



Team Coaching

- What is team coaching?
- What are the benefits of team coaching?
- How should team coaching be done?
- Who are the team coaches and what are their roles?

TEAM COACHING

DEVELOPMENT TOOLS FOR ENHANCED PRODUCTIVITY

- ➔ What is team coaching?
- ➔ What are the benefits of team coaching?
- ➔ How should team coaching be done?
- ➔ Who are the team coaches and what are their roles?

Delani Mthembu

2007

KNO**RES**
PUBLISHING

Copyright © 2007 by Knowres Publishing

ISBN: 978 1 86922 384 7 E-book

All reasonable steps have been taken to ensure that the contents of this book do not, directly or indirectly, infringe any existing copyright of any third person and, further, that all quotations or extracts taken from any other publication or work have been appropriately acknowledged and referenced. The publisher, editors and printers take no responsibility for any copyright infringement committed by an author of this work.

Copyright subsists in this work. No part of this work may be reproduced in any form or by any means without the written consent of the publisher.

While the publisher, editors and printers have taken all reasonable steps to ensure the accuracy of the contents of this work, they take no responsibility for any loss or damage suffered by any person as a result of that person relying on the information contained in this work.

Published by Knowres Publishing (Pty) Ltd

P O Box 3954

Randburg

2125

Republic of South Africa

Tel: (+27 11) 706 6009

Fax: (+27 11) 706 1127

E-mail: orders@knowres.co.za

Website: www.kr.co.za

Printed and bound by: Replika Press Pvt, Ltd, Haryana, India

Design by: Cia Joubert, cia@knowres.co.za

Typesetting and layout by: Cia Joubert, cia@knowres.co.za

Cover design by: Carike Meiring, webmaster@scribbleandspot.co.za

Editing and proofreading by: Elsa Crous, getitedited@mweb.co.za

ABOUT THE AUTHOR

MLAMULI DELANI KUTHULA MTHEMBU has served as board member in a number of non-governmental public entities and private organisations, acting as chairperson of different boards and statutory committees. This provided him with experience of more than 15 years in overseeing change and transformation, and of providing support at executive and board level.

Delani is currently involved in the following organisations: He is a member of the Institute of Management Consultants of Southern Africa and the Black Management Forum, and is a consultant specialising in strategy facilitation, executive coaching, team coaching, change and transformation, HRD and OD. He is a facilitator on the use of open space technology that promotes dialogue, team ownership and accountability, he facilitates leadership programmes with Franklin Covey (Southern and East Africa), and is a registered assessor with the ETDP- SETA. He holds a BA degree from UNISA and an Honours in Human Resource Development from RAU. In addition, he has completed postgraduate diplomas in Management Development, Strategic Management, Project Management and Financial Management and is furthering his studies in an MSc programme.

Delani has written and contributed to a number of publications on poetry, folklore, essays, short stories and African management, including *Sawubona Africa* by Prof Ronnie Lessem and Barbara Nussbaum. He is a shareholder, partner and director of the following: People Capacity Solutions (Pty) Ltd (a consulting and training company) and Change Partners (Pty) Ltd (which specialises in internal, external and team coaching). Delani is also an associate partner and senior facilitator for Franklin Covey – Southern and East Africa (Pty) Ltd. In 2002, Delani received a Newsmakers' Achievement Award from The Sunday Times.

ACKNOWLEDGEMENTS

I am very thankful to the many people who believed in me and encouraged me to tackle this task – especially to Marius Meyer and Knowres Publishers for the opportunity afforded to me. A special word of thanks goes to all my colleagues at Change Partners, whose faith in me provided a springboard which allowed me to give my best in the many team-coaching sessions we offered our clients. Without the informal meetings and the intellectual wisdom of Dr David Hendry, Les Weiss, Rean du Plessis and Wachter Svenja, I would have struggled to be as specific and practical as I have been in handling this topic. My special relationship with Franklin Covey, who is an Associate Partner and Senior Facilitator, also provided me with a unique opportunity to deepen my knowledge and insight on the subject of leadership. Thanks to all the thought leaders who were pioneers on this subject, thereby providing the reference material used in this booklet.

With deep gratitude I acknowledge my mother Duduzile and my late father Thokoza, whose early teachings shaped my character. I also thank my wife Mthokozisi and the kids, whose nurturing love and care provided me with boundless energy and great insight. Lastly, I cherish the blessing of God whose grace gave me the wisdom and courage to make time in my busy schedule to prepare this, my humble contribution.

TABLE OF CONTENTS

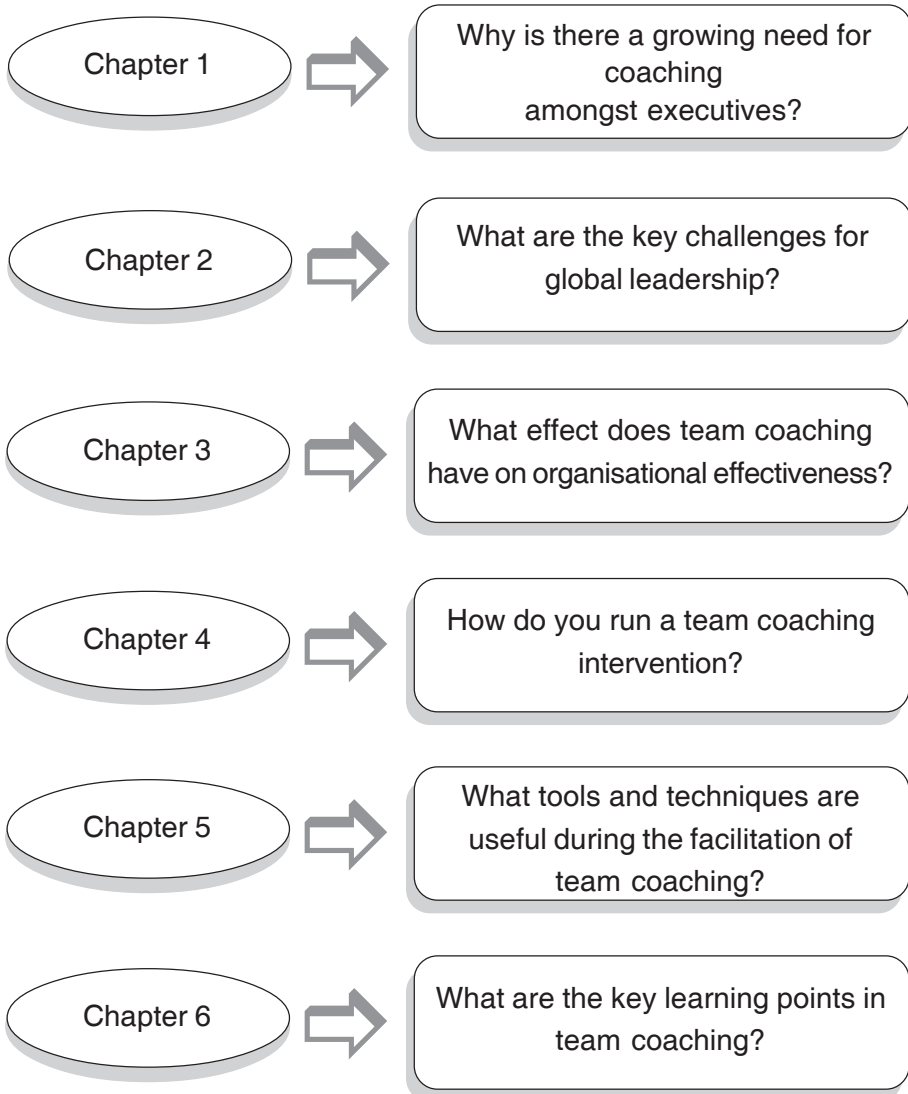
OUTLINE OF BOOK	iii
INTRODUCTION	v
 Chapter 1: OVERVIEW	 1
Coaching in a global context	2
Why is there a growing need for coaching amongst executives?	3
Exercise and self-assessment	7
 Chapter 2: COACHING AND LEADERSHIP DEVELOPMENT	 9
Leadership challenges	10
Conclusion	13
The domains of executive coaching and mentoring	14
Survey on leadership challenges	14
Exercise and self-assessment	16
 Chapter 3: TEAM COACHING AND ORGANISATIONAL EFFECTIVENESS	 19
Case study on team coaching	22
Checklist: Change readiness for organisations	26
The leadership role	29
Conclusion	32
Exercise and self-assessment	33
 Chapter 4: TEAM COACHING ROADMAP	 37
Customising team coaching	38
Conditions for success and effectiveness	38
Benefits of team coaching for participants	42
Principles and values	42
What does it take to be a team coach facilitator?	44
Team coaching trust checklist	45
Coaching models	47
Team coaching framework	49
Summary of focus interview	67
Conclusion	69

TABLE OF CONTENTS

Chapter 5: TEAM COACHING SKILLS	71
Conversation skills	71
Non-directive mentoring skills	76
Self-assessment exercise	85
Action plans on skills areas	86
Conclusion	87
Chapter 6: KEY LEARNINGS AND CONCLUSION	89
Conclusion	91
REFERENCES	93

OUTLINE OF THE BOOK

The book consists of six chapters, each of which addresses a particular question:



INTRODUCTION

The competitive world of the 21st century makes new demands and challenges on people almost every day. There is a need for different personal, interpersonal and technical skills to cope with the demands of the global village, continuous change, uncertainties and complexities.

People not only need skills and knowledge, but also a secure and enabling environment where they can feel free to practise and test newly acquired skills without fear of failure or ridicule. This booklet provides practical, tested tools and processes that can support practitioners who provide coaching at group level. The chapters cover a wide range of issues including leadership, organisational and team effectiveness, team coaching processes and different skills to consider for application. Leaders and coaches in particular can empower individuals to become high achievers who can produce outstanding and effective results and services, both individually and as part of a team.

Personal and organisational team coaching programmes are offered to provide development, as well as supportive tools and skills which can, in combination with internal training programmes and effective leadership support, enhance the quality of service delivery and improve the level of team productivity.

South Africa's leaders, organisations and companies are all challenged to adapt to a new set of rules in the global context. After being isolated from the rest of the world for decades, we now face competitiveness on a global scale. Those organisations that still stick to their old ways of leading – which are based on power and position – will invariably fall by the wayside.

Proactive leaders are benchmarking themselves internationally to adopt world-class trends and practices. There is a revolution in the management field, specifically in philosophies and techniques, which affects the way we operate. Top-performing and effective organisations realise that, no matter how good their policies, procedures, strategies and structures, they will simply be ineffective if there is no commitment from employees to a.) make

things happen on their own and b.) show greater responsibility and accountability.

Should employees have the right attitude and commitment, the organisation has a good chance of achieving its defined goals. The wellbeing of the organisation is largely determined by the wellbeing of the individuals it employs. Today's leaders cannot survive through position and power only – influence and relationships are also important. Employees' expectations have shifted to include greater devolution of power and decisionmaking, multi-stakeholder management and accountability, flexitime and space for greater creativity and innovation.














Peter Drucker, in his book *Management Challenges for the 21st Century*, provides the following insights:

- ◆ Organisations should become change agents through effective changes that influence policies for the future, and through the application of systematic methods. They should look for and anticipate change and create policies to balance change and continuity.
- ◆ The knowledge worker needs autonomy, as well as continuous innovation and learning, and wants to be treated and seen as an asset.
- ◆ Knowledge workers need to define what they are, where they belong, what they contribute, how to take relationship responsibility and how to plan for their own lives.

This kind of new environment requires individuals who are able to accept greater responsibility for personal decisionmaking and respond to unplanned events and unforeseen opportunities. They should therefore be **competent**, **confident** and **focused**. The provision of team coaching offers organisations – and especially teams – a chance to enhance their effectiveness and empowers individuals to express their character. It creates opportunities for challenging stereotypes, perceptions, a silo mentality syndrome and enforces teamwork, synergy, cooperation, common purpose and a common language. When this happens within teams new energy is unleashed and the level of trust increases.

ICONS USED IN THIS PUBLICATION

To make this book more user-friendly, the following icons are used:

	Checkpoints
	Key factor bullet
	Key factors
	Think piece/reminders
	Important questions
	Hints/tips
	Notes for self-assessment activities
	Exercises/self-assessment activities
	Guidelines
	Application
	Reflection
	Learning points
	Phase indicator

AN OVERVIEW

The challenges of the 21st century are more complex, dynamic and multi-faceted than those of previous centuries. Today there are more unknowns, and more questions than answers. There is also greater independence, interdependence and accountability to stakeholderships than ever before. Companies and organisations – while striving for competitiveness and quality improvement – cannot ignore triple bottom line accounting, social responsibility and investment compliance to growing numbers of legal frameworks, or the challenge to manage partnerships, or the demands for change and transformation.

Failure to accept responsibility in these complex and competing interests easily creates illegitimacy, irrelevance and unprecedented industrial action. Over and above these aspects, factors related to globalisation have become second nature to every serious business organisation, especially since the implementation of the new dispensation in 1994. The country is now a global player in all spheres of life. This cannot exclude the role of local businesses as they strive to become globally competitive.

In this century career and leadership dynamics have become challenging, sometimes seemingly irrational, yet they remain demanding. Today's employees are increasingly turning to self-employment, joint ventures and multiple careers that offer them greater benefits and better exposure. The practice of giving long-term service awards, such as the proverbial golden watches, is declining. There are more projects, and more teams that cut across divisions and departments within different companies. There are more bosses to report to, and there is greater dependence on other people to achieve particular goals.

To quote Clarence Francis: "You can buy a man's time; you can buy his physical presence at a given place; you can even buy a measured number of his skilled muscular motions per hour. But you cannot buy loyalty... You cannot buy the devotion of hearts, mind, or souls. You must earn these."

