3RD EDITION

LEADERSHIP TEAM COACHING IN PRACTICE

CASE STUDIES ON CREATING HIGHLY EFFECTIVE TEAMS

EDITED BY

PETER HAWKINS

KoganPage

PRAISE FOR *LEADERSHIP TEAM COACHING IN PRACTICE*

"Systemic, team and coaching – three powerful concepts. The case studies and other chapters in this book show how you can put them together to enable leaders and their teams to meet the challenges of an evolving world with confidence and integrity!"
David Clutterbuck, Co-Dean of the Global Team Coaching Institute

"A great new edition from Peter Hawkins, the world's leading pioneer in systemic team coaching, which provides rich case examples of coaching teams in different sectors and different countries around the world. A must-read if you want to see best practice in action."
Damian Goldvarg, President, Goldvarg Consulting Group, Inc

"In a highly interconnected and interdependent world, it is critical for organizations to recognize their role and power in impacting the broader ecosystem in which they exist. What better way to guide leaders and coaches on how to go about this organizational transformation than through a compelling collection of case studies (collected from around the world) sharing how real teams are using leadership team coaching to grapple with their own unique complex systemic issues."
Ilka Dunne, Leadership and Coaching Lead, FirstRand Bank South Africa

"Peter Hawkins' world class methodology is very helpful for high level steering and developing of all types of companies and organizations,

plus a great tool with teams and for personal development. It is the basis of my work as a CEO."
Frank Quante, CEO, Fraport Bulgaria (Varna Airport and Burgas Airport)

"An inspiring and practical read for leaders, coaches and OD consultants on how to take your teams to the next level of what the future needs and be stakeholder centric. Edited by Peter Hawkins, the world's leading pioneer in systemic team coaching, it offers case examples from around the world, many written jointly by CEOs and their team coach."
Marshall Goldsmith, *New York Times* No 1 bestselling author of *Triggers*, *Mojo* and *What Got You Here Won't Get You There*

Leadership Team Coaching in Practice

Case studies on creating highly effective teams

Edited by
Peter Hawkins

KoganPage

Nemo solus satus sapit.
(TITUS MACCIUS PLAUTUS, 254–184 BC)

No individual person can be wise enough on their own.
(QUOTED BY THE CADBURY REPORT ON BOARD GOVERNANCE, 1992)

CONTENTS

LIST OF FIGURES

LIST OF TABLES

FOREWORD

An organization isn't a machine; it's a living organism. Since the Industrial Revolution, it's been customary to think about the production of goods and services as though they all still emerged from factories. Business (or management) schools grew out of engineering schools, inheriting their mechanistic model and language. But what Peter Hawkins and his associates demonstrate is that this mental construct, if it ever were true, no longer is. Companies don't have ideas, only people do – and it is the interactions between and among people from which innovation, insight and value emerge. Leadership is about creating the conditions in which those are most likely to proliferate.

The Covid pandemic gave us all a crash course in these realities. It was collaboration that kept firms afloat, the bonds between people that sustained them and their imagination that frequently gave rise to improvised solutions and unexpected innovation. This book in itself ably demonstrates its own proposition. The output of a team of exceptionally gifted and experienced practitioners, their case studies combine to produce a highly coherent, practical and holistic approach to leadership team coaching. It grows from the shared experience of exceptional collaborators, proving – if proof were needed – that teams aren't about dumbing down but braining up. Most CEOs today recognize that they cannot achieve change alone, that they depend critically on the contributions of executives who understand how to get the best from each other. But recognition is the easy part: how to achieve such high-order collaboration is the hardest part of leadership. It shouldn't take a crisis. But many of the huge shifts that companies have made during the pandemic, such as shifting to flexible working and, in many instances, whole new product and service lines, had not emerged before crisis forced change. Leaders now confront the harder problem, which is the permanent transformation of heroic soloists into fully functional and sustainable teams.

This takes time. Many leaders expect – or hope – that the smooth interaction of capable people will develop naturally. That almost never happens. Few executives, harried by key performance indicators, targets and share price, have the time or the skills to develop the social capital on which an organization's resilience, productivity and creativity depend. The single greatest motivator at work may be our connectedness to each other – but this is easily stunted or eroded by the day-to-day demands of work. That's where leadership team coaching comes in: helping already outstanding individuals to grow beyond their expertise by investing the time and attention required for true social capital to compound.

In his research at MIT into collective intelligence, Thomas Malone found that what makes groups particularly adept at problem-solving is a high level of social sensitivity (groups that are well attuned to one another), equal levels of contribution (people are neither dominant nor passive) and having more women. Those are, in essence, the building blocks of great teams. The mortar, however, is more subtle: it is time spent together, expertly facilitated, that turns conflict into thinking and unfettered exploration into a shared sense of mission. Like so much in our working lives, we know when we've found it but when it's lacking, we aren't sure where to look.

Hawkins and his collaborators are expert guides. Reading these case studies, you can feel in their interventions and observations the decades of experience that they bring to their understanding of individuals and groups. You recognize at once that theirs is not abstract or academic inquiry but one driven by first-hand understanding of the urgency of execution. Both practical and wise, these coaches make the often bewildering and frustrating aspects of coaching leadership teams structured, disciplined and human.

In all organizations, whether commercial or not, I have always sensed a deep ambivalence around the very concept of team. Living in an age that so easily venerates heroic soloists, many wonder whether or not collaboration dilutes individuality, produces a lower common denominator and somehow diminishes those who contribute generously to the whole. Hawkins' illustrations should eliminate such anxieties once and for all. There is no doubt, reading these examples, that a great team both captures and expands the capacity and ability of every individual that contributes to it and that it is in working with and for each other that we find and grow the best of ourselves.

Margaret Heffernan

ACKNOWLEDGEMENTS

This book would not have been written without the many readers who responded so positively to the first, second, third and fourth editions of *Leadership Team Coaching*, particularly the many executives and team leaders who used the models and approaches and have been generous enough to share their experience.

The book is a practical follow-up showing how systemic and leadership team coaching works in practice with case studies from different countries and business sectors. It is very much a product of a team, and although it is my name on the cover, I would like to thank all the other members of the team who have made it possible, by writing up the stories of their work and reflecting on what has worked and what they have learned.

As well as those who have contributed chapters, there have also been important inputs from all those who have taught on, or been students on, the seven diploma programmes in systemic team coaching as well as numerous master classes and shorter workshops that I, and my colleagues, have taught in many parts of the world. I would particularly like to thank John Leary-Joyce and Hilary Lines, who have been great co-trainers and creative co-developers. Also, David Clutterbuck, who has partnered me on establishing the Global Team Coaching Institute with WBECS, which provides virtual systemic team coaching training to hundreds of students in over 100 countries around the world.

All the writers in this book would also like to salute and acknowledge all the teams and organizations that have been committed and courageous enough to open themselves and their work in team coaching in pursuit of discovering how to become a more effective team and make more of a difference, not only to their organization but also their stakeholder world. A particular thank you goes to the CEOs and senior leaders who have gone further and been willing to write about their own experience in this process.

In preparing the text we have had enormous support from Fiona Benton, Jo Ellis and Julie Jeffery of Renewal Associates, who have regularly turned mess and confusion into order and readability and ensured that references were hunted down and corrected. A big thank you to all of you for your flexibility and support.

Finally, I would once more like to thank my wife and partner Judy Ryde for her love, patience, colleagueship, support and her many important contributions to the writing of this book and for accepting that our holiday suitcases are always full of half-written manuscripts.

Peter Hawkins
Emeritus Professor of Leadership, Henley Business School
Chairman, Renewal Associates
Honorary President of the Academy of Executive Coaching

INTRODUCTION TO THE THIRD EDITION

It is eight years since I decided that, to accompany the second edition of *Leadership Team Coaching*, it would be helpful to have a book of example applications of systemic team coaching in a variety of countries, across different sectors and in organizations facing diverse challenges. I was keen to have the perspectives, not just of the team coach, but also of the CEO or team leader who was partnering the team coach in developing their team.

Much has happened in those eight years. The interest in, and need for, systemic team coaching has grown exponentially, as more and more companies realize the need to move from individualistic heroic leaders to more collective leadership within the team, and greater collaboration and engagement beyond the team. Both our own training in systemic team coaching (see Chapter 19) and other parallel trainings (see Chapter 20) have increased in number and spread to most parts of the world, from China to South America, Scandinavia to South Africa, and Australia to California. The research on coaching trends shows that team coaching is predicted to be the fastest growing form of coaching in the next three years (Ridler Report, 2016; see Chapter 20) and increasingly we are seeing the development of ecosystemic team coaching (Hawkins, 2017, 2021), where team coaching becomes part not just of an organization-wide development and transformation process, but a development of the wider ecosystem, with coaching of networks and partnerships.

The new literature that has emerged in the last eight years also reflects this. The book *Team of Teams* by General McChrystal and colleagues (2015), describing the radical culture change in the allied forces in post-war Iraq, dominated by regular and widespread violence, became a *New York Times* bestseller. The approach they adopted has been applied to many business organizations and described in both McChrystal's book and that of his colleague and sometime aide-de-camp, Chris Fussell (2017).

