaching Certificate

Entry requirements

Candidates must have a minimum of 100 hours experience of post-accreditation one-to-one coaching. Coaching accreditation must be at Post Graduate Certificate level or equivalent.

Course Content

This programme is aimed at people with a solid foundation of experience and expertise in one to one coaching (minimum 100 hours), who want to add team coaching to their portfolio. It aims to ensure that they are competent and confident in extending coaching approaches to helping teams become more effective and eventually develop the capability to coach themselves.

Lecturer of the course:

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- Rossella Pin - Assistant Coach
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Module 1: Team coaching foundation

Day 1: Fundamentals

- Introduction to the concept: a historical and theoretical perspective
- The purpose of team coaching
- How teams evolve
- Models of team learning
- What helps and hinders team efficacy? The leader follower relationship.
- What do we mean by high performing team?
- Differences between individual coaching and team coaching. Identifying team strengths and weaknesses.
- Key steps in the team coaching process – contracting, scoping, developing the team's capacity to coach itself

Day 2: Techniques and approaches

- Team coaching session dialogue: contracting, goal setting, defining the issue, context, redefinition, seeking individual and collective mindshift, alternative ways forward, decisions, recontracting
- Competencies of a team coach
- Behaviours of teams and team members. How to recognize and analyze team dysfunction
- Principles of group dynamics
- Team identity
- Establishing and working with team purpose.
- Surfacing and managing conflicting agendas. Techniques for managing team conflict
- Communication and networking
- Techniques to clarify and build alignment with team goals.
- Managing team motivation, temporal issues, creativity

Day 3: Developing a team coaching practice

- Raising the quality of team decision-making
- Improving team processes
- Aligning individual and collective development within a Team Development Plan
- Ethical issues in team coaching
- Developing your team coaching brand and offering.
- Managing disengagement of the coaching relationship.

Module 2: Tools and techniques in greater depth

The aim of Module 2 is to build on the three-day Foundation Course by going into greater depth on key topics and acquiring additional tools and approaches. This module also offers a higher level of critical analysis of theory and practice.

Day 1: Performance, dysfunction and conflict

Performance v dysfunction

In this session, we will review several models of team performance – in particular, Hawkins' five disciplines, Clutterbuck's five pillars and Lencioni's dysfunctions of a team. We will use critical analysis to compare and contrast and to review the practical applications of these models. Participants will review their own experiences of teams in the context of these models. We will also share current research into the behavioural traits of high performing teams and look at the implications of this knowledge for effective team coaching.

Specific issues we will examine include:

- What is team performance?
- How does it differ from individual performance?
- How can the team coach assist a team in defining and measuring its own performance?
- Psychological factors that make self-assessment of team performance difficult

Teams as systems and parts of systems

Overview of systems theory and its application to teams. Participants will learn how to help the team create and work with systems mapping. We will also explore Laske's concept of "collaborative intelligence".

The CNIIC model as a template for enquiry

CNIIC stands for:

- Context – the influence of the environment the team operates in
- Narrative – the story the team tells itself and others about itself
- Identity – the assumptions the team makes about how it should work and how
- Individual performance – how each person chooses to work within the team
- Collective performance – how the team combines the strengths and energies of the team members to produce an optimum result

We will review how the team coach can use this template to structure the coaching intervention. Participants will design their own approaches to helping teams address each of these issues.

Conflict

Review of Bion and other authors on the nature of conflict and conflict resolution. Participants will design their own approaches to a) identifying conflict and b) helping the team address negative conflict, both within the team and with other teams. They will also explore methods of helping the team enhance positive conflict.

Supervision session

Three or more participants will present a case study from their experience. For each case the group will consider alternative approaches that might have been used, and the advantages and disadvantages of these.

Day 2:

Contracting with the team

The four contract model – contracting with the team leader, the team members individually, the team collectively, and with yourself. Reflection and co-design of guidelines for each of the four contracts. How can we ensure these contracts are compatible?

Decision-making

We will critically review models of decision making and how these may apply to the team context. Reading includes Cass R Sunstein & Reid Hastie, Making dumb groups smarter *Harvard Business Review*, Dec 2014 pp90-98

Dimensions of trust

We will critically review several models of trust and how these can inform the team coach's approach. Participants will work in groups to design trust-based interventions, based on presented scenarios.

Power issues in teams

Power distribution and its impact on team performance. Practical ways to assess and work with power dynamics.