Coaching and mentoring are fast becoming a growing need in South Africa in a number of organisations – both private and public – as a means to earn employee loyalty and ensure effectiveness.



In your opinion, why is there a need for mentoring and coaching?

The competitive business world of the 21st century makes new demands on people, almost on a daily basis. People need different personal, interpersonal and technical skills to cope with the demands of the global village, and with continuous change and uncertainty. People not only need skills and knowledge, but also a secure environment where they feel free to practise and test newly acquired skills. Coaches and mentors can empower individuals to become high achievers who can produce outstanding results, together with their teams. Mentoring and coaching are development tools which can, in combination with carefully selected training programmes, enhance productivity.

COACHING IN A GLOBAL CONTEXT

South African sports teams and businesses continuously have to adapt to new sets of rules. After being isolated from the rest of the world for decades, we now have a new catchphrase: “Global competitiveness”. Those organisations that still stick to their old ways will inevitably fall by the wayside. Proactive leaders are benchmarking internationally to adopt world-class trends and standards. There is a revolution in management practices, philosophies and techniques, which affects the way in which we operate.

Top international organisations have come to realise that, no matter how refined their policies and structures, they will simply be ineffective if they lack a commitment from employees to make things happen. Should they have the right attitude and commitment, the organisation has a good chance of achieving its goals, as its wellbeing is largely determined by the wellbeing of its individual employees.



What are the rules for “world-class” people management?



What differentiates the top companies in the world from the rest?

WHY IS THERE A GROWING NEED FOR COACHING AMONGST EXECUTIVES?

As the business world becomes increasingly complex and competitive and things seem to move faster every day, the stressors that cause burnout are mounting. These stressors are not restricted to the workplace, but affect the workplace. The tension between workplace and home needs to be managed, as it impacts on both productivity and bottomline results.

“The more enlightened companies, typically those on the list of the best companies to work for, understand that if an employee’s whole life is working better, the employee is more productive, and that’s important to the bottom line.”

John Seiffer, Ex-President of
The International Coach Federation, 1999

People at the top, or those who are on their way to the top, don’t always have an impartial person who they can use as a sounding board or confide in. Although their “significant others” might be sympathetic and supportive, they don’t necessarily understand their world. Sometimes the person has a need to bounce something off someone, but doesn’t feel like burdening or upsetting the people closest to him or her. As *The New York Times* states: “Everyone can benefit from a detached observer.”



In the absence of a personal and professional coach, who do these people turn to and what is the result if they don’t find an outsider they can trust?

“Unleashing the power of teams through coaching”, an article written by Dr David Hendry, a director of Change Partners in 2005 raises the following issues: “The diverse, borderless world of work today has one common denominator: Change. Rightsizing, downsizing, mergers, acquisitions and innovation characterise the current economic environment. Transformation is relentless, and the pace of change is ever increasing. To survive, organisations and their people need to be nimble, displaying dexterity that

rests not on agile systems and efficient process (although these are extremely important) but on a fundamental skill: The ability to communicate.”

As expressed above, communication is the anchor amidst turbulence. It constitutes the antidote to corporate chaos. It is the one activity that brings people together when all else – politics, egos, competitiveness and agendas – drives people apart. Without communication, nothing works properly. And all this starts at the top, with the leaders and the teams in which they operate. The phenomenon of team coaching is becoming particularly relevant in rapidly growing economies such as that of South Africa, where organisations face the challenges of social transformation in addition to business demands. In reality, many teams are actually disparate groups of individuals who are required to work together. While each person has been selected for the specific expertise he or she brings to the organisation, the real potential is unleashed when team members combine their skills to address challenges that extend beyond their ability as individuals.

To realise this aptitude, team members need to develop a mutual understanding of each person’s values, needs, preferences and unique contributions. The full potential of the team ‘community’ is only realised once what is meaningful to the team has been established.

This poses a greater and sometimes insurmountable challenge today, as the skill and art of earning loyalty and trust have nothing to do with positions or hierarchy. Today there is a call for people to show character and make a contribution, rather than pursue prestige only.

Jim Collins refers to this kind of optimal leadership as level 5 wherein the leader is committed to the cause, the organisation and the mission, and has the will to execute for the sake of the organisation. Collins, in his book *Good to Great* further argues: “To gain trust and loyalty in this century requires humility, wisdom, courage, abundance, mental and professional will.” (2005: 20-21).

Therefore, it is apparent that today's leaders face an inescapable challenge in dealing with the dynamic nature of culture and change, including

- ➔ earning employees' respect and honour.
- ➔ building teams through outlining a common purpose, clarity of vision, respect for individuals' diverse expertise and the art of influencing others, for the good of all members.
- ➔ providing support through coaching and mentoring in order to build internal organisational skills that are unique yet complementary.
- ➔ mastering the art of communication at all levels within the organisation.
- ➔ acknowledging that power and position alone do not make a leader, nor can they create a long-lasting legacy – this has more to do with personal ethics, character, humility and wisdom.

Coaching is a journey

The process of becoming a coach is not a destination.

It is journey – a path without an end.

You will never arrive. I have not.

My experience has been that the more coaching I do, the more proficient I become, the more people I touch, the more I realise that there is more to be done and more to learn.

Coaching requires the very best from all aspects of our humanity.

It is not a path for the weak-hearted or for people who are afraid to grow. It is a path for the courageous and for people who are committed to making a difference in the lives of those they touch through coaching.

(Thomas Crane, 1999: 215)



EXERCISE AND SELF-ASSESSMENT

1. Mention the type of changes you have faced in the past three years, both in your organisation and personally.





2. Looking back on the above, what made you go through such events?



3. List three character traits or attributes that contributed most to your success.



- 
-
-
-
-

- 
-
-
-
-



COACHING AND LEADERSHIP DEVELOPMENT

“Leadership has nothing to do with position, title, status or power. Leadership is a choice to make a difference and to do what others are not willing to do. It has to do with unlocking the potential in others.”

Carly Fiorina, former CEO of
Hewlett Packard (*Management Today*: February 2006)

In October 2004, The Global Coaching Partnership (of which Change Partners is a founding member) conducted a global leadership survey in the United Kingdom and Ireland which was led by Dr Rosie Miller of the Success Group. The questions were: What are the key challenges for global leadership? Are they being addressed by international and global leaders? The following findings were recorded:



- ➞ Main behaviours or skills for successful global leadership included cultural sensitivity, people management skills, consistently clear communication, and a clear vision.
- ➞ Areas where successful teams do well, were in understanding each other, having clear common objectives, as well as in the effective execution, celebration and proper use of diversity.
- ➞ Issues of focus for greater impact of communication covered the creation of a common vision for employees, cultural sensitivity, having a clear and simple message, and giving appropriate recognition and rewards.
- ➞ The greatest global challenges facing businesses are in balancing local and global issues, retaining and developing talent and leadership, adapting management style appropriately, and facing uncertainties and change.



The study concluded by highlighting the fact that 21st century leaders have to develop the confidence to

- ➞ articulate a vision that is meaningful to both them and their teams.
- ➞ listen to feedback without judgment, or the intention to justify or defend.
- ➞ welcome questioning and challenges from their teams.
- ➞ manage complexity and change.
- ➞ allow their teams to find their own way to achieve and deliver agreed results.
- ➞ nurture a high level of cultural sensitivity and to allow diversity.

LEADERSHIP CHALLENGES

As coaches, we are always mindful as we work with successful leaders that they need to build the 3As:

- ◆ *Awareness* of own preferences and needs, as well as those of others.
- ◆ *Acknowledgement* of personal responsibility in every thought and action, before taking
- ◆ *Action*.

The 3As allow leaders to become authentic in their own responses to all situations and challenges.

The study also highlighted the fact that today's employees do not look to their leaders for instruction and answers. They look to them to explain where they are going, and why. People expect their organisation to create conditions to grow their talents, to provide motivation and clear purpose, to

allow for innovation and to align their personal ambitions to those of the workplace and the goals of the organisation.

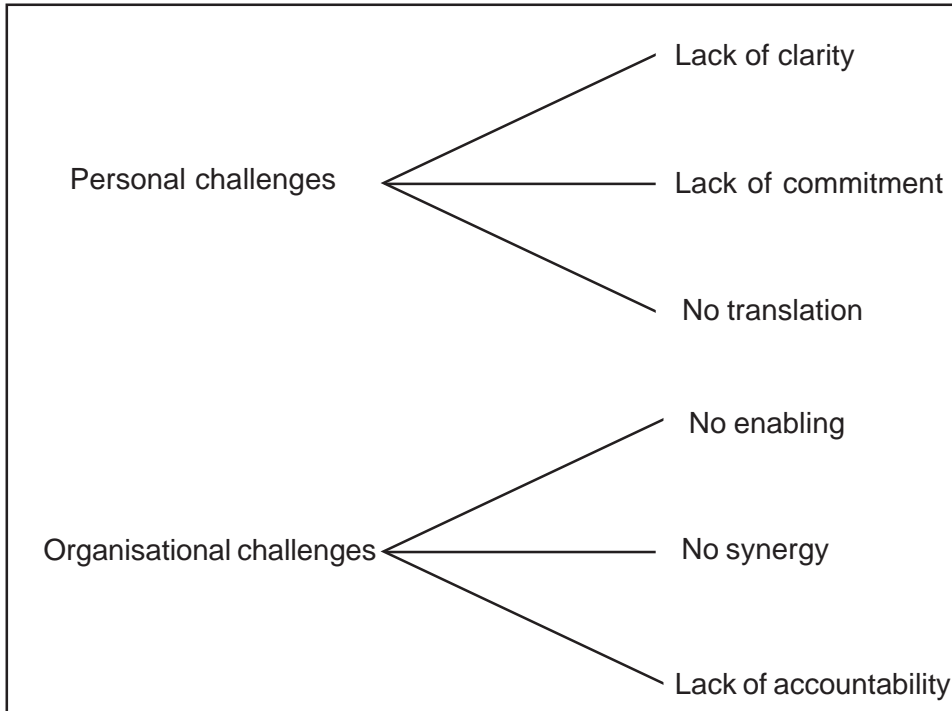
The questions that remain unanswered, are: What kind of leadership is required in the 21st century? How do leaders manage complexities, uncertainties, partnerships, multi-stakeholders, diverse and sometimes competing teams, networked environments and a world that has become more vulnerable and fragile?

Professor Theodore Zeldin, founder of The Oxford Muse, suggests that the 21st century is about uniqueness which will be achieved by being honest – behaving naturally rather than adhering to some perceived etiquette which has been handed down to us through the ages. He further states that many social moves have been designed to “keep us in our place”, to control, manipulate and thus allow the system to imprison us. How do leaders become authentic and dynamic? How do leaders break the stereotypes of the old rituals and tokens such as a big desk, big office, big car, separate lift, special parking bay and behaviours that separate and create division, mistrust, disconnection and lead to the abuse of power?

Despite the comforts of imposed cultures and many contributions and pressures, being authentic, truthful and honest to both themselves and others, has great advantages and pay-offs for managers. Such pay-offs include:

- ➞ Spontaneous, innovative and creative thinking and behaviour.
- ➞ Sustainability and long-lasting memories that inspire people.
- ➞ Consistencies that are based on principles and values that do not change as circumstances change.
- ➞ Predictability that commits people to the bigger goal and a clear vision.
- ➞ Acceptance of the fact that leadership is influence, rather than power and control.
- ➞ Acceptance of the old saying: “What you get out depends on what you put in.”

Therefore, evidence of good leadership is seen in the company's success and the impact that it creates. Dr Stephen Covey, in his latest book, *The 8th Habit*, shares some insight on research-based evidence about the execution gap, which is a challenge for personal and organisational effectiveness. The execution assessment tool used in the research is designed to measure the following six aspects (2004: 275-278).



The above indicates that without clear individual purpose and meaning that creates clarity and leads to commitment and execution, the organisation will struggle to create an enabling environment aimed at developing synergistic behaviour and habits that ultimately lead to clear accountability. Therefore, authentic leadership is all about implementing the following five practices:

- ➔ Challenge process to explore new meaning and new purpose, to experiment more and question stereotypes.
- ➔ Inspire a shared vision towards an uplifting and noble future with the ability to involve others.
- ➔ Enable others to act and execute through collaboration, cooperation, sharing and greater visibility.
- ➔ Model the way by aligning actions or behaviour to words, taking ownership and ensuring that accountability is aligned to your values.
- ➔ Encourage the heart by recognising the contribution of others, and celebrating team accomplishments.

When all six of Covey's challenges have been meaningfully addressed, greater leadership and personal effectiveness are ensured.

"Leadership is communicating people's worth and potential so clearly that they are inspired to see it in themselves" (Covey, 2004:98).

CONCLUSION

It is patently clear that any change, transformation and (more importantly) team effectiveness is highly influenced by the nature and style of leadership. A survey conducted by The Global Coaching Partnership provided some insight into the challenges leaders face, and which need attention. These include: Communication, clarity of objectives, effective management of diversity, listening, and openness to challenges and change. Such challenges require a high level of maturity, confidence and self-mastery, which avoids behavioural tendencies such as being defensive, authoritative, showing self-doubt and the inability to build long-term relationships. As

Covey states in *The 8th Habit* (2004:31): “Once you’ve found your own voice, the choice to expand your influence, to increase your contribution, is the choice to inspire others to find their voice.”

THE DOMAINS OF EXECUTIVE COACHING AND MENTORING

According to Clutterbuck and Megginson (2000: 22), coaching and mentoring discussions might centre around any one – or a combination of – the following areas:

- A. Leadership (intellectual) processes, which challenge the coachee’s thinking at a rational level.
- B. Emotional processes and values, which recognise the need for alignment of the individual’s needs, ambitions and values in his/her private and career capacity in a fast-changing environment.
- C. Business processes, which draw on the coach/mentor’s business experience as well as a “stock of models” drawn from general management, strategy, behavioural science or other helping roles, such as counselling.