Although coming from a very different sector and culture, my own approach has developed along similar lines. In the first edition of this book, I included a joint case study with a CEO showing 'inter-team coaching' in a UK district hospital (see Chapter 6). Since then, in the third and fourth editions of *Leadership Team Coaching* (Hawkins, 2017, 2021), I have developed approaches for expanding systemic team coaching into organization-wide transformation, and developed ecosystemic team coaching that coaches inter-organization relationships, partnerships and networks. In this book I have decided to share this process more clearly and have written a new chapter (16), *Creating a 'teaming', and 'team of teams', culture and strategy for team coaching*. This chapter also includes a short case study of training partners in a global professional services firm (Deloitte) to become team coaches of their own teams – and shows the links between systemic team coaching, leadership development and organizational transformation.

Increasingly there is a need to combine team coaching with organizational development, HR processes, leadership development and to find ways of coaching whole businesses. Large companies are increasingly employing fewer people and all the growth in employment is coming from business start-ups, small growth companies as well as the not-for-profit (or better termed 'for-benefit') sector. Yet we know that over half of all business start-ups fail within their first two years. This means that the need for coaching intact teams in large companies will plateau and even decrease in the next 10 years, but the urgent need to coach business start-ups and growth companies will continue to grow sharply. So, in this edition I have continued to widen the scope with new case studies and vignettes! All the case study authors that we have continued to include have contributed their reflections four or more years down the line since they did the work, including what new learning this has led onto for them in their work as team coaches, team coach supervisors and business and team leaders.

This new edition also includes a major update in Chapter 3, detailing new case studies that have been published elsewhere, and also a new chapter that provides shorter case vignettes from around the world, each addressing some of the key challenges that arise in team coaching practice (Chapter 13).

Since the first and second edition we have also had new literature: from Christine Thornton bringing out a second edition (2016), Jennifer Britton in Canada bringing out a new book (Britton, 2013) and Anna Rod and Marita Fridjon bringing out a book based on their ORSC approach (Rod and Fridjon, 2016). Philip Sandahl and Alexis Philips (2019) brought out a book on *Teams Unleashed*, and Lucy Widdowson and Paul Barbour (2021) published *Building Top Performing Teams* for which I wrote the preface. And John Leary-Joyce and Hilary-Lines, both contributors to this book (see Chapters 4 and 19), wrote *Systemic Team Coaching* (Leary-Joyce and Lines, 2017), adding their perspectives on this approach and the training necessary. Krister Lowe (see Chapter 20) has done a great job interviewing authors, researchers and practitioners on his podcast (www.teamcoachingzone.com) and providing signposts to the best tools, evaluation instruments and books in the field. In 2019 David Clutterbuck, Krister Lowe and a team of other editors compiled *The Team Coaching Handbook*, which offers some of best thinking and practice from around the world.

There has also been a growing literature on the need to develop a more systemic approach to all types of coaching (Einzig, 2017; Lawrence and Moore, 2018; Turner and Hawkins, 2016, 2019; Hawkins, 2014c, 2011b; Goldsmith and Silvester, 2018). These authors argue that for too long leadership coaching has been 'expensive personal development for the already highly-privileged' (Hawkins and Turner, 2020; Hawkins, 2014c) and that coaching needs to deliver not just for the coachee but their wider stakeholder ecosystem.

In addition, this period has brought new research on the future of leadership and leadership development (see Hawkins, 2017b). This new edition has drawn on much of this research and in the new Chapter 16 we show how systemic team coaching can play a key role in leadership development.

The next five years will see even faster change than we have witnessed in the last five years. The demand for team coaching, transforming organizations, supporting business start-ups and growth companies, and developing partnerships, networks and business ecosystems will all grow exponentially. Systemic team coaching will also need to undertake its own transformation and incorporate its own digitalization to streamline its offering, create better continuous evaluation and increase its reach and impact (see Chapter 20; Hawkins, 2021: ch10). My hope is that this new updated and expanded third edition will assist team coaches globally in this important challenge.

THE CONTRIBUTORS

GAVIN BOYLE

Gavin Boyle joined the NHS just over 25 years ago as a general management trainee in Liverpool. This followed university and a degree in Biological Sciences, then a short period in private industry. Gavin is Chief Executive of University Hospitals of Derby and Burton NHS Foundation Trust. Prior to joining Derby Teaching Hospitals in 2016, Gavin was Chief Executive at Chesterfield Royal Hospital NHS Foundation Trust and Yeovil District NHS Foundation Trust. The merger in 2018 of the Derby and Burton Hospitals Trusts created one of the largest university teaching hospitals in the country.

MONICA CALLON

Monica Callon is a bilingual leadership and systemic team coach and consultant working internationally with executives and teams in the private and public sectors. She is a member of the Global Team Coaching Institute faculty and of the Leadership Circle Profile core debriefing faculty. She is a Senior Practitioner in individual and team coaching, certified by the European Mentoring and Coaching Council, as well as a Professional Certified Coach through the International Coaching Federation. She is also a Team Coach Supervisor. Monica's work and life are in service of contributing to a more inclusive, compassionate and regenerative world, guided by conscious and systemically attuned leaders and teams.

CATHERINE CARR

Catherine Carr is a master corporate executive coach, master team coach (EMCC), leadership and team coaching trainer and supervisor, core faculty with the Global Team Coaching Institute and the Renewal Associates North America Systemic Team Coaching Program. She is also the Resilience @ Work lead for North America and a psychotherapist. She has worked across business sectors with particular experience in the public sector. Her ongoing work centres on creating resilient and purpose-driven leaders and teams, with additional expertise in health and pharmaceutical, indigenous organizations, mental health, resource, finance, IT, and start-ups. She holds a Professional Doctorate in Leadership Development and Executive Coaching and is the co-author of two books on coaching, *50 Tips for Terrific Teams* and *High Performance Team Coaching*, several peer-reviewed journal articles, book chapters and magazine articles. Catherine also volunteers as an executive coach for TED Talk speakers working on social and environmental issues.

OLIVIA CHAUVAIN

Olivia Chauvain, after 20 years in the corporate world, including ten years as a member of an executive committee, changed her career path to devote her energy to people and organizational development. In 2009 she became a certified HEC executive coach. Since then she has accompanied managers and directors, leadership teams and executive committees in their transformation, injecting an open mindset, positive drive and high standards. Olivia has a wide range of expertise: leadership, quality team-work and collective intelligence are her special fields.

HEATHER CLAYTON

Heather Clayton is the principal of a firm that specializes in large-scale public sector leadership and team development. Heather's earlier career experience was spent crafting and leading multi-faceted learning and development programmes for top educational institutions. This experience shaped her belief that building and shaping leadership conversations to influence organizational culture is the most important coaching work we can do. Her coaching methodology is grounded in research and systemic approaches to individuals and teams. Heather loves the magic zone where 'sanctuary meets challenge', where leaders and teams feel a deep sense of safety to explore and shift within the complexities of their experiences.

RALPH COCHRANE

Ralph Cochrane is a seasoned executive coach, leadership development facilitator and systemic team coach. He is the owner of Nexus Coaching Professionals. Ralph has diverse coaching experience, having worked with over 250 executives globally across various industries. His strong business acumen and strategic mindset are built upon a solid foundation of business knowledge and experience in leadership development, project management and sales and marketing while working in financial services for 15 years. He studied Economics at Dalhousie University, International Marketing at Humber College and Project Management at the Schulich School of

Business at the University of Toronto. Ralph is a five-time Ironman finisher. He is passionate about making a difference, raising over $1 million for the MS Society of Canada.

SUE COYNE

Sue Coyne began her career in marketing and then spent 20 years as an owner/director of a market research agency. She led a management buy-out in 1996 and grew the business to be in the top 10 in the UK before selling it in 2002 when she exited the business. In 2003 she trained as an executive coach and added to that later by training as a systemic team coach. She brings together her business experience with the latest thinking on leadership, her advanced coaching skills and 10 years of walking alongside executives, board directors, boards and senior leadership teams to enable sustainable high performance. She published *Stop Doing, Start Leading* in 2016. She adopts a holistic, systemic approach, understands the challenges faced by senior leaders and acts as a trusted adviser and sounding board. She operates her leadership development consultancy through suecoyne.com and Sue Coyne Ltd.

CAROLE FIELD

Carole Field is a partner at O’SullivanField, coaching with individuals and teams. Clients appreciate the value of her grounded presence, saying that she provokes their thinking and provides critical support as they transition and transform. She maintains special interest in coach professional development. This includes partnering with client organizations to develop the coaching capability of internal coaches and the provision of supervision for coaches and mentors. Carole is a published author, including co-authoring *Mastering the Art of Leadership* and contributing to *Women in New Business Leadership*.