Powerful questions

We will explore the concept of powerful questions, firstly as a general aspect of coaching, then specifically in the context of team coaching. Participants will practice creating powerful questions to assist in a variety of common team coaching situations.

A collection of tools and techniques

Discussion and some practices of techniques to:

- Encourage honesty in the team coaching sessions, especially with regard to “the elephant in the room”
- Explore task and relational dynamics
- Explore individual v team identity
- Work with sub-groups

The leader v the team

Practical issues arising from the relationship between the leader and the team. The theory of leader-member exchange. Discussion of scenarios relating to leader-member exchange.

Managing disengagement

Participants will share experiences of managing the ending of team coaching assignments and develop personal guidelines for good practice.

Supervision session

Three or more participants will present a case study from their experience. For each case

the group will consider alternative approaches that might have been used, and the advantages and disadvantages of these.

Day 3: Psychological and behavioural perspectives

Psychological bases of team coaching

What are the practical applications to team coaching of Cognitive Behavioural Coaching, Gestalt, Transactional Analysis and other psychological approaches?

Neuroscience of teams and groups

Review of literature and practical implications for team coaches.

Emotional intelligence and team coaching

In what ways does collective EI manifest itself. How can a team coach work with the dynamics of collective EI?

Strengths-based team coaching

Summary of McKie (2016) and discussion of the practicalities of using a strengths-based approach.

Team maturity

Review of Laske and other models of team maturity, in the context of models of individual maturity (Kegan, Torbert et al). How would you as a team coach assess the maturity of team members individually and collectively?

Using constellations and psychodrama

Basic theory and practice of constellations and psychotherapy (Whittington, Thornton and others). In what circumstances are these approaches most likely to work?

Supervision session

Three or more participants will present a case study from their experience. For each case the group will consider alternative approaches that might have been used, and the advantages and disadvantages of these.

How to prepare for and use supervision as a team coach

Practical session reviewing good practice. Exploration of various models, including an extension of Hawkins' 7 eyes model

Module 3: Consolidating knowledge and skills

Day 1:

Coaching virtual teams

What are the practical differences between traditional teams and virtual teams? What are the challenges of virtual teams for the team coach? Review of literature and critical analysis. Development of guidelines for virtual team coaching.

Building a coaching culture in the team

The problem of the leader as coach. Participants will develop their own models of a team-based coaching culture and explore how to help a team along this journey. Issues to consider will include how to gain collective commitment to a coaching culture, how to manage external influences and how to measure progress.

Using psychometrics and other measurement tools

Coaches will bring to the workshop examples of tools they have used or think would be useful. We will explore the value and validity of these tools and where they might be most effective.

We will also develop together a tool to assess the team's readiness for coaching.

Helping the team create and implement a Team Development Plan (TDP)

The TDP, introduced in Module one, often requires considerable facilitation by the team coach in its first iteration. Participants will develop draft TDPs for teams they bring to the workshop for discussion.

Supervision session

Three or more participants will present a case study from their experience. For each case the group will consider alternative approaches that might have been used, and the advantages and disadvantages of these.

Day 2: Show and tell

Check-in for the day

Individual presentations

As pre-work, participants will have selected a topic relating to team coaching, which they wish to investigate. Most of this day will be devoted to their presentations on these topics and discussion around the learning for the whole group. Presentations will be structured to cover the practical and theoretical bases for the issue chosen; models and approaches suggested by their reading and other data gathering; potential applications of lessons learned.

Observing the team in action

Introduction to the principles of observation and group feedback. Participants will design an observation and feedback template, based on two observers attending a team meeting.

Supervision session

Three or more participants will present a case study from their experience. For each case the group will consider alternative approaches that might have been used, and the advantages and disadvantages of these.

Day 3: Ethical and personal dimensions

Check-in for the day

Ethics and team coaching

Exploration of the psychology and relational dynamics of ethicality and ethical decision-making. Elaboration of practical tools to assist teams in developing ethical awareness and “ethical resilience”. Discussion of case studies.

What teams can you work best with?

Exercise to establish individual criteria and game plan.

Your elevator pitch as a team coach

Exercise in pairs to develop personal statements that encapsulate each person’s identity and message as a team coach.

Your continued development as a team coach

Participants will co-coach each other on how they wish to develop their team coaching practice and knowledge over the next 12 to 24 months.

Celebration of learning

Presentations on “How I have changed as a team coach” and “What I would like to congratulate one or more colleagues on.”