The interfaces between A, B and C indicate where the three processes find common ground, namely behaviour, concepts and models, and self-awareness. The wider the coach/mentor’s repertoire, the more flexible he/she can be and the more likely that the executive’s respect will be gained and the business will benefit.

SURVEY ON LEADERSHIP CHALLENGES

On a scale of 1 to 10, rate each of the following statements on how strongly you agree with them (1 meaning “Not at all” and 10 meaning “I very strongly agree”).

CHAPTER TWO

1.	It is a real challenge for me to keep my life balanced	
2.	It is difficult for me to consistently live up to my value system	
3.	With today's dizzying rate of technological and marketplace change, it is tough for me to stay current and technically competent	
4.	I see and experience confusion in my organisation about our vision and strategic priorities	
5.	It is difficult for the top people in my organisation to listen to the needs of customers, associates and other stakeholders	
6.	Teams in our organisation struggle in their efforts to get on to the same page and move cooperatively in the same direction	
7.	I see processes and systems in my organisation that reward things not consistent with its stated values. (i.e. demeaning performance appraisals, internal competition, poor information flow, etc)	
8.	I am frustrated having to constantly deal with politics in my organisation	
9.	I deal with low trust and cynicism in my organisation	
10.	I receive very little recognition or appreciation from my organisation for my unique talents and contributions	
11.	I feel limited and controlled by those who manage me	
12.	I struggle to get genuinely excited and passionate about my work	
13.	I am frustrated with being given more and more responsibility and accountability for results, without having the authority, position, power and resources I need	
14.	It is frustrating for me to work with people who don't take initiative and responsibility	



EXERCISE AND SELF-ASSESSMENT

1. Mention the most important goals that your organisation has set for this year.



2. Compare your answer to those of three of your peers. Do they correspond?



3. Define “leadership” in your own words.



4. How can you better optimise your strengths and improve on your weaknesses?



CHAPTER TWO

5. Provide five principles that are the anchor of your leadership style.



6. In your opinion, which leaders best model(ed) the characteristics of leadership?



7. In what ways have you become complacent in your leadership role?

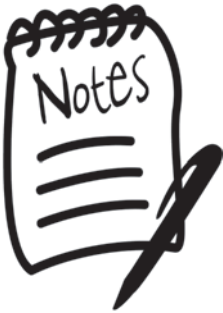


8. Which trends and perspectives on leadership have you identified in this chapter?





1. Study successful leaders and identify how they manage people and teams.
2. Learn to enhance your listening skills without being judgmental or selective.
3. Coaching is about relationship; communication is about dialogue and support which are intended to improve performance and personal development.



TEAM COACHING AND ORGANISATIONAL EFFECTIVENESS

My experience in the past few years in relation to leadership development in general and one-on-one coaching in particular, has been that all efforts and energy put into executive coaching are based on assumptions that at the end of the day, the test of the pain and the effort lies in the effectiveness of the support within an organisation or business when it comes to ensuring behavioural change. Therefore, individuals are coached to take full responsibility – with courage and confidence – to lead and champion change, to execute tasks, to facilitate teamwork, to manage project teams and to take on tasks and roles with purpose and focus. There can be no leader without people, teams, groups and organisations. The task of transferring knowledge, challenging old ways of doing things, changing paradigms and challenging old behaviours becomes the greatest challenge leaders face in all organisations. They cannot do this on their own. Therefore, coaching and team coaching play critical roles.

Michael Porter, Jay Lurch and Nitin Nohria wrote a challenging and provocative article, published in the *Harvard Business Review* of October 2004. According to them, the seven surprises which await new CEOs, are:

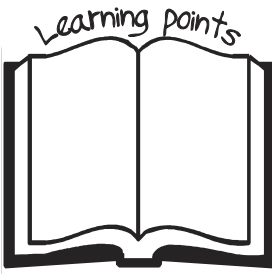
- ➡ You can't run the company because of too many meetings, too many tasks, too many deadlines, too many interested stakeholders and loss of control over your time.

- ➡ Giving orders is very costly because you are the bottleneck – employees will contact you before they act and they will use your name and office to legitimize their actions.

- ➡ It is hard to know what is really going on since the CEO cannot oversee every aspect of the company. After all, there are many leaders and managers, many business units and accounting structures that perform different tasks.
- ➡ You are always sending messages unconsciously and people act on their perceptions, interpretations and anticipations.
- ➡ You are not the boss because board members always have shifting agendas, there is always overlap between the board and management, executive team and management team, the organisation and its stakeholders, suppliers, customers and shareholders.
- ➡ Pleasing shareholders is not the goal since it is the effect and stock price that count.
- ➡ You are still only human and not a cinematic image of an indefatigable superhero. The CEO remains bound by all human hopes, fears and limits.

The authors continue as follows: “CEOs can easily lose their legitimacy if their vision is unconvincing, if their actions are inconsistent with the values they espouse, or if their self-interest appears to trump the welfare of the organization.”

What do we learn from the above article? What therefore needs to be done in team coaching to improve the situation? One can identify the following issues as being critical for team coaching:



Organisational effectiveness is highly dependent on the kind of leadership culture, style and attributes displayed by members.



Today's employees have a great passion to contribute, challenge, question and even assume leadership roles at different levels.



Leadership success is dependent on the ability to understand and manage multi-stakeholders.



Leaders need to be able to balance existing competing agendas.



Informal networks within organisations can be very influential and can impact on the achievement of goals and implementation of strategy.



The struggle for all employees is to find a balance in life, and to give their personal best in relation to organisational needs and goals.



A critical support intervention is provided as added eyes and ears to the leaders to challenge their own blind spots and learn to manage feedback positively.



There are no surprises, as all members are directly involved in the preparation of the process and in determining the direction of the agenda.



Ownership is emphasised since the focus is on the members themselves, not the facilitators.



Participation and involvement during the workshop are important to encourage self-learning and sharing.



The process is issue-based and goal oriented in order to create an outcome with tangible activities relevant to the organisation.

CASE STUDY ON TEAM COACHING

The story of Dolly Khumalo serves as an appropriate example for developing a team – coaching perspective. Dolly was a branch manager in a highly pressured sales office of a large company. Her salespeople did most of their work telephonically. Dolly was a strong and decisive decision maker who was very task oriented and driven to succeed. She was an effective performer, doing the work of more than two people. She would often micro manage the details of her direct reporters' work. She had a communication style that was, at times, sharp, instructive and abrasive. She did not have a problem with her top performers, or they with her. Her greatest difficulties were with other members of the staff who found her critical, pushy and overbearing.

Dolly labeled her employees as "A" or "B" performers. She thought that anyone who was not as motivated and driven as her, was a slacker. And her attitude showed in her communication with these employees.

One of her employees was a chronic complainer who always had something negative to say. He had already sent a letter to Dolly's boss complaining about her treatment of her employees. Another employee was sensitive and felt Dolly was overly harsh and insensitive. Dolly did not take their complaints seriously, as she believed those staff members were under achievers.

In response to the challenges, the company organised a coaching consultant to support Dolly because the atmosphere in the branch office had become very tense and overall performance had deteriorated.

The good news was that Dolly was receptive to learning new ways to manage and lead. The consultant decided that Dolly needed to learn more options for dealing with her team and that the work group as a whole needed to learn how to work together

as a collaborative team. The consultant coached Dolly over six months on what it meant to be a mentor and showed her ways to facilitate team meetings and manage team dynamics so that the onus of accountability and success became a group responsibility. In addition, the team had group coaching sessions facilitated by the consultant, wherein common issues were addressed and group norms identified.

Within a short time the atmosphere at Dolly's branch started to change for the better. The interpersonal tension was gone. Dolly took a new tack in the way she related to her employees. She began to let go of her compulsion to control every aspect of the workflow by beginning to delegate more, dialogue more and by letting her employees find their own best way to do the job, not just her way. She met more regularly with individual employees and began guiding them in a non-confrontational and empowering way. This resulted in greater clarity regarding team goals and the roles of individual employees. She spread responsibility around the team. She created a new position of sales team leader and elevated her top performer to that position. She did not relax her sales goals, but she included the team in the process of developing these goals. This freed her to focus on the leadership and strategic matters of her branch.

The team meetings stopped being administrative meetings where Dolly just passed on information. They became opportunities for an exchange of ideas where issues could be dealt with honestly and fully. New ideas were explored and responsibilities delegated. Dolly met more frequently with employees to see how she could help them build their individual strengths and work better within the overall team. After six months, the relationships and the performance of her branch were on the upswing and individual members took greater responsibility for their tasks.

Adapted from: *Workplace Coaching: Daniel A. Feldman*



Exercise based on the Dolly Khumalo case study:

1. What could have been Dolly's problem and blind spot in dealing with non-performers?



2. List five critical issues for team facilitation.



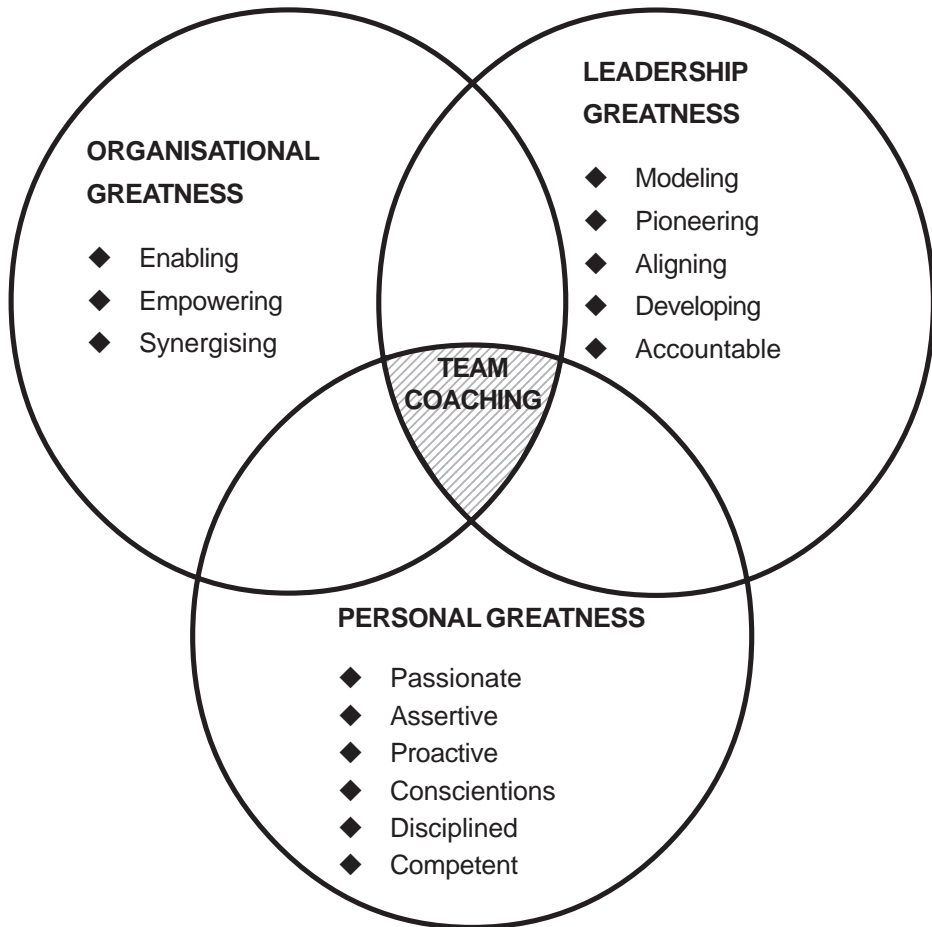
3. What were the behavioural signs demonstrated by a good team?



4. What do you think the consultant taught Dolly, which improved her effectiveness?



Therefore, in adapting Franklin Covey's triad for greatness, one can indicate team coaching at the intersection of the three circles:



Clearly, team coaching is about developing leadership to become the intersection and departure point for organisational, leadership and personal greatness. The intention is to bring about improvement, effectiveness and synergy, in order to achieve greatness. This state of greatness becomes real when there is

- ◆ common understanding.
- ◆ commitment.
- ◆ effectiveness of results and impact.
- ◆ service delivery or quality of products.
- ◆ a satisfied and retained client.
- ◆ low staff turnover.



CHECKLIST: CHANGE READINESS FOR ORGANISATIONS

Gareth Lewis (2000: 54 – 56) gives the following checklist of change-ready organisations, as adapted from Brian O’Neil’s Organisation Change Inventory. How does your organisation rate according to the checklist?

1. Open organisation structures <ul style="list-style-type: none">✓ Few layers✓ Flexible and permeable boundaries✓ Cross-departmental communication and team activity✓ Developed decisionmaking✓ Hierarchy does not inhibit flow of ideas.	✓
2. Open communication <ul style="list-style-type: none">✓ Shared and well-communicated vision✓ The exchange of information is encouraged✓ Commitment and communication are sought✓ Selling, more than telling.	✓
3. Innovative values <ul style="list-style-type: none">✓ New ideas✓ Change is seen as healthy✓ There is cooperation between business units✓ Mistakes are tolerated.	✓

4. Top management's support for change <ul style="list-style-type: none">✓ Enabling vision✓ Consistency of purpose and goals✓ Change is rewarded✓ Sensible risks are accepted✓ Authority and responsibility are delegated.	✓
5. Management systems <ul style="list-style-type: none">✓ There are robust and accepted decision-making processes✓ Training is widely used✓ Performance is related to reward.	✓
6. Supportive management <ul style="list-style-type: none">✓ Managers are open-minded and flexible✓ Managers are also leaders who motivate✓ Staff are encouraged to continue engaging and supporting each other.	✓
7. Allocation of resources and responsibility <ul style="list-style-type: none">✓ Development projects are resourced✓ Time to improve products and services is encouraged✓ Managers can think forward as well as fight fires✓ Changes are planned and resourced.	✓
8. Systematic management of ideas <ul style="list-style-type: none">✓ Staff are encouraged to keep up to date✓ Suggestions are encouraged and welcomed✓ Quality customer and market information is sought.	✓



Which items are not checked? These are the areas inhibiting progress.