CLAIRE FOREST

Claire Forest is an Executive coach operating in large companies and high growth companies. She specializes in company culture. She has been a member of management boards for 25 years as marketing director and chief people officer – in the tech industry, the musical industry, in the public and private sector, and B2B and B2C. She is now supporting leaders and their teams to define their vision and their mission, build their core values, achieve challenging and impactful transformations, and maintain a high level of energy and passion in their environment. Her practice is grounded in systems thinking, human approach, multicultural comprehension and narrative based practices. Her qualification and experience in mindfulness meditation is another brick she brings to her clients to help them to develop their intuition, to keep a high level of energy and to remain benevolent and human in any circumstances.

PETER HAWKINS

Peter Hawkins is the international thought leader in systemic team coaching. He is the author of many books, including *Leadership Team Coaching: Developing collective transformational leadership* (third edition 2017) and *Creating a Coaching Culture* (2012). He is Professor of Leadership at Henley Business School, Emeritus Chairman of Bath Consultancy Group and Director of Renewal Associates and consults to many boards and executive teams internationally. He trains and supervises systemic team coaches from many countries through the AoEC and Renewal Associates and coach supervisors through Bath Consultancy Group.

MARGARET HEFFERNAN

Margaret Heffernan produced programmes for the BBC for 13 years and then started and ran software companies in the US for the next 10 years. Her third book, *Wilful Blindness: Why we ignore the obvious at our peril*, was a finalist for the Financial Times Best Business Book Award 2011 and her TED talks have been seen by over 14 million people. In 2015, her book *A Bigger Prize* was awarded the Transmission Prize and was described as 'meticulously researched… universally relevant and hard to fault'. *Uncharted: How to navigate the future* was published in 2020. Through Merryck & Co, she advises CEOs and senior executives of major global organizations and is Lead Faculty for the Forward Institute's Responsible Leadership Programme. She is a Professor at the University of Bath and writes for the *Financial Times*.

ALISON HOGAN

Alison Hogan is a leadership coach, consultant and supervisor with over 20 years' experience supporting individual leaders and their teams through periods of radical uncertainty with a particular focus on organizational change, leadership development and boardroom behaviours. Her work is grounded in training in systemic team coaching and gestalt international organization and systems development. She has written about excellence in board leadership, co-led leadership programmes and taught on MBA programmes. Alison is an

Honorary Fellow of the University of Exeter Business School Exeter Centre for Leadership.

JOHN LEARY-JOYCE

John Leary-Joyce is founder and Chairman of the Academy of Executive Coaching. As an entrepreneurial leader, John understands the importance of teamwork and the value of team coaching. Over the past 15 years he has become widely recognized as a senior transformational coach, combining this with a 20-year career as a gestalt group facilitator/trainer, publishing *Fertile Void: Gestalt coaching at work* in 2014. With substantial team building and process consulting experience, he has become a highly regarded team coach working in large organizations, especially in professional services firms. He has an MA in executive coaching, is PCC with ICF, a qualified supervisor and a frequent international conference presenter. He is co-founder with Peter Hawkins of the pioneering Systemic Team Coaching Certificate and Diploma programmes and co-author of *Systemic Team Coaching* (2018).

NATHALIE LEROTIC PAVLIK

Nathalie Lerotic Pavlik is a leadership and team coach and consultant, drawing on two decades of professional experience within dynamic and fast-changing international corporate environments in her various roles within human resources management. She has worked across a broad range of sectors, such as IT, banking, oil and gas, and consulting, and as a member of leadership teams partnering with the business leaders to successfully drive the people agenda within organizations. She has an MSc in Occupational Psychology from the University of London and holds Graduate membership of the British Psychological Society. Nathalie is an active volunteer for EMCC Global, and current EMCC Croatia president.

HILARY LINES

Hilary Lines has over 30 years' experience of working with senior leaders as an executive and team coach, as a facilitator and trusted adviser in organizational change and as an innovator in leadership development across the globe. Hilary specializes in helping senior leaders work with conflict and difference within their teams, enabling them to create new organizational cultures through working with difference in a constructive and creative way. Her 2013 book *Touchpoint Leadership* (with Jacqui Scholes-Rhodes) provides a template for leaders to build collaborative relationships and cultures that build lasting value. She has played a lead role in the design and leadership of the Academy of Executive Coaching/Renewal Associates Diploma in Systemic Team Coaching and the Global Team Coaching Institute suite of programmes and is a team coach supervisor.

KRISTER LOWE

Krister Lowe MA PhD CPCC is an organizational psychologist, an Executive and Team Coach, and a podcaster. Krister is the host of the *Team Coaching Zone* podcast – a weekly interview show that explores the art and science of team coaching, which has a listenership in more than 125 countries around the world. Dr Lowe is a specialist in team coaching, conflict resolution and performance management and has more than 15 years of experience consulting to diverse organizations in more than 25 countries throughout Europe, Asia, Africa, the Middle East and the Americas. His coaching, consulting, facilitation and training interventions have reached more than 25,000 people globally. He has expertise in a number of sectors including international organizations, professional services, financial services, information technology, foundations, pharmaceuticals and education. Krister holds both a Master of Arts degree and a Doctor of Philosophy degree in Social-Organizational Psychology from Columbia University.

NQOBEKILE DORAH MANYONI

Nqobekile Dorah Manyoni has spent the past two decades in South Africa, coaching, mentoring and training business leaders. She has worked with a diverse set of leaders from start-up CEOs to well-established CEOs to develop their repertoire of business capabilities and skills and thereby improve their leadership effectiveness. Nqobekile Dorah combines empathy with strategic approach and focus to motivate executives to take their leadership to the next level. Her experience as a business coach as well as developmental specialist means that her coaching approach has a clear focus on achieving measurable leadership growth, which can have a significant impact on business results. Nqobekile Dorah is a member of Marshall Goldsmith Stakeholder Centered Coaching, the world's leading executive coaching network. She is also a member of Coaches and Mentors of South Africa.

CHRISTOPHE MIKOLAJCZAK

Christophe Mikolajczak is an international leadership and team coach, partnering with executives and teams to accelerate strategic transformations, across a wide range of sectors. He focuses on enabling senior executives to mobilize the collective intelligence of their teams, converge on a shared vision, achieve successful change and grow their own leadership. He has developed original, effective approaches for shared visioning, team development, personal mastery and systemic leadership among others. He leads transformational leadership development programmes with international companies and has a strong interest in innovative managerial practices inspired by human values. He is also a coach supervisor, and his practice draws on deep systemic and humanistic coaching foundations. Before becoming a coach, he was a management consultant at McKinsey for nine years, specialized in leading cultural transformation projects with major companies.

JUDITH NICOL

Judith Nicol started her leadership coaching practice in 2002. She has worked with many boards, CEOs, directors, talented leaders and senior leadership teams in FTSE 100, 250 and mid-cap companies as well as smaller and venture-capital-backed organizations and in the not-for-profit sector. Judith spent her early career in executive search and became a partner with Spencer Stuart, one of the leading global consultancies. She has trained in the UK and the US and has been ICF PCC-accredited since 2005. She is a qualified systemic team coach. Judith has published a paper on ‘Leadership range and flexibility’ with Lancaster University and in 2011 she authored the ARC Culture and Leadership Impact diagnostic tools that work with these concepts. Since 2019, Judith has combined leadership coaching of CEOs and Board directors with her creative pursuits and voluntary work. She is a listening volunteer with the Samaritans and has also served as a trustee with several local charities where she lives in Cumbria.

PADRAIG O'SULLIVAN

Padraig O'Sullivan is Founder and Managing Partner of O'SullivanField. His reputation as a thought leader, international coach and educator has been established with over 12 years' global leadership and coaching experience. His work with executive teams guides them to high performance. At an individual level, he supports executives in transition. He is an Honorary Fellow of the Sydney Business School (UOW) where he teaches on the Masters of Business Coaching, specializing in innovation and business change, and leading teams and groups towards high performance. He is published in academic journals and is co-author of *Leadership: Helping others to succeed*. His new book, *Foreigners in Charge: Success strategies for expert leaders in Australia*, was published in 2014.

JACQUELINE PETERS

Jacqueline Peters collaborates with senior leaders and their teams to strategically develop their leadership and team effectiveness abilities to achieve better results. She uses the wisdom and knowledge she has gained over 25 years as an executive coach and organizational effectiveness specialist to help her clients gain insights that inspire action and accountability. Jacqueline has a strong commitment to learning and professional practice, including an award-winning dissertation while completing a professional doctorate (DProf) in leadership development and executive coaching. She is a certified coach with the International Coaching Federation and European Mentoring and Coaching Council. Jacqueline writes regularly on team coaching, including co-authoring two books, *50 Tips for Terrific Teams* and *High Performance Team Coaching*. She combines her leadership and team development expertise with her training as a couples therapist in her book *High Performance Relationships: The heart and science behind success at work and home*.