Team members need to know how the organisation works and to understand formal and informal power structures within the organisation. It is important for participants to establish and maintain their credibility. If the member is not held in high esteem, his/her impact will be limited and team members may also be discredited in the process.

Team coaching therefore helps all individuals realise the need for personal synergy, the benefit of independence and interdependence to gain identity in belonging, the fulfilment of support and the need for collaboration.

Teamwork provides greater benefits than the efforts of individuals. It ensures

- ➞ group productivity.
- ➞ increased ownership.
- ➞ greater commitment and passion.
- ➞ the building of interpersonal skills.
- ➞ the promotion of participation and involvement.
- ➞ the unleashing of people's potential.
- ➞ greater and long-lasting accountability and growth.

Teams are dynamic, complex, ever changing and relationship based. The best and most effective teams are able to solve more complex problems, make better synergistic decisions, release more creativity and build individual skills and commitment. They are kept together by a win-win mindset and common purpose, greater empowerment, stronger relationships, flexibility, diversity, optimal energy, recognition and appreciation for diversity and stronger individual confidence and self-esteem.

THE LEADERSHIP ROLE

Leadership plays a critical role within teams, and manifests in the leader delegating with clear responsibility and accountability, providing facilitation and empowerment, inspiring and communicating that vision, encouraging decision making at all levels, giving greater responsibility to employees and fostering synergy and cohesion amongst and between management, employees and the board.

The benefits and results of such leadership is therefore evident in teams when they reflect the following:

<ul style="list-style-type: none">◆ Collaboration◆ A win-win mindset◆ Support for each other◆ Shared problem solving◆ Acceptance of others' points of view◆ Viewing others as colleagues◆ Trust◆ Commitment to total organisational goals◆ Deeper dialogue and debate◆ Expression of feelings◆ Exploring alternatives	<ul style="list-style-type: none">◆ Taking accountability◆ Feedback with honesty and integrity◆ Vibrancy and complexity◆ Ensuring confidentiality and dealing with behaviour, not personality◆ Greater cooperation, a lack of competition◆ Mutual responsibility◆ Focusing on tasks, not individual ambitions and not allowing preconceptions to dictate.
---	---

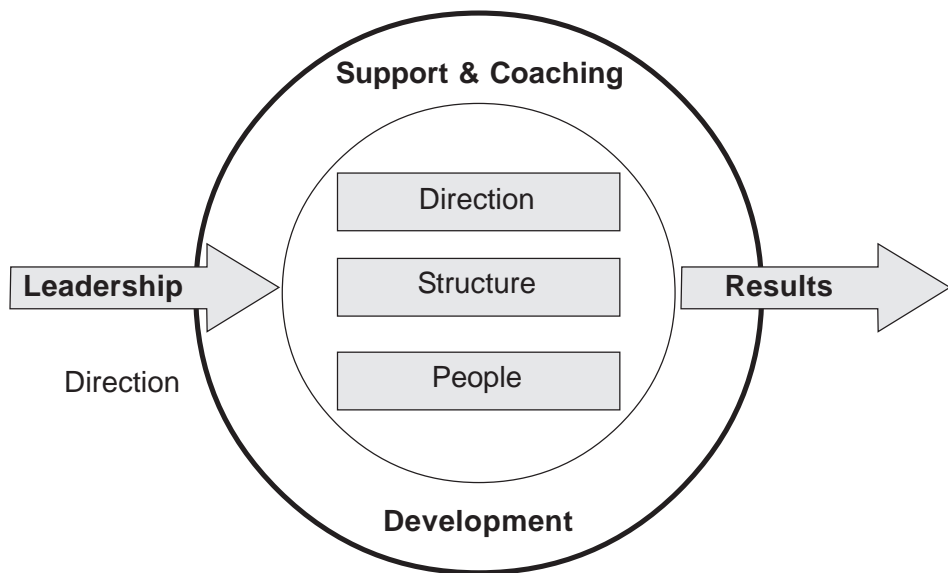
To achieve the above, Guy Charlton suggests the following competencies for leadership:

- ◆ Capturing people's attention through inspiring vision
- ◆ Constantly communicating this vision in creative and understandable ways that motivate people
- ◆ Inspiring trust and trusting others
- ◆ The ability to manage oneself by being able to diagnose problems, taking responsibility and becoming a role model
- ◆ Creating an empowering environment which motivates people to contribute and perform to their optimum potential.

He further provides the following habits of effective teams, which includes but is not limited to the following

- ◆ Inspiring focus and vision
- ◆ Enhanced openness and frank communication
- ◆ Intrinsic motivation through self-defined purpose
- ◆ A high level of trust
- ◆ A high level of energy
- ◆ Teams and individuals can manage themselves and are goal directed
- ◆ Greater empowerment and intergroup enabling to encourage participation and sustained excellence
- ◆ A high level of focus
- ◆ Rotational leadership on tasks performed.

In team leadership, Richard Hackman suggests five conditions for optimal team success and effectiveness:



2001, Hay Group Inc

Hackman argues that the team has to be real, with clear boundaries, interdependence and stability. The team should also have a compelling sense of direction, a purpose that is clear, challenging and consequential. The structure should be enabling and supportive of the team's social system. Competent coaching to provide the space to explore, challenge, awaken and facilitate opportunities for members to emerge and express their voices, supports all this.

The first three chapters have given us enough orientation, preparation and reasoning in terms of the importance of teams within companies. There is little doubt as to why individual leaders require organised coaching support to manage team dynamics and create effectiveness. Their nature of involvement, emotional attachment and operational roles creates more blind spots, making them less inclined to lead change and influence new behaviour without the external help of a highly qualified coach. This suggests the transition from executive one-on-one coaching, to the more complex, dynamic and challenging team coaching process.

CONCLUSION

This chapter gave an introduction to the concept of team coaching and its effect on organisational effectiveness. Critical issues emphasised in this section included

- ◆ the critical role of leadership in building teams.
- ◆ the nature and critical issues of team coaching.
- ◆ the essence of team coaching in developing greatness.
- ◆ the role of organisational readiness in managing change to sustain teamwork.

Team coaching has become critical in the development of strong and effective leadership in organisations.



EXERCISE AND SELF-ASSESSMENT

Check your team support network

1. At work, how many persons do you talk to about a job hassle?

none	0	
one or two	3	
three	4	
four or more	5	

2. How many team members do you trade favours with (loan tools, provide work support, share notes, etc)





none	0	
one	1	
two or three	2	
four or more	3	

3. Do you have a team coach?





no	0	
several different ones	2	
one steady coach	6	
a formal coach	8	

CHAPTER THREE





4. How often do friends and close team members visit you at work or the office?

rarely	0	
about once a month	1	
several times a month	4	
once a week or more	8	

5. How many friends or team members do you talk to about personal matters?

none	0	
one or two	6	
three to five	8	
six or more	10	

6. How often do you participate in social, community or team activities?

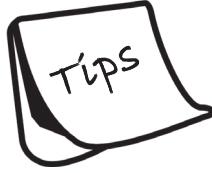
rarely	0	
about once a month	1	
several times a month	2	
once a week or more	4	

Add up your scores.

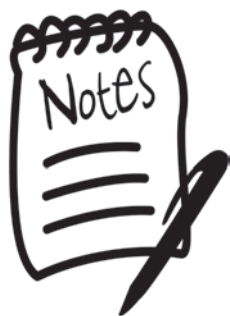
Less than 15: Low network strength, and therefore not a team player.

15 – 29: Moderate strength and provides enough support, except during periods of high stress and challenges.

30 or more: Supports your wellbeing as a team.



1. Always identify a circle of friends for support.
2. Ensure you bring support into your execution or implementation plans.
3. Cost your activities that relate to networking and coaching support.
4. Team coaching should be planned and supported properly.
5. Use the above exercise to plan your support strategy and identify gaps.



TEAM COACHING ROADMAP

Organisational context provides a framework for team coaching to explore, experiment and exchange ideas, tools, guidelines and methodologies in order to effect change and ensure effectiveness. The nature of effectiveness is guided by effort, energy and passion, contribution and persistence. In coaching, the critical matter is about the right action and the right timing, about depending on individual and collective actions taken by choice, and following up with appropriate and aligned behaviour for organisational and personal effectiveness. Therefore, it requires the right competences, knowledge, skills and abilities. The right action by the right people, doing the right things at the right time, in the right way for the right reasons, is the bedrock of successful team coaching.

There is an emergent need to recognise the importance of leadership for teams to become more effective, creative and productive in an increasingly demanding environment.

In reality, many so-called teams are merely groups of individuals required by circumstances to work together. These individuals are selected for their specific expertise, to add value to tasks and organisations. The real success is when they collectively combine their skills to address challenges and tasks which are beyond their individual strengths and ability. In most cases, the starting point towards realising this potential is to build mutual understanding of each individual team member's values, needs, preferences and their unique contribution. The real power and energy of the team is unleashed once what is meaningful to the team has been established and collectively agreed on. This is about setting the stage and creating a common agenda.

At the centre of team coaching are the following three assumptions:

- ◆ The environment is systemic and complex.
- ◆ The team is as strong as its individuals.
- ◆ Success is dependent on interpersonal relationships and common purpose.

This is also supported by cognitive behaviour, systems thinking and diverse and integrated coaching practice. It is critical that the coach and team are able to draw from experiences in areas of business management, from psychological competencies, performance management, interpersonal management, dynamic leadership, change, and process integration. The whole facilitative process requires a high level of awakening / alertness, greater support by co-facilitators and the sponsor, and lastly knowledge and insight into behaviour, emotional tendencies and paradigms.

CUSTOMISING TEAM COACHING

Once a team of coaching facilitators has been assembled, informed by the individual nature and dynamism of the client, they embark on a customisation process which involves the sponsor and an organisational team of leaders to discuss and clarify expectations, consider internal business drivers and issues, understand organisational leadership development strategy, the overall objectives of the programme and then to match all activities to defined measures for success. All the information gathered provides the basis for an agenda to fit into an appropriate team facilitative style and philosophy.

CONDITIONS FOR SUCCESS AND EFFECTIVENESS

Team coaching, like all other coaching interventions, is dependent on the following:

- Readiness and commitment
- Clarity of purpose
- Alignment to a common goal
- A questioning mind with insight
- A search for meaning
- Clarity as regards underlying perspectives

- ➔ Respectfulness of existing process and the courage to change when the need is compelling
- ➔ Social and team agreement
- ➔ The will to commit to a process, act on agreed tasks and execute them appropriately.

Successful teams also present another element of shared leadership, as argued by Charles Ehin in his contribution to leadership and self-managing systems.

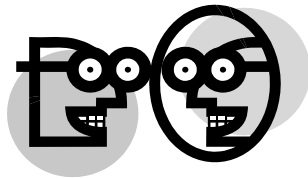
In such a situation, social groups or teams develop their own natural dynamism of self-organising process-emergent leadership. Such a leadership role is earned through respect, skills and expertise at a specific time. When teams mature, situational leadership emerges voluntarily at various stages, depending on internal and external circumstances. Professor Lovemore Mbigi points to the need for the creation of what he calls “burning platforms” – this is to allow organisations or communities to deal with the reality of pain, history and concerns, as a way of self-cleansing prior to the exploration of a new way or solution (as reflected in his work, *The Spirit of African Leadership*). This action precedes breakthroughs that build teams and a common identity.

Ground rules/codes of conduct for team coaching

1. The focus is the team's development needs and goals.
2. The team sets the agenda and schedules sessions.
3. Content and discussions will only be revealed with mutual consent (as agreed by the company).
4. Issues will be discussed as they happen – communication is open and honest.
5. The team's readiness to discuss sensitive issues will be respected.

6. The facilitator has the team's best interests at heart, and there are no hidden agendas on either side.
7. Feedback is a gift to help us grow. Team members will advance only as far as the limits of their competence allow, but they will keep improving themselves as trust develops. The facilitator won't do anything for the team that they can do for themselves.
8. Both parties will respect each other's time and not make unreasonable demands. When the relationship has served its purpose, both parties will indicate this and take responsibility for the smooth winding down of the process.
9. Team members will bring real experience into the process, so as to explore alternatives.
10. Members will hold each other accountable on agreed themes and tasks, and also support each other.

Reflection



- ◆ Check (✓) the ground rules you agree with and add any additional ones you feel strongly about.



- ◆ What kind of behaviour can destroy the team relationship (e.g. insensitivity to racial or gender issues)? Set limits as regards what would be suitable to discuss.