DAVID PRESSWELL

David Presswell is a partner of Aretai LLP and an executive coach. He works with senior teams and individuals in a broad range of organizations, internationally, often employing a systemic constellation approach. He was formerly Head of Global Coaching at YSC, a business psychology consultancy working with half the FTSE 100. His early career was as a TV director of factual programmes for the BBC and Channel 4 in the UK and Discovery, PBS and A&E in the US. He read English Literature at Oxford University and studied theatre directing at the Bristol Old Vic Theatre School – from where he got much of his initial interest in an embodied approach.

FANNY SENSEN

Fanny Sensen is currently heading Compliance Supervisory Affairs at BNP Paribas. She has 22 years' experience in the banking industry. She works in a multicultural and international environment to accompany senior teams and executives in achieving very challenging transformations within highly sensitive regulatory contexts. Her early career was as a banker for mid-cap and large international corporates, then she held several positions at Inspection Générale as head of assignment, at CIB Global markets as COO of Commodity Derivatives in London and in Trade Finance as deputy head of Trade Finance Competence Center. Fanny is a certified HEC executive coach for organizations. Her work is grounded in the systemic approach and she has developed particular interests in emotional intelligence and intuition to unlock team potentials.

LUCY SHENOUDA

Lucy Shenouda is founder of FosterEssence Inc and a leadership and systemic team coach. With a deep understanding of business processes, Lucy fosters coaching conversations on operational excellence, team alignment, and resilient leadership. As a corporate professional, she held leadership roles in marketing and strategic planning. With Fortune and Global 500 organizations in the MENA region, she partnered with brand ambassadors in India, Lebanon, Nigeria, Indonesia and the GCC. Lucy co-led learning integration of stellar brand and people experiences for Unilever, McDonald's, Nestlé and Showtime Arabia (now OSN). Lucy facilitates and curates online live speaker sessions, provides pro bono coaching for Up With Women and EthicalCoach, is an adviser for the Durham College International Business Programme and is a published author.

HIDETOSHI TAJIKA

Hidetoshi Tajika DBA is the President of Leadership Team Consulting Inc and Board Director of the Japan Team Coaching Association. He has over 30 years' experience in business and executive coaching and has designed and led coaching training sponsored by PHP Institute Japan for more than 20 years. Hidetoshi is one of the pioneers in leading team coaching in Japan. Based on his solid experience working with client teams, he established a training course for team coaches in 2007 and has been devoted to nurturing team coaches in Japan since then. In 2010, he co-founded the Japan National Team Coach Federation and serves as the President of the Board of Directors. He is the author of a number of Japanese books in the fields of business coaching, conference and team coaching. Hidetoshi has translated several books such as *Leadership Team Coaching* by Peter Hawkins, *Be Your Own Executive Coach* by Peter Delisser, *Time Line Therapy and the Basis of Personality* by Tad James and Wyatt Woodsmall, *From Coach to Awakener* by Robert Dilts, *Strategies of Genius*, Vol 1 by Robert Dilts, and *Meta-Coaching* by L Michael Hall and Michelle Duval.

DANNY TUCKWOOD

Danny Tuckwood is Operations Director at Metaco, a consultancy specializing in strategic leadership development and organizational culture change, with offices in London and Johannesburg. With an extensive background in international business, his work with leaders and teams involves reducing complexity, achieving clarity of strategy and enabling the collaboration and co-operation across stakeholder groups that characterizes high performance. Passionate about the development of team coaching, Danny is Lead Faculty on the Systemic Team Coaching training programmes and Faculty for the Global Team Coaching Institute courses. He is a coach and team coach supervisor, and co-founder of Teams & Beyond, a global online learning platform supporting the ongoing development of team coaching professionals. Danny has an MSc in Coaching and Behavioural Change and the Master Practitioner Diploma in Systemic Team Coaching. He holds EMCC EIA and ITCA accreditations at Senior Practitioner level and registration with the SABPP as a Master HR Practitioner: Learning and Development.

BARBARA WALSH

Barbara Walsh is Managing Director of Metaco, a consultancy specializing in strategic leadership development and organizational culture change, with offices in London and Johannesburg. She partners with senior teams and leaders for whom success depends on their ability to navigate complexity, anticipate an uncertain future, thrive through rapid change, and partner across various stakeholder groups to achieve their results. Barbara is Lead Faculty for the Systemic Team Coaching training programmes, Core Faculty for the Global Team Coaching Institute courses and a coach and team coach supervisor. In addition, she is a co-founder of Teams & Beyond, a global online learning platform supporting the ongoing development of team coaching professionals. Barbara has an MSc in Coaching and Behavioural Change and the Master Practitioner Diploma in Systemic Team Coaching. She holds EMCC EIA and ITCA accreditation at Senior Practitioner level and registration with the SABPP as a Master HR Practitioner: Learning and Development.

GERALDINE WELBY-COOKE

Geraldine Welby-Cooke is a registered organizational psychologist, human resources leader, consultant, coach, wife and mother of two children, and an avid learner. She has 16 years of experience in various roles, enabling her to support individuals, teams and businesses to reach their objectives. She most recently held the executive position in Human Resource Management at Comair Limited before moving into a consulting practice. Her career has focused extensively on building organizational effectiveness by leveraging people practices, improving culture and driving performance. She holds a Masters degree in Human Resource Management and various certifications in coaching, change management and performance. When people ask Geraldine to describe her passion for business, she does not hesitate to say that she most enjoys building business capabilities, navigating change and supporting the development of high-performing leaders and teams.

DECLAN WOODS

Declan Woods is a top team coach, boardroom psychologist and CEO of teamGenie – a specialist team coaching company. He is the creator of the award-winning teamSalient team effectiveness discovery tool. Declan is the Global Head of Team Coaching Standards and Accreditation with the Association for Coaching. A Chartered and Registered Psychologist and accredited Master Coach, Declan earned Masters and Doctoral degrees in Psychology from the Universities of Cambridge and Leicester, an Executive MBA from Warwick Business School and an MA in Change Consulting from INSEAD.

HELEN ZINK

Helen Zink is a leadership development coach, team development coach and consultant, with significant hands-on business and leadership experience at a senior level. Helen has a passion for growing leaders and teams to be the best they can be and is the Director of Grow to be Limited specializing in this area. Helen has a large toolkit to draw from including coaching, team coaching, applied positive psychology, change management and strategic tools and methodologies. She also has a passion for growing herself and holds many qualifications and certifications, including ACC (ICF), MSc (Coaching Psychology), MBA, BMS (hons), CA, and is trained at Senior Team Coaching practitioner level.

01 Introduction

High-value-creating teams – the latest research and development

PETER HAWKINS

> *Companies know that they derive greater creativity and innovation from teamwork – but what, they wonder, makes a great team?*
> (MARGARET HEFFERNAN, 2013: 228)

We must never forget that teams are living systems, not manufactured products that can be built to prescribed proportions, built to order, functionally correct. They never exist alone and are constantly changing and evolving. We need not a mechanistic science of teams but an ecology that can constantly enrich and renew our craft of team building and team coaching and a poiesis that can inspire our work and remind us that the mystery of whatever emerges in each team we encounter is always greater than what we think we know.

I have been in and around teams all my life, that is, if we can see the family as a team, for it too must pull together to survive and to thrive. The family receives a commission from its wider tribe of grandparents, aunts, uncles, ancestors, from those who have gone before. From these expectations, the couple have to clarify their intentions, both privately together and publicly at their wedding or through Facebook or other means. They co-create first together and then awaken to the realization that the relationship has a life of its own, becoming a third voice in their being together. Then the children become part of the co-creation, each one changing the shape, the rhythm and the flow of the family living. The family is never an island; even the Swiss Family Robinson had to co-exist alongside the other creatures that shared their castaway terrain. The family has to connect, with neighbours, relatives, friends, both ones they share and those of individual family members, with schools and work, tradesmen and visitors. Some families learn, develop and change with each play and challenge that life presents for them to participate in. Other families get stuck holding on to the familiarity of one particular time and way of being. In some, the individuals learn separately and go their own ways.

At age 50, life presented me with a whole new opening and perspective on understanding systems and the nature of teams. For in that year my wife and I came to live on the borders of Bath in the countryside, to restore an old Victorian walled garden and look after some fields and woodland copses. Our home sat high on the hill, overlooking a deep valley bordered by woods. At age 55 I worked with local schools, communities and the Woodland Trust to plant a new woodland on our side of the valley and I daily watch it grow and change from my desk in the upstairs study. There is an old saying describing the common human predicament of ‘not being able to see the wood for the trees’. I think my wife and I were drawn to this location so we could daily see both the wood and the trees, and watch how the wood changes. For a wood is much greater than a collection of individual trees. Counting and labelling each tree in the wood tells you very little. To really understand the wood, you need to know its geology, the soil which feeds its roots, its topology, how it is nestled within the landscape and protected from some winds and open to others, the time the sun first alights upon its branches and when it leaves them, the streams that feed it, the animals, insects and birds that have come to inhabit it and how they fashion their occupation of different woodland locations and how they interplay, live and die, dependent on each other. Also, how each species, including humans, have used the wood for their shelter and home-building, foraging for food and, in the case of humans, firewood. You need to watch it through each of its seasons and in all weathers: the skeletal forms of the trees in winter, the crisp silence when it is full of snow, the spring awakening and the glory of the late April carpet of bluebells, celandine, ramsons or wild garlic flowers and delicate wood anemones, the dappled light of the full summer sun, the mushrooms and berries and multicoloured dancing, falling leaves of late autumn. Watching carefully to see whether the ash or the oak is the last to come into leaf, to see when the first swallows arrive and listen to catch the call of the cuckoo as it passes through. There are rare moments too, like the time I watched two hares standing on their hind legs in pugilistic combat or when, at dusk, an owl swerved at speed in downward flight to catch a pipistrelle bat.

Woodlanders, those who live and work in the woods, know the woods from living in their interstices. Their knowledge is embodied and diurnal as they breathe differently each day in syncopation with the woods. As visitors we can never know the wood fully, but we can open all our senses and let it teach us how it lives. Woodlanders learn from their environment that everything resides in relationship with everything else, and that every organism is gifting itself to the great whole. That death is an integral part of life, for as Andreas Weber writes (2017), it is the dying of organisms that feed the next cycle of living. He writes beautifully and poetically of watching a wood in winter, and how the dead trees were providing shelter and nourishment for woodpeckers, and other birds and insects, continuing in death to be part of 'the circle of giving' and the food chain, because modern man had not yet come along to remove them as 'dead waste' (Weber, 2017: 197). Roger Deakin (2007) tells us how woodlanders can tell a tree by the noise it makes in the wind, and can identify fungi by their smell. Most of us in so-called 'developed economies' have lost our connections with earth and the Earth that supports us. Woodlands are a diminishing resource. 46 per cent of the world's forests have already been destroyed and 80,000 acres of woodland and forests are felled every day (https://onetreeplanted.org/pages/tree-facts). Every minute 41 hectares of trees are felled, the equivalent of 50 football fields (Fiaramonti, 2017: 2). In our human-centric ways of thinking we can easily forget that it is not large companies, banks and governments that produce the true wealth in the world, but the natural ecosystems that freely gift us warmth, light, air and food. We have become indigenous orphans (Hawkins, 2017c) and still have much to learn from more indigenous people who live closer to the earth, such as Native Americans. Luther Standing Bear, Chief of the Oglala in Lakota, said in 1905:

> The old Lakota was wise. He knew that a man's heart away from Nature becomes hard; he knew that lack of respect for growing living things soon

> lead to a lack of respect for humans too.... The old people came literally to love the soil and they sat or reclined on the ground with a feeling of being close to a mothering power.

As ‘teamlanders’, those who live and work in teams, we too need to open our senses to listen, watch and experience the team through our bodies, be sensitive to how it changes, how it resides in its wider landscapes and watch the changing weather blowing through its branches. *We need an ecology of teams and an ecological ethic of team working*. This ethic is one that embraces stewardship and humility; sees interconnection and how every team is a system nested within other systems; is respectful of the past and alive to the moment of the present and also ‘leans into the emergent future’ (Scharmer with Kaufer, 2013), sensing what the world of tomorrow needs us to learn and do today. It is a practice, not of problems and solutions, but of constant challenges and co-created approaches and experiments – co-created by collective groups and between them and their wider systems.

Whether we lead teams, are team members, coach or study teams, we need an ethic of collaboration. The American and north European 20th-century zeitgeist that has come to dominate much of the thinking of dominant global corporations has been built on competition. President Roosevelt argued, as long ago as 1912, that: ‘competition was useful up to a certain point and no further.’ But we have forgotten the limits to competition along with the limits to growth. In 2013 the Salz report into Barclays Bank wrote: ‘Winning at all costs comes at a price; collateral issues of rivalry, arrogance, selfishness and a lack of humility and generosity.’

Royal Bank of Scotland was even more caught in the grip of competition, where under Sir Fred Goodwin, the purpose of the bank was to be the largest bank in the world! The cult of the heroic leader that dominated much business and leadership writing in the late 20th century was dangerously mixed with the leader's over-weaning ambition and the competition for greater status than one's peers. Heffernan (2013: 105) quotes one senior executive saying how: 'The desire for bigger and bigger profits was driven entirely by senior executives' desire for personal prestige and social status.'

Outscoring your peers in salary, recognition, awards and so on, is a schismogenetic spiral (Bateson, 1972), where the accelerations in the rewards for one CEO drive acceleration in the demands of the others. We have seen an ever-accelerating gap between the earnings of senior executives and board directors and that of their employees, and this has continued unabated since the world economic crisis of 2008–09.

Team development can also get caught into this spiral, such as in the drive to become a high-performing team, where high performance is a destination, not a living process, and is measured by doing better than the teams around you (see Hawkins, 2020a). Team coaches, inspired by what was achieved with sports teams, became focused on helping teams run harder, win the race and outperform their colleagues. Team performance has too often been measured by the inputs (does the team have the right quality team players, the right structures and processes, the requisite meetings and so on) or outputs ('hitting its targets'!).

Instead, we need to understand that a team's performance can only be truly understood through its capacity to co-create value with and for all its stakeholders. I address this issue more fully in Chapter 14 on the evaluation and assessment of teams, where I argue that:

> A team's performance can best be understood through its ongoing ability to facilitate the creation of added value for the organization it is part of, the organization's investors, the team's internal and external customers and suppliers, its team members, the communities the team operates within and the more than human world in which we reside.

This is echoed in Chapter 15 on boards, where we quote Van den Berghe and Levrau (2013: 156, 179) on what makes an effective board: 'a board is effective if it facilitates the creation of value added for the company, its management, its shareholders and all its relevant stakeholders.'

This is part of the ethic of moving from the focus on creating 'shareholder value' to 'shared value' (Porter and Kramer, 2011). Shareholder value has dominated organizational attention for most of the last hundred years, reinforced by the writings of economist Milton Friedman, who argued that the only social responsibility of a company was to increase the returns to its shareholders. Increasingly, both business leaders and academics are recognizing a broader imperative, that of creating 'shared value' (Porter and Kramer, 2011), and that a sustainable business needs to create short-term and long-term value for all its key stakeholders. Even Jack Welch, one of the iconic heroic leaders famed for turning around the fortunes of General Electric, has converted to this new paradigm, declaring that: 'strictly speaking, shareholder value is one of the dumbest ideas in the world' (quoted in Erdal, 2011).

As 'teamlanders' we can flourish only if we have a systemic perspective, an attitude of careful responsiveness and an ethic of collaboration. Heffernan (2013: 373) summarizes this beautifully:

> Innovative institutions and organizations thrive not because they pick and breed superstars but because they cherish, nurture and support the vast range of talents, personalities and skills that true creativity requires. Collaboration is a habit of mind, solidified by routine and predicated on openness, generosity, rigour and patience. It requires precise and fearless communication, without status, awe or intimidation. It's hard because it allows no passengers.

The woodland too is a team that allows no passengers; all species and eco-inhabitants have to play their part and contribute to the overall ecology. The woodland never stands still. Its living ecology is always learning and evolving in dynamic relationship to the systems in which it abides. Fungi turn old waste into new nutrients and mycelium transfers nutrients from one part of the wood to another. The woodland flourishes through every part responding to every other part, through every member attuning to the greater whole and participating in the constantly emerging future.

As my books have gone through different editions over time, the world's ecological crisis has intensified and the need for an ecological approach and ecosystemic team coaching is more and more urgent. Also the recognition that team coaching is not just about more effective teams, but about new forms of partnering: between teams across the organization, between teams and organizations and all their stakeholders, and critically between human species and the 'more-than-human' world that sustains every part of our existence. Without new ways of perceiving the world around us, we will fail to meet the great challenges of our times. Systemic team coaching is about a radical shift or metanoia in our epistemology or ways of seeing the world. To explain this, I have written the following new section for this third edition.

Opening the doors of perception

> *A man sees in the world what he carries in his heart.*
> JOHANN WOLFGANG VON GOETHE, FAUST, PART ONE

To be a systemic team coach begins by seeing the world differently. Think of a woodland you know. What do you see? If a cattle farmer views a wood, he may see an impediment to increasing his pasture and hence his herd and his income. A builder may see mature oaks that can be used as frames for his houses, or a carpenter, good wood for her turning. A rambler may see a lovely walk in the dappled shade, just right for a hot sunny day. A conservationist, a rare habit for endangered fungi and fauna which need counting and documenting. The painter, the changing colours and movement of the leaves. A contemplative mystic, a doorway to the divine. The deer and badger may see a refuge and safe place to build their homes and birds tall trees for roosting. We see what connects to us and our needs, but do any of us see the wood? Our perception is framed and coloured by our attitude, which in turn is shaped by our history, culture, values and beliefs. As we are so we see and what we see is not an objective reality, but as much a product of our way of looking as it is a product of what we are looking at.