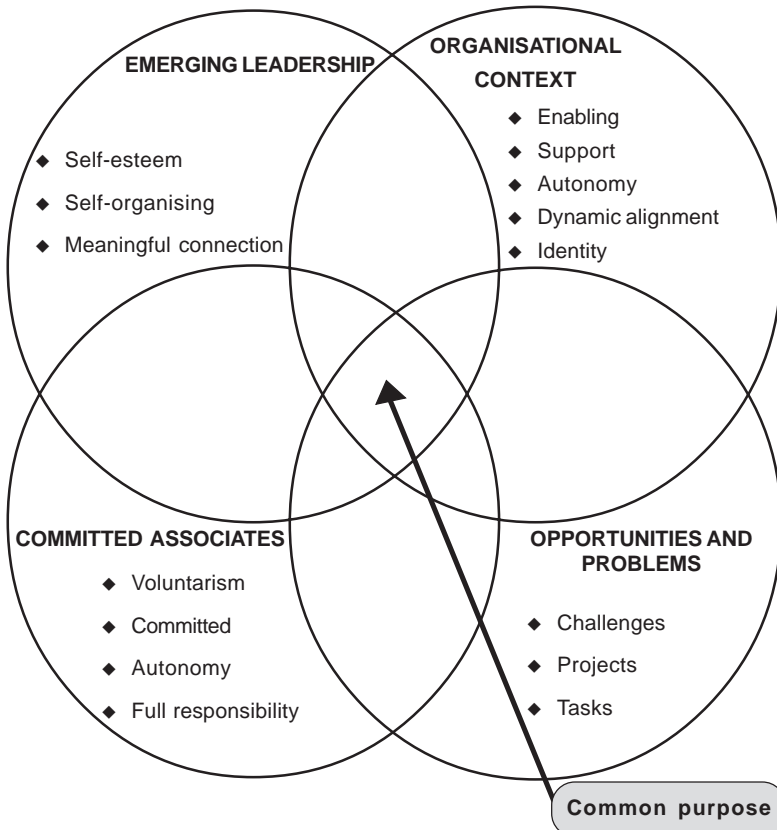
- ◆ How do ground rules add value to team coaching?



- ◆ What else can you do to enhance the benefits of team coaching?



Elements of shared leadership



The success of any team is dependent on the strength and complementarities of all four circles, which together constitute an inner circle of a common purpose. Therefore, the effectiveness of teams is about how the key elements are encouraged to express themselves without due influence. The role of facilitators is about building synergy between the four areas in order to create interpersonal team support.

BENEFITS OF TEAM COACHING FOR PARTICIPANTS

- ➞ Getting access to an objective outsider's view.
- ➞ Testing ideas against an informed sounding board.
- ➞ Becoming confident and skilled at interpersonal relations.
- ➞ Getting continuous feedback and guidance on how to improve.
- ➞ Mastering personal and leadership skills.
- ➞ Unleashing trapped energy by dealing with issues of concern and influence.
- ➞ Being able to ask questions without fear of being ridiculed or judged.
- ➞ Enhanced ability to learn and share knowledge.
- ➞ Feedback from an objective confidant.

PRINCIPLES AND VALUES

Principles which are critical and fundamental to success of the team coaching, are:

- | | |
|---------------------|-------------------|
| ➞ Involvement | ➞ Self-organising |
| ➞ Ownership | ➞ Relationship |
| ➞ Co-responsibility | ➞ Accountability |
| ➞ Willpower | ➞ Trust |
| ➞ Integrity | ➞ Openness |

- | | |
|--------------------------------|-------------------------|
| ➞ Interdependence | ➞ Honesty |
| ➞ Passion and compassion | ➞ Energy |
| ➞ Commitment | ➞ Courage |
| ➞ Sharing | ➞ Alignment and synergy |
| ➞ Confidentiality | ➞ Respect |
| ➞ Listening and understanding. | |

The above list represents the core of what builds character, provides an anchor and offers guideline for the coach as facilitator, enabler, and connector. This is what builds professionalism, which is important in the interaction and relationship between the coach and team. The art of coaching both team and individual is an emergent and self-organising process. It happens through observing, listening, discerning, modelling and delivering the transference of knowledge and experience appropriate to building a team. This happens through connecting or building relationships, clarifying, questioning and explaining, and lastly, committing by making choices to take the right action with accountability and responsibility.

The greater ideal for a functional team, includes:

- ➞ Respect for all people
- ➞ Provision of space and context that enables and empowers
- ➞ Complementarity
- ➞ Unity of purpose
- ➞ Alignment to a common vision
- ➞ Purposefulness
- ➞ Encouraging creative tension and meaningful conversation
- ➞ An enabling culture
- ➞ An acceptance of diversity
- ➞ An understanding of one another.

WHAT DOES IT TAKE TO BE A TEAM COACH FACILITATOR?

(Adapted from Change Partners and Learning Link International)

The following are qualities of successful coaches. They

- ➡ are trustworthy and have integrity – they do what they promise, practise what they preach and won't divulge confidences.
- ➡ are caring/ empathetic/ encouraging/ understanding.
- ➡ are firm, but fair and flexible.
- ➡ are good listeners and have good feedback skills.
- ➡ readily share information with others.
- ➡ are prepared to be questioned and to give reasons for their actions.
- ➡ transfer knowledge and skills.
- ➡ build people's self-esteem.
- ➡ are positive and enthusiastic.
- ➡ reassure people when they feel insecure – “you can do it!”
- ➡ encourage people to make their own decisions.
- ➡ feel good about themselves – they probably had good mentors or coaches.
- ➡ are committed to people development.
- ➡ delegate tasks according to the maturity of the person – they do not set people up for failure by delegating prematurely.
- ➡ are available when needed – they make time.

TEAM COACHING TRUST CHECKLIST

Assess your own level of trust and trustworthiness. Think about the past month and decide how often you did the following:

Scale	Never=1	Seldom=2	Most of the time=3	Always=4
How often did you:	1	2	3	4
1. Openly share your thoughts and feelings?				
2. Do what you said you'd do?				
3. Listen actively with empathy and understanding?				
4. Invite honest feedback from others?				
5. Give people the benefit of the doubt?				
6. Give people honest and constructive feedback?				
7. Admit you were wrong?				
8. Acknowledge the successes/performance of others?				
9. Respond in a predictable way?				
10. Accept people for what they are without any conditions?				
11. Disclose something personal at the risk of being ridiculed?				
12. Indicate to others that you expect the best from them?				
13. Take people to task when they didn't perform?				
14. Express your convictions, even if they were unpopular?				
15. Coach and support people's efforts when they tried hard?				
16. Expect people to take advantage of you?				
17. Expect people to let you down?				
18. Expect fair treatment?				
19. Set limits/communicate boundaries?				
20. Get back at somebody unexpectedly to take revenge?				
Total				

CHAPTER FOUR

To add up your scores, reverse scores nos 16,17 and 20. For example, score 1 as 3 and vice versa, score 2 as 4 and vice versa. Total your score.

Key 1

61 – 80	=	Exceptional
41 – 60	=	Acceptable
21 – 40	=	Vulnerable
0 – 20	=	Cautionary

Do you trust yourself that you have answered the checklist honestly?

YES

NO

“...integrity in business means accepting full responsibility, communicating clearly and openly, keeping promises, avoiding hidden agendas and having the courage to lead yourself and your team or enterprise with honour, which includes knowing and being consistently honest with yourself, not only in mind but also in heart.”

(Cooper & Sawaf, 1997: 179)



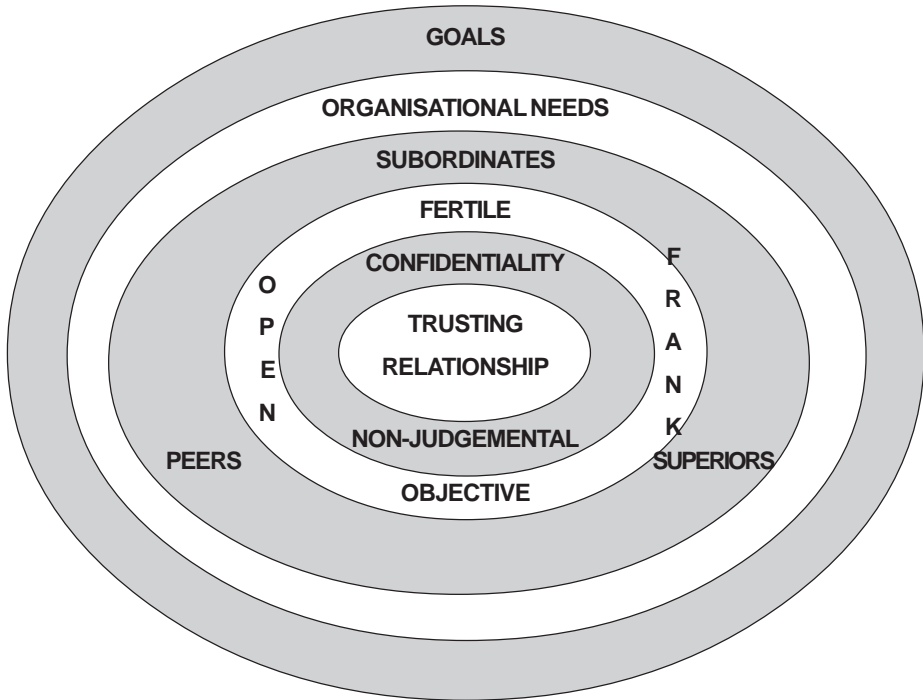
What did you learn about yourself?



COACHING MODELS

There are two coaching frameworks which I currently apply in a number of assignments.

a) Circle of relationships

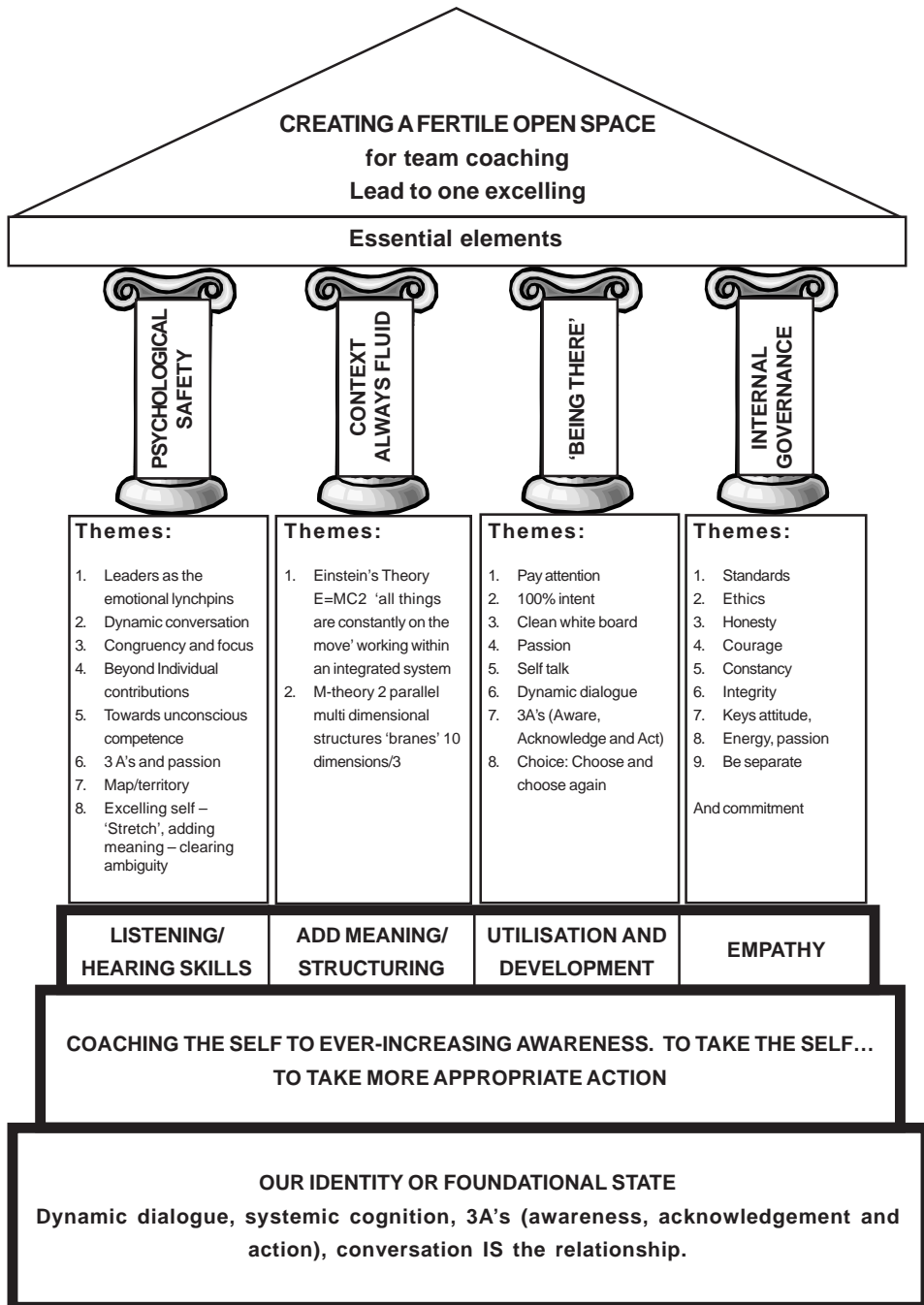


Les Weiss: Change Partners (Pty) Ltd

This model indicates the setting of an environment conducive to team coaching. It shows the importance of relationships, norms for engagement, openness and involvement of subordinates as well as the alignment of the process to organisational needs and challenges.