A team coach may look at a team as a series of issues that need addressing; another may see conflicting personal agendas or interpersonal relationships that need improving; while yet another may see inefficient processes and unproductive meetings that need to be more high performing. A systemic team coach may fleetingly notice all of these, but this is not their primary way of seeing.

I invite you to do a short visualization. Think of a team you have led, or where you have been a team member, or perhaps a team you have coached:

1. Now picture each member of the team – notice in which order they come to mind.
2. Then try and picture the connections between them and how they engage one with another. Notice any subgroups, pairings, isolated or marginalized team members, that are a feature of this team.
3. Now try and see the team as a whole. Include yourself in the picture. At first you might see a still photograph. If so, try and turn this into a video with colour and sound and movement.
4. Consider the purpose of the team. Who and what does the team serve? What requires them to collaborate and be a team? Picture them in relation to this purpose or purposes.
5. Notice how the purpose shapes the team. Try and see how different team members are carrying different aspects of the purpose. Who is holding the whole and the connections between the various aspects of the purpose?
6. Now picture the various stakeholders of the team:

    a. its customers or clients, both internal in other parts of the organization, and external;
    b. its suppliers and partner teams and organizations;
    c. other employees that report into this team;
    d. those the team report into;
    e. its investors and funders;
    f. the wider communities in which it operates and provide all the infrastructure of roads, transport,

garbage collections, water and power supplies, deliveries, parks and gardens nearby.

7. Then widen your time horizon. Think back to the people who fulfilled these roles before the present incumbents, right back to the people who started the organization. Then think forward to the potential people who will be sitting in these seats and roles after the present team members have left. Try and picture the flow of legacy from one generation of team members to another.
8. Then take your perspective further out, and picture:
    a. the food the team has eaten, and then the earth it grew in;
    b. the water the team members have drunk, and the rivers and lakes where the water came from, and the rain and clouds that filled the aquifers;
    c. the air the team breathes, and the other life forms through whom that air has travelled before breathed by these people now;
    d. then the trees that created the carbon which is now heating their workplace.
9. Now see if you can picture all these levels at once, seeing the living flows of interconnection and interdependence and indwelling, the team nested within their human and more-than-human ecosystems and those ecosystems nested within the team.

To misquote John Donne:

> No team is an island entire of itself; every team is a piece of the continent, a part of the main.

Neither a team nor a car are created to be high-performing. A car is there to fulfil a purpose. High performance for a Formula One car is different from a car bought to take a family on holiday, or from a car bought to impress one's friends and colleagues. Performance is a function, or a way of measuring the value the car is there to create. Does it improve the ease, quality and enjoyment of the family holiday? Does it impress one's friends and create admirers? Does it win the Formula One championship and increase the team's sponsorship?

Likewise, a team's performance is a function, or way of measuring its purpose, by looking at the value it co-creates, with, and for, all its stakeholders, both current and those still to come. Thus, its performance is a product, not just of the sum of the performance of its members, nor even of the team as a whole, but of the purpose-led partnering of the team, both internally and externally, with all living beings and elements with which they are connected.

I begin my systemic team coaching workshops around the world with the marvellous quote from the Rev. Martin Luther King, the great civil rights leader and spiritual teacher, who said:

> All I'm saying is simply this: that all life is interrelated, and in a real sense we are all caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. For some strange reason, I can never be what I ought to be until you are what you ought to be. And you can never be what you ought to be until I am what I ought to be. This is the interrelated structure of reality.
>
> Methodist Student Leadership Conference Address delivered 1964, Lincoln, Nebraska www.americanrhetoric.com/speeches/mlkmethodistyouthconference.htm

I also learned this way of perceiving from working in South Africa in the late 1990s and their concept of Ubuntu, which can be roughly translated as: ‘I am because you are, and you are because I am.’ We are not isolates who create relationships, but living beings, formed from, and by, relationships.

Both King and Ubuntu point to our mutuality as one interconnected human family. But now in the 21st century we must go further. We are called to move beyond human-centrism. As one interconnected human family we must learn to see from the perspective of how we are totally dependent on and interdependent with the more-than-human world.

We opened the section with the quote: ‘A man sees in the world what he carries in his heart,’ from the German poet, playwright and scientist, Johann Von Goethe, who wrote a great deal, poetically and scientifically, about how we see the world. In his great play *Faust*, we see the eponymous anti-hero create the ‘Faustian pact’ with the Devil, and trade his soul for competitive advantage in business and in love. Eventually the consequences and price of his exploitation of the world around him rebound and he has to pay the price for what he has done.

As human beings we can all be seen as having made the Faustian pact, of exploiting the world around us, for our material advantage, seeing nature’s resources as ours for the taking, impervious to the costs or of the future consequences. As we sow, so we will reap, and the forest fires of west coast America, east coast Australia and other parts of our heating-up world are just the first stages of exacting the price for our ways of making the earth carry the cost of our species’ advantage.

Many coaches ask me, how do we best bring the ecology into our coaching? It is the wrong question and starts from the wrong perception. It is not our coaching. We also do not need to bring the ecology in, as it is already there, in the air we breathe,

the food we have eaten, the journey we have taken to the meeting and in the bricks and concrete and flooring of the building where we meet and in how that building is being heated or air-conditioned or not. The climate crisis is birthed in our ways of perceiving and of treating the world that holds and supports us. Our way of perceiving and the actions that flow from these are what is available for exploration and change in the coaching room.

Llewellyn Vaughan-Lee (2013), a Sufi and eco-spirituality teacher, writes:

> The world is not a problem to be solved; it is a living being to which we belong. The world is part of our own self and we are part of its suffering wholeness.

The ecology is not just out there, external to us, rather it flows through us, it is the source of our being and the sea into which our life's short river will dissolve.

Robin Wall Kimmerer (2020), a scientific botanist, native American and single mother of two daughters, in her beautiful book *Braiding Sweetgrass*, weaves these three aspects of her being into moving spiritual teachings for our time. She writes:

> In Native ways of knowing, human people are often referred to as 'the younger brothers of Creation.' We say that humans have the least experience with how to live and thus the most to learn – we must look to our teachers among the other species for guidance. Their wisdom is apparent in the way that they live. They teach us by example. They've been on the earth far longer than we have been, and have had time to figure things out.

Rather than ask how do we bring the ecology into the coaching, as if the ecology is 'it', we need to ask how can we coach with the ecology as our senior partner in the coaching process, our elder sibling and indeed also our parent, the Mother that birthed and continues to nourish both us and those we coach, despite the awful way we treat her. How do we let the ecology do the coaching? I have written and taught about this increasingly in the last few years (Hawkins, 2020b; Hawkins and Turner, 2020; and in a new jointly written book to be published in 2022).

As team coaches we need to see the wider ecology not only as a critical stakeholder of every team who needs to have a voice in very team meeting, but also as a co-coach, who can partner us in helping the team. This can be done by inviting the team to take some of their challenges, and turn them into inquiry questions, which they can take out on walks into nature, in pairs or individually, and be surprised by the answers and suggestions that they find there. The team coach can also ask questions in workshops, such as:

1. How would this be organized in the wider ecology?
2. What can we learn from nature in addressing this challenge?
3. Can one of you occupy the 'ecology chair' and speak from the wider ecosystem on the challenge we are now addressing?

The team coach may also help the team members shift their perception, by imaginatively entering the perspective of their collective grandchildren (see Monica Callon's example in Chapter 13); or by going on a deep time walk at www.deeptimewalk.org; or by introducing a council of all beings at www.rainforestinfo.org.au/deep-eco/welcome.htm.

We are never alone when we are team coaching; we are just the agent of the collective needs and of what life is requiring from this particular team at this small point in time in the unfolding and evolving of this planet we call Earth.

A guide to reading this book

This book is a guidebook for 'teamlanders', that is, all of us who spend so much of our working life living in teams, dependent on teams to get our work done, connecting with and through other teams, developing and evolving the teams we lead and coach. It addresses important questions, such as:

- How do we create teams that function as more than the sum of their parts?
- How do we enable teams to learn and evolve?
- How can each team member be enabled by the team to achieve much more than they could by just working in parallel with others?
- How can we develop team meetings that we look forward to, are a joy to attend and leave us more focused, energized and connected than before we turned up?
- How do teams generate new thinking together, rather than just exchange the thoughts that the team members already know?
- How do teams align, so that the team members can connect with the team's stakeholders in a way that represents the whole team?
- How can we better partner with the wider ecology to not only reduce our negative impacts on the earth, but to create beneficial and sustainable impacts?

Much has been written about the study of, and research on, high-performing teams, and I have summarized much of this in my previous books (Hawkins, 2011, 2014, 2017, 2021). Less has been written about the craft of coaching and developing those teams, either as the team leader or as a specialist team coach, although this field is now beginning to grow rapidly. Much of this writing, including my own books, focuses on the models and techniques of coaching and developing teams. There is even less on case studies of how team leaders and team coaches have set about this process, what took place, what difference it made and what the team leaders and team coaches learned in the process. This book sets out to address that imbalance.

The core of this book is a series of case studies of systemic team coaching from different countries (Australia, Japan, Canada, USA, South Africa, continental Europe and the UK, and shorter accounts from many others); different sectors (professional services, pharmaceutical, health services, police, airlines, building development, finance, car dealerships, local government); and focusing on different team challenges and contexts. A number of these case studies are written jointly by the CEO or team leader and an external team coach, emphasizing that this partnership is at the heart of effective team coaching. This new edition has extended the challenges being addressed by team coaches, including a special medley chapter of short case stories that address some of the regularly asked questions by new team coaches as well as look at the role of team coaching in mergers.

Before we start the team case studies there are two chapters to help you approach and get the most value from reading the case studies. Chapter 2 describes the foundations of leadership team coaching and systemic team coaching, including defining these terms and presenting the Five Disciplines Model of teams and team coaching, which is referred to by many of the writers throughout the book. Chapter 3 gives guidance on how to read and engage with case studies and reviews all the limited number of major case studies that are already published.

Chapters 4 to 7 offer four very different case studies, but all find very different ways of utilizing Hawkins' Five Disciplines Model of team coaching (Hawkins, 2011, 2014, 2017, 2021). The first (Chapter 4), by Hilary Lines and a team leader who has chosen to remain anonymous, focuses on the disciplines of *commissioning* and *clarifying* in a new leadership team in a professional services organization. Then in Chapter 5, two Canadian team coaches, Catherine Carr and Jacqueline Peters, share how they coached two very different teams (one in local government and one in finance) to work more effectively in *co-creating* their collective work. Chapter 6 is written jointly by Gavin Boyle (a hospital CEO) and myself, with a focus on the connecting discipline exploring the relationship between the executive team, the hospital board, the clinical divisions, patients and partner organizations. Finally, in Chapter 7, Sue Coyne and Judith Nicol describe their joint coaching of a building development company, focusing on maximizing the *core learning* of the team.

Chapters 8 to 12 provide case studies of team coaching in very different contexts. In Chapter 8 we have a new case study from Hidetoshi Tajika, the pioneer of team coaching in Japan, describing team coaching in Toyota through a period of transformation. Chapter 9 sees Padraig O'Sullivan and Carole Field coaching a pharmaceutical leadership team in Australia that is focused on the need to drive greater innovation. Chapter 10 shows the journey and the many stages of the process in the team coaching. Chapter 11 shows ways of combining team coaching with both culture change and leadership development in the transformation of a large police department in Canada and is co-written with the chief of police. Chapter 12 describes the *team of teams* coaching in an African airline, and Chapter 13 is a medley of different team coaching experiences from many parts of the world each facing specific challenges.

The book then turns to consider specific aspects of team coaching. Chapter 14 looks at ways of evaluating team development and team coaching, with new material about assessing team maturity and how this can inform the type of team coaching intervention that is needed. Chapter 15 looks at the critical area of board evaluation and coaching boards on their development, for although an increasing number of company and government organizations' boards are carrying out board evaluations, hardly any are following through and getting help to address the development issues that arise from the evaluation. From the growing volume of research, it is clear that the majority of boards are failing the organizations that they should be stewarding as well as the wider ecosystem of the company's stakeholders.

A new Chapter 16 explores ways of creating a 'teaming' and 'team of teams' culture, supported by a team coaching strategy in a way that addresses the whole enterprise and ensures the best sustainable return on the investment in team coaching. Chapter 17 looks at the use of embodied techniques in team coaching, recognizing that for teams to develop, they need to move beyond the exchange of what they already know and access the deeper levels of *the unthought known*, what they sense but currently do not have a language to think about or express. Our bodies know far more than our left-brain neo-cortex rational minds and we need to use these other forms of knowing in being aware *teamlanders*.

Chapter 18 explores the key ways of looking, listening, thinking and being necessary for *systemic team coaching* and shows how we need a fundamentally different attitude of being to work systemically with the team as a whole in creating greater value in relation to its wider stakeholder ecosystem.

Chapter 19 discusses the challenges of training effective systemic team coaches using the format of a series of email letters to someone who is considering doing a team coaching training. This chapter is written by myself with John Leary-Joyce and Hilary Lines, based on our joint experience of training systemic team coaches in and from over 100 different countries.

The final chapter brings the book together, taking stock of the current state of team coaching, its place in the wider panoply of leadership and organizational development approaches and the evolution of human consciousness, and looks at the challenges ahead.

There are many routes through this book, depending on your interests and needs, but whichever order you read it in, I suggest that you read it dialogically, that is, as if you are in conversation with the various authors, exploring with them the challenges that their and your team face, and how they and you can go about addressing these and, in the process, growing the capacity and collective maturity of the team.

The need for leadership and systemic team coaching is enormous. Coaching teams is a new and young craft, although its roots go back through the whole of human history. There are no easy answers or fool-proof methods. We are all in this together and need to collaborate and learn together, always in service of the wider ecosystem.

I hope you enjoy your journey through the book.

02
What are leadership team coaching and systemic team coaching?

PETER HAWKINS

Introduction

It is now 11 years since I wrote the first edition of *Leadership Team Coaching* and eight years since I wrote the first edition of this book and much has happened since that time. The theories, models and methods have been further tested, experimented with and developed, not only in my own work, but also in the work of my many colleagues, supervisees and by the students on the many systemic team coaching programmes we have been teaching, both in the UK and around the world. I have also supervised many different team coaches and had the privilege of working with a number of students doing research and dissertations in the area of team coaching who have further developed the thinking – most notably the excellent doctoral work of Catherine Carr and Jacqueline Peters in Canada. This book is therefore a culmination of many discussions, supervisions and dialogues, and, reflecting this wider involvement, I am pleased that a number of students, supervisees, colleagues and trainees have written chapters for this book.

While my first book's models, theories and methods have helped refine the theoretical foundations and practical teaching of team coaching, it has proved much harder for trainees to shift their thinking and move their practice from team coaching to systemic team coaching. Increasingly I have realized that this requires a *metanoia*, a fundamental shift in perspective and thinking, as well as a shift in one's own being. It has become clear to me that to fully understand the 'systemic' in systemic team coaching requires personal change at several levels, each level deeper and more fundamental than the ones above it. The four levels, I have realized, are similar to, and build upon, the four levels of engagement that Nick Smith and I developed in our work on individual transformational coaching (Hawkins and Smith, 2014, 2018), where we described the levels as: data/definition; behaviours; emotional ground; and underlying assumptions, beliefs and motivations:

1. Data/definition: it is important to understand conceptually the differences between team coaching, leadership team coaching and systemic team coaching.
2. Behaviours: then to develop the different ways of attending, looking and hearing that are required to perceive systemically.
3. Emotional ground: the systemic team coach then has to develop how to be and engage systemically.
4. Assumptions, beliefs and motivations: while carrying out the learning and development in all of the first three levels, one needs to confront, confound and unlearn many assumptions and core beliefs that are so much part of our

ways of seeing, thinking and language, particularly in Western cultures.

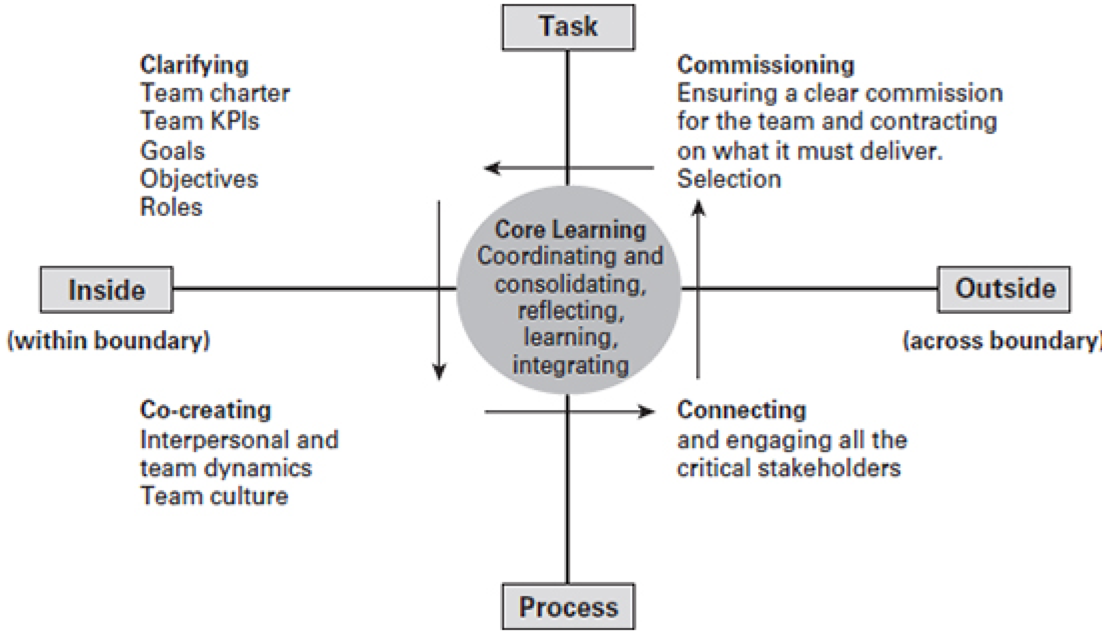
In 2015, I wrote an article for *Coaching at Work* called ‘Cracking the Shell’ showing the seven coaching assumptions we have to unlearn in order to work systemically (Hawkins, 2015), and much of the development to be a systemic team coach involves unlearning our previous assumptions and beliefs. When working with colleagues teaching a diploma course on systemic team coaching, we were worried about feedback from the students. One large subgroup loved the teachings of the models and theory, but found the experiential work, which involved them reflecting on themselves, ‘confusing’ and ‘a waste of time’. Another large subgroup hated ‘being taught’ and wanted to discover things for themselves and have more personal development. ‘How do we meet both sets of needs?’ asked one of my colleagues. ‘The real challenge is that both groups need both forms of learning, probably especially the one they find difficult,’ responded another colleague: ‘How do we make the importance of both types of learning clear to the students and also how they connect?’ This is also my challenge in writing this chapter. I believe it is important to communicate clearly the differences between systemic team coaching and other forms of team facilitation and team coaching with a degree of academic rigour. I also firmly believe that ‘the map is not the territory’ and that learning to become a team coach cannot happen just by learning the theory, models and approaches. Together with colleagues we have developed ways of helping team coaches learn systemic ways of ‘being, doing and thinking’. So in this chapter I will outline the definitions of systemic and leadership team coaching, and in Chapter 18 I will address the deeper personal and spiritual development necessary to be an effective systemic team coach.