b) Pillars for an open space

Coaching Model

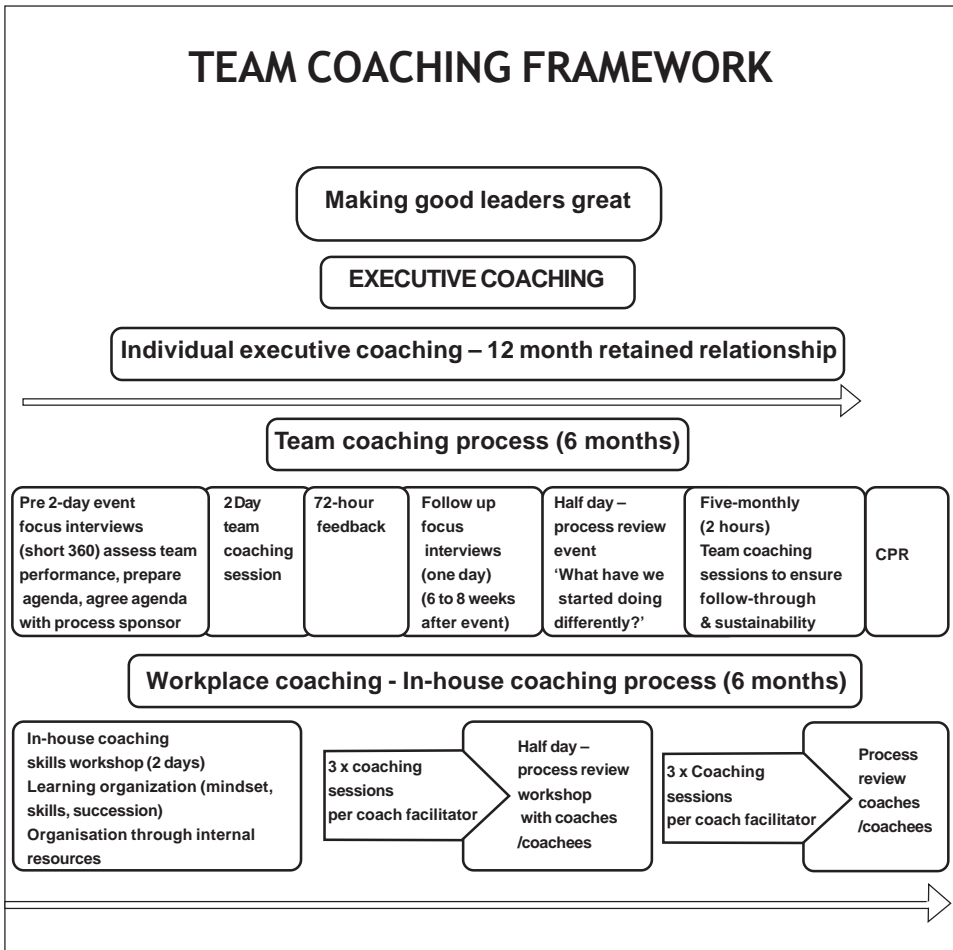


Dr David Hendry: Change Partners (Pty) Ltd

This model provides a deeper perspective on team coaching by explaining the foundations, namely the focus on personal awareness and self-development; the four pillars act as anchors: Safety, context, attendance and engagement, and lastly governance.

THE TEAM COACHING PROCESS

There are three phases for the execution and application of team coaching:





Phase 1: Preparation

This phase involves the following activities:

- ➞ Meetings and interviews with the sponsor (CEO) and participants
- ➞ A discussion of the issues, themes, goals, purpose, expectations, principles and norms
- ➞ Defining and agreeing on the agenda
- ➞ Orientation and feedback on diagnostic results.

The focus of confidential interviews provides a process to create a desired outcome. Participants' concerns, needs and requirements are identified far in advance. The following interviews are used:

Focus interview - Pre-workshop

1. Describe the climate/energy/alignment/leadership culture of **the executive team**.



2. What, in your opinion, are the executive group's main strengths?



3. What, in your opinion, are the executive group's main development opportunities?



4. What, in your opinion, are the barriers to continued, successful growth in your organisation? Where is the focus – internal? customer? business? community?



5. How can the organisation overcome these barriers?



6. Say that in one year from now you were telling me about the organisation's results. What would you personally have accomplished to make you satisfied?



7. You have just been appointed as the new CEO. How would you take the organisation forward in building a team?



CHAPTER FOUR

8. If you had a magic wand, what would you change right now?



9. What are the critical elements of team coaching?



10. How would you rate your company's executive team ?



The executive team does not have the right knowledge and skills to take the team to the next level	1	2	3	4	5	6	The executive team has the right knowledge and skills to take the team to the next level
The executive team does not have the right people in the team	1	2	3	4	5	6	The executive team has the right people in the team
The executive team is not focused on its own functional tasks	1	2	3	4	5	6	The executive team is very focused on its own functional tasks
The executive team members do not trust one another	1	2	3	4	5	6	The executive team members trust one another

Any scores below 5 could pose some challenges for team coaching at your organisation.

Comments:



Fears, concerns and uncertainties

The group facilitator should remember that participants might be nervous and apprehensive about the relationship. Being aware of it, acknowledging it and dealing with it in a sensitive manner are essential to create an enabling environment for team coaching.

The following are four common fears that Gareth Lewis highlights. (Lewis 2000:137-138)

1. **Fear of the unknown**, or just nervousness or butterflies in the stomach. Slight discomfort will soon pass as learners are put at ease, and gain trust and knowledge of what is happening.
2. **Fear of scrutiny**. Learners may well come into a situation or relationship thinking that their deeper selves, performance and personality may be put under the microscope. The focus of the discussion may well reach some fairly deep levels for learners quite quickly. They will be receiving feedback on their behaviour, on how others perceive them and their values and motives, and the fact that their inabilities may well be exposed.

In order to cope with this, they will need a high level of trust and the reassurance that they will be treated respectfully and sensitively. It is often important for learners not to be judged harshly – in fact, a judgemental approach is rarely helpful or appreciated.

3. **Fear of failure.** Most people might wonder: “Will I make it?” It is possible that people will be faced with the limitations of their own capability. This needs to be confronted with a great deal of sensitivity.
4. **Fear of relationship.** The protégé (and mentor) will wonder how the relationship will work out. This is perfectly natural – it happens to us all in novel circumstances. Think about the last time you started a new job, and the thoughts you had just before meeting your new boss, colleagues or team.

Lewis further suggests the following strategy for dealing with fears:

- ➡ Anticipate fears
- ➡ Check / verify
- ➡ Acknowledge / legitimise
- ➡ Adjust approach
- ➡ Reassure.



Phase 2: Application/ execution


Normally, two or three coaches participate in a two-and-a-half-day workshop; although only one or two are actually involved, one provides support. The aim of the workshop is to create a safe, highly interactive and flexible environment, using syndicate break-aways and practical exercises. Participants are challenged and trainers use hands-on experience through role-play and case study discussion and analysis. This interaction also helps them deal with team dynamics, change, transformation, clarity of roles and responsibilities, relationship building and team support. The facilitators are required to be highly grounded, attentive, challenging and non-judgmental.

Day one covers the introduction and expectations. The CEO/sponsor introduces core themes and the use of Open Space Technology as a tool to create, energy and ownership.

◆ Setting the tone for the first session

As indicated, the first time you meet can be a time of nervousness for all concerned. Remember, this time sets the mood and the ethos for the future of the relationship.

- ➞ Who takes the initiative – you or them?
- ➞ Where do you meet – at work or away from work? Do you go to them or do they come to you?
- ➞ Agree how long the first meeting will last. It is good discipline to show that you plan to manage the time of meetings productively from the start.
- ➞ Prepare a list of three or four things to talk about, to get the conversation going. Make these fairly neutral in the first instance, so that you can break the ice and make the learners comfortable.
- ➞ Prepare a short introduction. Tell them a few things about yourself as well. Try to anticipate what they might want to know.
- ➞ Be prepared to listen more than you talk.
- ➞ Remember that they may be more nervous than you.

	Reminders

◆ The agenda

It is good to discuss and get some broad agreement early on about the basic dimensions of the sessions – what you are going to talk about, what you are going to tackle, and so on.

- ◆ Decide on broad areas.
- ◆ Is your session going to be free flowing, or more structured? (Initially start with more structure.)
- ◆ Seek agreement on what each session is going to be about, from the outset.
- ◆ Who takes charge, or takes the lead in setting the agenda?
- ◆ Should you keep records?

◆ Take stock and determine direction

Tasks include the following:

- ◆ Determine needs
- ◆ Assess the level of each team member's capability.
- ◆ Challenge limiting benefits, e.g. "I can't...", "I'm not good at..."
 - ✧ Is that always true?
 - ✧ Why do you believe this?
 - ✧ Can you think of a situation where you could?

◆ Explore/facilitate passion/purpose, e.g. vision and goals

- ◆ What are your dreams for the future?
- ◆ What do you feel passionate about?
- ◆ What would you like to be remembered for?
- ◆ What don't you currently do that you would like to do?
- ◆ Sketch short, medium and long-term goals.

◆ Establish the starting point, e.g. current strengths and weaknesses, resources and obstacles

- ◆ Set goals and objectives
- ◆ Determine priorities and focus.

◆ Facilitate awareness of impact on others

- ◆ How do others (colleagues) see the participant?
- ◆ Does he/she agree? Why? Why not?
- ◆ Unused talents.

Dynamics

- ◆ Reluctance to be open/guardedness
- ◆ Presented versus real needs

Skills

- ◆ Applying and interpreting diagnostics
- ◆ Facilitating insight/clarification
- ◆ Formulating goals and objectives
- ◆ Identifying leverage points
- ◆ Summarising current status and future direction.

◆ Determine objectives

- ◆ Familiarise yourself with the general programme objectives
- ◆ Determine specific objectives based on the mentee's
 - ✧ strengths and weaknesses
 - ✧ long-term goals
 - ✧ current challenges in the following areas:
 - ⊕ business
 - ⊕ relationships
 - ⊕ experience, skills and competencies that are lacking
 - ⊕ networks needed for progress
 - ⊕ formal studies and career goals.

◆ Set network objectives

Identify and plan how to introduce the participants to informal networks within the organisation:

- ♦ decide which other departments the protégé needs to visit to understand the bigger picture and different career paths
- ♦ discuss how the participant can enhance his/her visibility, both inside and outside the organisation.

◆ **List and prioritise goals and objectives, and decide on a time scale**

Note: Presented and real issues might differ, therefore the objective needs to be renegotiated as the process unfolds.

◆ **Decide how to monitor him or her, so that the process remains on track.**

The second day involves reflection on the first day, practical team coaching exercises, creating pictures relative to the CEO/sponsor, and positioning team behaviours.

The third day focuses on preparing action plans, identifying internal champions and agreeing on follow-up and a way forward to prepare for phase 3.

Tools used during this phase

It is important to highlight that during this phase, facilitators would use the following tools:

◆ **Open Space Technology (OST)**

This process provides an open-ended plan wherein the sponsor determines the theme as an anchor. There is no pre-planned agenda as this evolves during the first day and becomes an outcome through the involvement of all participants. Success is dependent on the participation, ownership, energy, communication, clarity and responsibility of all individuals. The facilitating coach has the skills to work with groups up to 300 and can respond appropriately to the energy exerted by the team.

Participants are challenged to be proactive, positive, results-oriented and focused.

◆ **Force Field Analysis (FFA)**

The main purpose of FFA is to identify how to get to where the team intends to be. The session should not exceed 45 minutes and requires coloured pens and paper. The main exercise is aimed at identifying the desired position for the client and the team. Once the desired ideal behaviour has been identified, the FFA technique is useful in detailing those factors that will support changes in attitude and behaviour, and those that will prevent or hinder changes from taking place. This process will help to identify the specific things the team needs to ensure an alternative solution to every challenge.

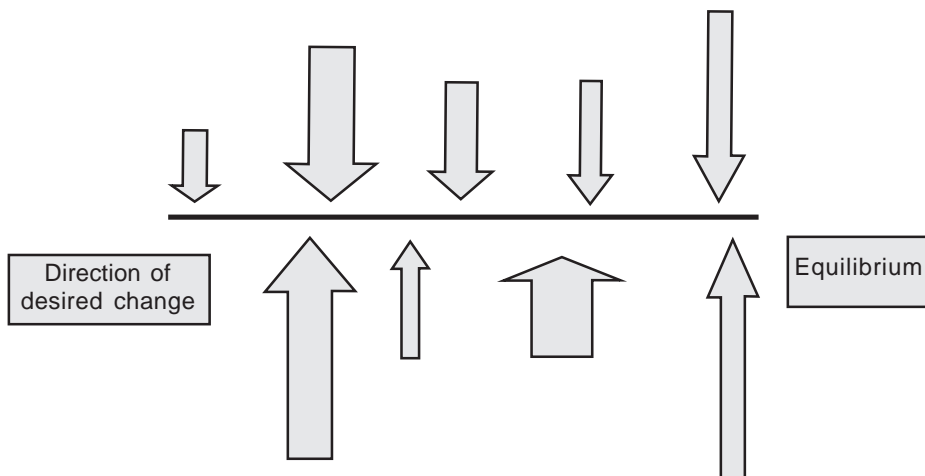
Instructions for Force Field Analysis are as follows:

During the opening, the facilitator will explain to the team that force field analysis assumes that we are in a state of equilibrium, held in place by forces pushing in opposing directions (for and against). When we want to make a change we can map these opposing forces, review their various strengths and then decide which of them can be manipulated (and which we feel strongly about to the extent that we do not want to manipulate them) in order to make the change successful.

Each member draws a line across a piece of paper and then, using different coloured pens, draws an arrow for each force (pointing at the line). All forces FOR change should be placed below the line, pointing upwards (the direction of change is towards the top of the page).

Any and all items perceived as being AGAINST change are placed above the line, pointing down. The length and/or width of the arrow will represent the relative perceived strength of the force.

Note: Perceived strength can be rational, or emotive, or both.



In order to make the change happen, the coach will need to decide what force he/she can/will alter and in what way. The following are some of the options:

1. Increase the forces for change by making the arrows longer/thicker, thus increasing their strength.
2. Reduce the forces against change (i.e. reduce their strength) through diagrammatically reducing their length and/or width.
3. Introduce new forces for change, so that the line is pushed upwards in the direction of change.
4. Remove forces against change, so that the forces for change take on increased power and push upwards.

Note: The arrows for and against will have names, i.e. fear, stereotyping, habit, manners, taboos, myths, etc. The team is encouraged to make the forces as real as possible, with a clear direction for change in mind.

◆ **SWOT Analysis**

Once the Force Field Analysis exercise has been completed, participants will form two-person groups for the SWOT analysis exercise.

The purpose of the SWOT is to help each coach (with the assistance of a colleague) to identify strengths, weaknesses, opportunities and threats (rational, irrational and emotive) that exist at any given time, specifically as regards the dynamics identified in the Force Field Analysis.

Note: This phase should also take between 45 and 60 minutes. Paper and pens will be required for this exercise.

This exercise is also adaptable as a coaching tool when looking at a specific project, behaviour and fear, or to review personal strengths and development areas. It gives us a degree of measurability for one process.

Explanation:

Strengths:	Something the team is good at.
Weaknesses:	Something they find difficult, “know” they are not very good at, or something they perceive to be beyond their ability to change or alter, i.e. myths, fears, and information they “know”.
Opportunities:	A situation that works in their favour or offers them the chance to move forward, such as this exercise.
Threats:	Something that will put their current position i.e., view of the world, perception of reality, the “known” information or further plans, at risk. Alternatively, each colleague will brainstorm his/her SWOT areas, logging each under the appropriate heading.

Note: The SWOT-brainstorming is done in the context of the Force Field Analysis exercise.

Use the paper provided to keep the logged items.

This exercise will only be successful if each participant is honest and searching in his/her thinking, considering each area from every perspective.

Note: Each area refers to the Force Field areas identified. The coach must coach participants to be as honest and challenging as possible.



Use questions like:

1. What can you do to maximise your strengths relative to the Force Field issue and to minimise the impact of your perceived weaknesses?
2. How can you take advantage of the opportunities?
3. What can you do to overcome the threats?
4. What resources do you have, need or think are unavailable to you, in your quest to accomplish the above?
5. How will you gather the necessary resources?
6. What are your self-limiting beliefs?
7. Are your beliefs flexible (rational) or inflexible (irrational)?
8. Are your beliefs consistent with “tested” reality (rational) or inconsistent with tested reality (irrational)?
Note: How will the reality be tested?
9. Are your beliefs logical (rational) or illogical (irrational)?
10. Do your beliefs lead to largely productive results for your social group and yourself (rational) or are they largely unproductive for your social group and yourself (irrational)?

Note: The coach facilitator can assist the participants with questioning and possibly replacing any irrational beliefs once he or she has been able to identify how the irrational beliefs are harming his/her chances of moving towards change.

Note: At the end of the team coaching session, each coach should have had time to identify, challenge and work through a number of issues that build towards developing a number of solutions.

◆ The evaluation process

Participants fill out the following questionnaire. All replies are confidential and the results will be presented only as general statements.

1. When meeting the facilitator for the first time were you:

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Keen

Reluctant

Hesitant

Other (please specify)



2. How did you feel about the sessions?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Keen

Reluctant

Unsure

Other (please specify)



3. Did the sessions help?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Yes, a lot

Yes, a little

Made no difference

Made things worse



4. I would have liked:

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

More sessions

Fewer sessions

They were just right



5. Please assess, on a scale of 1 to 10 (where 1 is Very poor and 10 is Excellent).

5.1 How did you rate the quality of the sessions?



5.2 Did what you received, meet your expectations?



5.3 How satisfied are you with the team coaching processes?





Phase 3: Review and application

One of the intentions of team coaching is to bring about behavioural change, and workplace application to create effective teams. Therefore, over a period of about six months, support is provided through the following interventions:

- ➔ One-on-one coaching
- ➔ Focus interviews
- ➔ Half-day workshop for review, project/task application, alignment and synergy
- ➔ Feedback and reports
- ➔ A two-hour team coaching session to ensure follow through and sustainability with internal champions as well as the sponsor.

An independent team, which later presents a report on benefits and learning opportunities, undertakes the interviews.

The last part of the process is the post-workshop format for the internal champion, which includes the following:

- ➔ Compile a brief summary and distribute to all in 48 hours
- ➔ Define what were the main learning points?
- ➔ Establish behaviour compact to strengthen team accountability.
- ➔ Develop an action plan around themes.
- ➔ Make recommendations.

Post-workshop client perception review (CPR)

Company:		Team:												
1. How do you rate the effectiveness of the above process?														
The process so far		The process so far												
It has not achieved the goal we set out to achieve	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 16.6%;">1</td> <td style="width: 16.6%;">2</td> <td style="width: 16.6%;">3</td> <td style="width: 16.6%;">4</td> <td style="width: 16.6%;">5</td> <td style="width: 16.6%;">6</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5	6							It has achieved the goal we set out to achieve
1	2	3	4	5	6									
Individuals in the team were not prepared for the workshop	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 16.6%;">1</td> <td style="width: 16.6%;">2</td> <td style="width: 16.6%;">3</td> <td style="width: 16.6%;">4</td> <td style="width: 16.6%;">5</td> <td style="width: 16.6%;">6</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5	6							Individuals in the team were very well prepared for the workshop
1	2	3	4	5	6									
I personally did not benefit from the workshop	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 16.6%;">1</td> <td style="width: 16.6%;">2</td> <td style="width: 16.6%;">3</td> <td style="width: 16.6%;">4</td> <td style="width: 16.6%;">5</td> <td style="width: 16.6%;">6</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5	6							I personally benefited a lot from the workshop
1	2	3	4	5	6									
The facilitators were not well prepared and had no clear focus on the end result	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 16.6%;">1</td> <td style="width: 16.6%;">2</td> <td style="width: 16.6%;">3</td> <td style="width: 16.6%;">4</td> <td style="width: 16.6%;">5</td> <td style="width: 16.6%;">6</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5	6							The facilitators were well prepared and had a clear focus on the end result
1	2	3	4	5	6									
The pace was too slow	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 16.6%;">1</td> <td style="width: 16.6%;">2</td> <td style="width: 16.6%;">3</td> <td style="width: 16.6%;">4</td> <td style="width: 16.6%;">5</td> <td style="width: 16.6%;">6</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5	6							The pace was not too slow
1	2	3	4	5	6									
I do not believe the team will benefit from the total process	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 16.6%;">1</td> <td style="width: 16.6%;">2</td> <td style="width: 16.6%;">3</td> <td style="width: 16.6%;">4</td> <td style="width: 16.6%;">5</td> <td style="width: 16.6%;">6</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5	6							I believe the team will benefit from the total process
1	2	3	4	5	6									
I would not use a facilitator team again for a workshop	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 16.6%;">1</td> <td style="width: 16.6%;">2</td> <td style="width: 16.6%;">3</td> <td style="width: 16.6%;">4</td> <td style="width: 16.6%;">5</td> <td style="width: 16.6%;">6</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5	6							I would definitely use a facilitator team again for a workshop
1	2	3	4	5	6									

High scores indicate an effective facilitated session, and low scores indicate problems that could jeopardise the team coaching efforts. In addition, the following focus interview questions can be used to reflect on the session.



SUMMARY OF FOCUS INTERVIEW

1. Describe the quality of the pre-work.



2. Was the workshop process clearly explained (prior to the workshop) by the following?

- a. The sponsor



- b. Facilitators



3. Describe the benefits obtained from the two-day workshop.



- a. What were the most important learning points?



b. What area requires further attention?



c. Is the way forward clear?



d. What do you see as your contribution over the next few months?



4. How will the way forward bring sustainable results?



5. Will the current technical and people skills be adequate to take the team to the next level?



6. In your opinion, is there anything else that is still a burning issue?



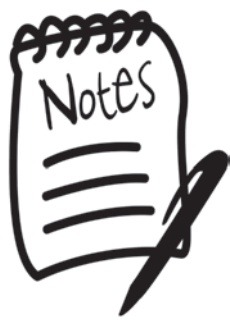
7. What are further critical agenda points for the follow-up workshop?



CONCLUSION

This chapter outlined different phases in the process of running a team coaching intervention. It is clear that this is not just a workshop event but also a process designed for change, behavioural transformation and relationship building. The process requires the participation of all players in order to be successful. When all is done properly, there are the following benefits:

- ➞ Articulation of subconscious process and thoughts
- ➞ Intellectual excitement and stimulation
- ➞ The development of new thinking and different perspectives
- ➞ There is greater team understanding of what is happening within the organisation
- ➞ Personal assumptions are challenged
- ➞ Communication skills are developed
- ➞ Greater awareness is developed in terms of behaviour and relationships in interaction with others.



TEAM COACHING SKILLS

“All organizations are aligned to get the results they get.”

Arthur W. Jones

This chapter covers the key skills needed to be a good team coach. The following skills are of the utmost importance:

CONVERSATION SKILLS

Team coaching is mainly the art of building relationships, developing understanding and effective coaching conversations, which are based on the following:

Empathic listening



The effectiveness and success of any coaching process (in particular team coaching) is dependent on listening skills. Empathic listening requires patience, focus and attention. It is not about judgment, selectiveness, the intention to respond or interject, it is more about honest listening without the intention to judge or respond, but simply to understand. This requires a frame of mind that holds no agenda, no egos and focuses on issues and facts, not personality.

Paraphrasing

This is a test for the listener to show attentiveness by engaging the other person through follow-up repeated phrases intended to explore meaning and accuracy.

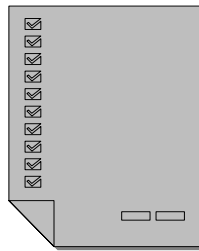
For example: “I heard you saying you are prepared and committed to lead the project team with the intention of meeting the timeframes.”

Active questioning



This is inquiry in the form of open-ended questions and direct or closed questions. Questioning in a team coaching context is intended to challenge points of view, explore meaning and commitment, create vibrancy and discourse, and to seek new alternatives.

Giving and receiving feedback



Effective conversation is about effective communication. Therefore, feedback is at the core of conversation in order to help team members to accept different kinds of comments (positive and negative). This is the way people grow and mature without being defensive.

Feedback consists of the following important elements:

- ➡ Data, which is objective, specific, factual information or observations.
- ➡ Intent, which refers to the reason for giving feedback. In the case of team coaching the intent is to raise awareness.
- ➡ Emotional change, or how you feel about the facts, which need to be acknowledged and managed by the coach facilitator.

- ➞ Connection with team members. This is to determine if, when and where they need attention, support, opportunity, clarity and feedback.
- ➞ Suggestion, when it comes to actions the team individually and collectively needs to act on, as a result of the feedback.

Max Landberg differentiates between the following three types of feedback (1996:24):

- ➞ Positive feedback, which is empowering, affirming and reinforcing.
- ➞ Constructive feedback, which highlights what needs to be improved. It is normally delivered sensitively (with a focus on specific observable facts), without judgment.
- ➞ Negative feedback, which is merely about replaying something that is wrong, in a destructive manner. It is more about perceptions, without providing any alternative. It is disconnecting.

The coach facilitator continues to hold up a mirror to the team to see, acknowledge and make a choice.

To give feedback, one must pay attention to the following requirements:

- ➞ Timing and relevance
- ➞ Focus on behaviour and not personality
- ➞ Explore opportunities for solutions and growth
- ➞ Be specific and direct
- ➞ Take personal responsibility for your opinion
- ➞ Balance positive and negative feedback
- ➞ Provide space/opportunity to get feedback.



Helpful hints for providing feedback

Destructive feedback	Constructive feedback	How to give good feedback
Creates defensiveness and confrontation; focuses on blame	Creates trust and cooperation; focuses on improvements – possible or achieved	Create a contract to discuss issues Acknowledge participants' feelings
Does not improve skill	Improves skill	Focus on 'skills' not 'person' Paint specific picture of desired behaviour Suggest practical steps
Undermines confidence and self-esteem	Improves confidence in ability and potential	Position as 'need to build' or 'demonstrate' vs. 'don't have' or 'must prove'
Leaves person guessing	Clarifies 'exactly where I stand' and 'what to do next'	Verify with questions; ask for participants' recap Jointly arrive at plan
Leaves person feeling 'judged'	Leaves person feeling 'helped'	Invite members to assess own performance first Offer support for future



Exercise: Pairs

1. Look at a colleague and give a 'camera shot' description of what you see. Then tell the person what you think (based on what you saw) as well as how you feel (as a result of your thoughts).

I see



I think



I feel



2. Now the other person gives you feedback on how they felt as you were giving your "camera shot". Use phrases like: "I liked it when you..." or "I did not like it when you..."

NON-DIRECTIVE MENTORING SKILLS

The following non-directive skills are used:



Asking open questions to raise awareness

There are two types of questions: Open questions, which help the flow of communication and encourage the speaker to elaborate or be more specific, and closed questions which tend to shut down communication. Closed questions are those that can be answered with a 'Yes' or 'No'. For example: Did you...? Do you think that...? Are you going to...? The latter is useful for seeking factual information.

Open questions begin with:

What? For example: Exactly what happened?

How? For example: How do you feel about what happened?

When? For example: When you said... I wasn't quite sure what you meant exactly. Tell me a bit more.

Where? For example: Who else is involved in the situation? Tell me more...

"Why" is a word that needs to be used with good judgment. Understanding why people do things in a specific way is important, but can be established without necessarily using the word "why".

Rather ask a more specific question, such as:

'What is your purpose in that?'

'What were the reasons behind that decision?'

'What is it that makes that important to you?'

Repeating, summarising and paraphrasing

Powerful aspects of listening in order to understand are repeating verbatim, summarising, and paraphrasing material that has been discussed.

Repeating verbatim

This technique gives a clear signal to the team members that you have at least heard the words. But repetition does not signal that you have fully understood. It has its place in coaching when a particular set of words, or a word, has significance for the coach facilitator. That you have picked up on that significance is a demonstration of your understanding.

Summarising

Presenting (in shortened form) or extracting the essence is another demonstration of your understanding. In team coaching it can also be used to check whether you in fact understand correctly. Summarising involves pulling the threads of the speaker's communication together: "Let me check whether I have got things straight". You can also let the participant summarise or paraphrase. It can generate great clarity as to what is truly important to the participant. It is also a good trick if you have lost the thread and either don't have the courage to own up or deem it inappropriate: "There was a lot there. Could you summarise it for me?"

Explain how hearing something from someone's perspective, can help to create distance from a problem.

Paraphrasing content

This involves feeding back the significant points to ensure that one's understanding is correct. Paraphrasing communicates respect, builds trust and reduces distortion. Paraphrases need only a brief and tentative follow-up – in case you have misunderstood. For example: "What you seem to be saying..." or "It sounds as if..." When you have finished paraphrasing, return to active listening. The speaker will correct any information you may have misinterpreted.

Reflecting feelings

Reflecting feelings involves feeding back (in your own words) the underlying attitudes and significant feelings expressed by the participant, to demonstrate that you have understood how the person is feeling. Reflecting feelings encourages the speaker to clarify the reasons for his or her feelings, it conveys acceptance, builds trust and facilitates deeper understanding. Make your responses brief and tentative, for example: “I seem to be picking up a feeling of...” “So you feel as if...” “You feel... because...”

Because most people don't trust their feelings and are not used to expressing how they feel, they often say what they think, even when asked how they feel! By learning to express feelings, the participants get the fog out of the way and can see the situation more clearly. Thus, clarifying feelings leads to the clarification of the underlying ideas and experience. The mentor can also share his/her own feelings to model how to express feelings, e.g. “I get angry when you allow people to walk all over you”.

There are benefits to reflecting feelings: It

- ➞ helps the member to feel understood by the mentor.
- ➞ makes it easier to accept feelings as normal.
- ➞ helps the member take control of the way he/she feels.
- ➞ helps the member see the situation more objectively.



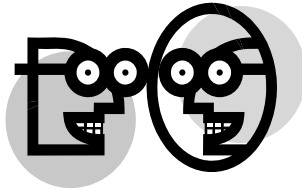
Work in pairs: Person ‘A’ tells person ‘B’ about something where strong feelings (his/her own) were involved. Person ‘B’ has to reflect the feelings he/she picks up on. Reverse roles afterwards.



Remember: Empathy has a cultural context. Coach facilitators should be sensitive to the codes and norms of different cultures.

Clutterbuck and Megginson (2000: 59) mention that self-disclosure is considered inappropriate and the expression of feelings is regarded as being “uncultured” by the French. One’s “credibility is gained through demonstrating cultural sophistication, through reputation and through professional qualification.”

Reflection



- ◆ What are some of the cultural norms prevalent in South Africa?



- ◆ How would these affect cross-cultural mentoring relationships?



Active listening and effective responding

“It is the province of knowledge to speak and it the privilege of wisdom to listen” (Oliver Wendell Holmes).



Good listening is the key to skilful communication. It is one of the most priceless gifts we can offer other people. When a person feels listened to, they feel accepted, valued, respected, heard and understood (Sutton, 1998: 126).



Guidelines for active listening:

- ➔ Give the speaker your undivided time and attention.
- ➔ Listen with sensitivity and without interrupting.
- ➔ Listen with an open mind and suspend judgment.
- ➔ Listen to the meaning – what is possibly being left out, but is not openly being expressed. This entails listening with your senses: Your ears to hear the words spoken, the rate of speech, the tone of voice, the volume and the pitch; your eyes to note the speaker's body language, gestures, facial expression, posture, movements; your mind which sifts through the meaning and sorts out how you are going to respond; your heart – how you might feel if you were in the speaker's shoes.
- ➔ Resist the temptation to break the speaker's silences, which allow him or her time to collect his or her thoughts.
- ➔ Ask questions that encourage the flow of communication rather than closing it down.
- ➔ Remember what the speaker has said (the better you listen, the better you hear, the more you remember, the better you understand).
- ➔ Remain cool, calm and collected even though you may not feel like it.
- ➔ Respond appropriately, but only when BOTH of you are sure you fully understand the situation.



1. Which of the guidelines do you find the most challenging? Why?
How can you master them?



2. Is it a case of...

Can't do (skill) or	
Won't do (will)?	

3. Make a list of things that can interfere with the listening process.



Examples of interferences:

◆ Noise

◆ Thinking about:

- ◆ What I thought they were going to say (mind reading)
- ◆ What I thought they should say.

- ◆ Becoming bored
 - ◆ What's for dinner?
 - ◆ Why he is wearing that tie?
 - ◆ I had already worked out what they should do
 - ◆ I had already thought about what they were saying
 - ◆ What I was thinking was more interesting
 - ◆ Thinking of the next question or response.

Undivided attention and focus

We need to demonstrate that we are available to the speaker, both physically and emotionally.

Attention and focus involve:

- ◆ Maintaining appropriate eye contact.
- ◆ Adopting an open posture – facing the speaker, standing or sitting at a comfortable distance, leaning towards the speaker occasionally, mirroring the speaker's body language, tilting the head to one side to express interest while remaining relaxed, using appropriate facial expression that acknowledges the speaker's feelings.
- ◆ Speaking at an appropriate volume, using a suitable tone and focusing on the positive.
- ◆ Not hiding behind barriers such as desks or tables, or folding arms and crossing legs.
- ◆ Not fidgeting – no tapping fingers on the arms of the chair, twisting a strand of hair, fiddling with items of clothing, shuffling a chair about or glancing at watches.
- ◆ Using encouragers such as 'Uh-huh' or 'Um-hmm', to show that you are listening and to encourage the speaker to continue talking.



Exercise

Person 'A' tells person 'B' about something exciting while the latter's body language has to indicate disinterest, i.e. not listening. Then reverse the role and discuss how it felt.



Repeat the same exercise, but indicate via your words and body language that you are 100 percent focused on what the person says. Write down how that felt.



Sit directly across from the person with your knees touching. Let someone else keep time and see how long you can look each other in the eye without wavering. Debrief afterwards by telling the other person what you think he/she was thinking about.



Using silence

Silence is not hazardous to your health! Silence can be useful to:

- ◆ Facilitate talking about the task at hand.
- ◆ Convey acceptance to more introverted participants – it's okay to sit back and think.
- ◆ Show respect for the participant's depth of feeling or the weight of his/her decisions.
- ◆ Slow down the pace of the session so that participants become more relaxed.

Novice mentors are often afraid of silences in their mentoring sessions and will jump in and talk more, or perhaps ask another question. A lot of valuable reflection can be lost when this happens. Silence is truly golden in the mentoring session. Typically, it means the participant is busy thinking or processing something internally. When they are ready to respond again, they will tell you.

There is, of course, another kind of silence, which occurs when the participant does not know what he is supposed to be doing. In this case, move along with the session. It is usually quite easy to tell when someone is thinking something through and when they are not, so look for the visual signals. For instance being still, eyes focused on the middle distance, is a good sign that someone is engaged with their thoughts (Downey, 1999: 46).

Reassurance

Reassurance is a supportive technique that can be used to

- ◆ encourage the exploration of new ideas and behaviour.
- ◆ reinforce new behaviour patterns.
- ◆ keep anxiety under control.
- ◆ indicate that the coach facilitator has nothing to fear or be ashamed of.

Reassurance should be sincere. The over-use of reassurance can create dependency and resentment when things don't go as expected.

- ◆ Discuss when reassurance is appropriate, and when it is inappropriate.



Problem-solving and win-win thinking

Teams are, by their very nature, diverse and complex. They are always meant to explore synergy, common solutions, a win-win paradigm and to find solutions greater than each individual member. In conclusion, the team-coaching context requires a high level of attention, analysis, diagnosis and observation of non-verbal behaviour and the intended message.



SELF-ASSESSMENT EXERCISE

Use the following to rate yourself:

Skill area	Poor	Average	Good	Excellent
Conversation				
Listening				
Observation				
Questioning				
Feedback				
Paraphrasing				
Problem-solving				

ACTION PLAN ON SKILLS AREAS

Identify areas that require development and apply the following framework:

◆ **Area for development**



◆ **Intended results**



◆ **Goals**



◆ **Action steps**



◆ **Support required**



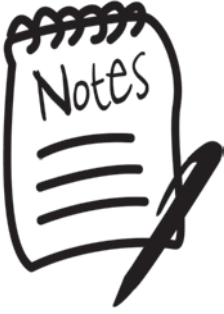
CONCLUSION

In this chapter we looked at a number of tools and techniques which are useful during the facilitation of team coaching. While all these are important, the style and choices of facilitating play a crucial role in ensuring that the workshop process remains informal, interactive and participative. The most successful process should be deliberate and direct, mutual and respectful; alert to identifying direct and personal coaching opportunities. It should also create an ongoing coaching environment.



1. Pay attention and be focused.
2. Identify individual behaviours that are not conducive to team development.
3. Be frank, but sensitive.
4. Keep the team engaged.
5. Be flexible, but firm.
6. Prepare diligently.
7. Keep looking for opportunities to coach.

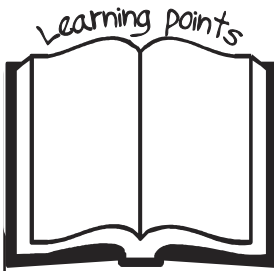
CHAPTER FIVE











KEY LEARNINGS AND CONCLUSION

“The inspiration of the noble cause involving human interest, wide and far, enables men to do things they did not dream themselves capable of before and which they were not capable of alone. The consciousness of belonging, vitality to something beyond individuality, of being part of a personality that reaches what we know not, where in space and time, generates the heart to the limit of the soul’s ideal and builds out the supreme of character.”

Joshua Lawrence Chamberlain



Team coaching provides the following learnings:

-  Fears are challenged
-  Relationships are strengthened
-  Communication is enhanced
-  Meanings are explored and shared
-  Common language is developed through key concepts
-  Energy is unleashed
-  The team is developed and sustained
-  Productivity and effectiveness are achieved.

To achieve all of the above, confidentiality and trust are critical.

When a client perception review is done as an assessment of effectiveness, one is able to get feedback. The following are some of the comments received.

- 💡 *“I was a reluctant participant. I felt that Management yet again put the finance team on the spot in an attempt to deal with our leadership issues. As the process unfolded, I decided to participate and give it my best. It was a great experience, which allowed me to speak my mind and clear up lots of misunderstandings. I sincerely hope we will implement the action for the good of the team and our leader, going forward.”*

- 💡 *“The event was great. This was the first time we openly discussed not just the tasks, but also how we work together as a team, relate to each other and respect and support each other. I was impressed with the established atmosphere of openness. I liked the focus on the positive and the forward-looking approach. It is good that the discussions, in addition to facilitating better relations within the team, resulted in a tangible action plan. I personally heard and understood a lot during the workshop and believe it created excellent momentum for us to become an even better team going forward. The key is not to slow down.”*

- 💡 *“Everything you say and do, as well as everything you fail to say will communicate a message. You cannot NOT influence people” - Jack Mickey.*

CONCLUSION

“It is not the things and the events that happen around us that cause us to act or feel a certain way – but rather, our perception of these things. (i.e. what we think and believe about them) that result in our feelings and actions” (Covey, 2004:73).

In most cases, disfunctionality in teams and the breakdown of relationships are caused by perceptions we hold about people and their behaviours. By nature, human beings are very complex creatures who function in terms of behaviour, belief systems and emotions. Team coaching processes provide an opportunity to challenge these benefits and allow people to be responsible in their choices and actions. In fact, team coaching is about creating a spirit of community leadership, which is anchored in the values of ubuntu. The premise of this value is collaboration, cooperation, inclusiveness, relationships, balance, story-telling and compassion.

“Umntu ngumuntu ngabanye abantu” (a person is a real person through others). This African expression is well known, yet its application in real life is challenging. In a team context, the strength and success of the team are directly dependent on the strength and depth of diversity and skills of the group. Therefore, to create strong teams we need strong members who are clear about their own destiny and objectives. It is for this reason that the emphasis in team coaching, change and productivity falls on human capital development. Team coaching is a critical intervention in the development of leaders.

When appropriate approaches and methodologies are applied in team coaching processes, organisations are able to unleash their potential through self-awareness, self-identity, and the re-claiming of personal authority and power. Participants in the workshop are supported to get acknowledged, affirmed and empowered to enhance their self-esteem and personal excellence.



REFERENCES

Change Partners & Learning Link International (2004) Manual.

Charlton, G. 2000. *Human Habits of Highly Effective Organization*. Van Schalk, Pretoria.

Clutterbuck, D. and Megginson, D. 1999. *Mentoring Executives and Directors*. Butterworth Heinemann, UK

Collins, J. 2001. *Good to Great*. Harper Business, New York.

Covey, S.R. 2004. *Today's Leadership Challenge*: Paper presented in South Africa at Gallagher Estate, Midrand.

Ehin, C. 2005. Leadership and Self-managing Systems. Volume 19, Issue 5. *World Business Academy – Viewpoint: Rekindling the Human Spirit in business*.

Feldman, D. A. 2001. *The Manager's Pocket Guide to Workplace Coaching*. Amherst, Massachusetts: HRD Press.

Hackman, J. R. 2004. What Makes for a Great Team? Volume 18: No.6. *American Psychological Association*.

Lessem, R. 1996a. South Africa's Business Sphere. In: Lessem, R. & Nussbaum, B. Sawubona Africa embracing four worlds in South African management. Sandton: Zebra Press.

Mbigi, L. 2005. *The spirit of African Leadership*. Johannesburg: Knowledge Resources.

Miller, R. 2004. The Challenge of Global Leadership: A discussion paper based on a Global Leadership Survey. *The Global Coaching Partnership*.

Porter, M, E; Lorsch, J. W and Nohria, N. 2004 *Seven Surprises for New CEOs*. Harvard Business Review. October.

Senge, P. M. 2006. *The Fifth Discipline: The art and practice of the Learning Organisation*. New York: Doubleday.