I will first set out the Five Disciplines Model that is core to systemic and leadership team coaching and used directly or indirectly in all the case studies, and then explore the conceptual differences between team coaching, leadership team coaching, and systemic team coaching and ecosystemic team coaching.

The five disciplines of value-creating teams and the five approaches to coaching them

The Five Disciplines Model of effective teams was developed over many years of working with teams, to help teams recognize the need both (a) to focus on the task and the process and (b) to focus internally within the team and externally on their commissioners and all their key stakeholders. At the centre of the resulting five disciplines is the discipline of *core learning*, the team's capacity both to 'helicopter up' and see the wider systemic picture that connects all four of the other disciplines and to constantly learn and develop greater collective capacity in how they collaborate and create value for all their stakeholders (see Figure 2.1). This model has been used to help many leadership teams in many different countries and many different sectors. It has been used in large global companies, professional services organizations, government departments and not-for-profit organizations, both small and local and large and international. It has been applied to company boards, executive leadership teams and divisional teams, as well as project and account teams. Across all these settings we have found many teams that were strong in one or even two of the disciplines, but were unaware of, or were undeveloped in, the other disciplines. So far, out of hundreds of teams we have never found a team that excelled in all five disciplines.

Figure 2.1 The Five Disciplines Model of effective teams



▶ Figure 2.1 details

We have also discovered that the model strongly assists teams in being more aware of their own 'team profile' and areas they need to develop more. It also provides a framework for team coaches to think about where they can add the most value and the different team coaching approaches needed for each of the five disciplines.

1. Commissioning: WHY we are a team

For a team to be successful, all the research indicates the most important element is to have a shared collective purpose, which everyone understands, is committed to and requires collaboration. This purpose is not created by the team, but discovered and clarified by them. They need to discover, and often help create, a clear commission from those who brought it into being. This includes a clear purpose and defined success criteria by which the performance of the team will be assessed. Once there is a clear commission, the role of the board (in the case of a leadership team, or more senior management in the case of other teams) is to appoint the right team leader whom they believe can deliver this mission. The team leader then has to select the right team members, who will have the right chemistry and diversity to work well together so the team will perform at more than the sum of their parts. Jim Collins (2001) describes this process as 'getting the right people on the bus', and in Hawkins (2021) there is a whole chapter (12) on selecting the right team players.

Richard Hackman (1990) emphasizes that the commission needs to include the support that the commissioners will give to the team. He argues that a good commission should include:

- targets;
- resources – eg people, financial, administrative, technical, accommodation;
- information;
- education – learning and development;
- regular, timely and appropriate feedback;
- technical and process assistance.

The team's commission is necessarily constantly changing. The team's commission does not just come from those above them in the organizational hierarchy, but also from the team's many stakeholders – its customers, suppliers, other parts of the organization, as well as the wider communities and natural environment of which it is a part.

2. Clarifying: WHAT we need to focus on as a team

Having ascertained its commission from outside itself and assembled the team, one of the first tasks for the new team is to jointly clarify its collective endeavour. The collective endeavour is a challenge the whole team find compelling and which they realize they can only achieve by working together. The team also needs to develop its own team charter. The process of creating this team charter together leads to higher levels of ownership and clarity for the whole team. This charter includes the team's:

- purpose;
- strategic narrative, goals and objectives;
- core values;
- vision for success;
- protocols and agreed ways of working;
- roles and expectations;
- team key performance objectives and indicators.

The team needs to ensure there is alignment between the team's commitments and that of the wider organization as well as with the values and motivations of the individual team members.

The work of Richard Barrett (2006, 2010) shows that improving the alignment of individual, team and organizational values will greatly enhance team engagement and improve team performance.

3. Co-creating: HOW we work together as a team

Having a compelling clear collective purpose, strategy, team objectives, team process and vision that everyone has signed up to is one thing; living it is a completely different challenge. If the purpose and team charter is not going to stay just as a well-constructed group of words, but have a beneficial influence on performance, the team needs to constantly attend to how they creatively and generatively work together. This involves the team appreciatively noticing when they are functioning well, that is, at more than the sum of their parts, and also noticing and interrupting their own negative patterns, self-limiting beliefs and assumptions. A high-value-creating team also needs effective processes and agreed behaviours, both for their formal meetings and for engagement outside of meetings. This includes growing its collective capacity to handle conflict and contention in service of the greater system.

4. Connecting: WHO we need to engage with as a team to create value

Being well commissioned, clear about what you are doing and co-creative in how you work together is necessary but not sufficient. The team only makes a difference and creates value through how they collectively and individually connect and engage with all their critical stakeholders. *Critical stakeholders* can be defined as both those individuals and groupings who are essential for the team to achieve its objectives and those whom the team is in service of – both those from whom it receives value and those for whom it needs to create added value. It is through how the team engages in new ways to transform stakeholder relationships that they drive improvement in their own and the organization's performance.

Building on the research of Ancona and Caldwell (1992), Hawkins (2021: 53–54) identified three main strategies that teams use in connecting to their wider system:

a. *Ambassadorial* – communicating about what the team is doing and raising its profile and reputation.
b. *Scouting and inquiry* – discovering what is happening and changing in and for customers, competitors, partners, investors, regulators, the wider environment and how these will create opportunities and threats for the team.
c. *Partnering* – developing and managing partnerships with other teams inside the organization and beyond that can deliver greater value to the team's stakeholders than the team can by themselves.

A high-value-creating team will have an effective and constantly updated stakeholder map, with role clarity on who has lead responsibility for each critical stakeholder. This relationship owner needs to ensure that all three processes are being handled well on behalf of the whole team.

Quality of stakeholder engagement is at the heart of team effectiveness and value-creation: 'research shows… it is not the amount of external communication that a team engages in which predicts successful team performance. Rather it is the type of external communication' (West, 1996: 110). Increasingly teams need to move from transactional relationships and find synergistic ways of partnering with all their stakeholders.

5. Core learning: HOW we continually learn to be more future-fit as a team

If a team only focuses on the first four disciplines, they become better and better at playing today's game but fail to develop the new and increased capacities to be future-fit for tomorrow's very different game. This fifth discipline sits in the middle and above the other four, and is the place where the team stands back, reflecting on their own performance and multiple processes and consolidating their learning ready for the next cycles of engagement. This discipline is also concerned with supporting and developing the learning and performance of every team member. Collective team learning and all the individual team members' learning goes hand-in-hand, and all sustainable teams have a high commitment to both processes.

West (1996: 66–80) argues that successful teams attend to both team member well-being and long-term team viability by ensuring (a) social support between the team members, (b) team conflict resolution, (c) support for team members' learning and development, and (d) a positive team climate. My colleague David Clutterbuck echoes this when he writes about how in successful teams, team members take responsibility for each other's performance, development and well-being, and not just their own (Clutterbuck, 2020). A key part of *core learning* is the team collectively attending to maintaining and developing these core elements.

How to evaluate the performance of each of the five disciplines

Since writing the second edition of *Leadership Team Coaching* (Hawkins, 2014), I have been asked, by both client teams and training programmes, 'How can we test or measure progress in each of the five disciplines?' This became a very useful springboard for further exploration that led to developing the following measures, which can be used by team coaches or by teams to evaluate and monitor their own progress. These measures are designed to facilitate exploration and further development, not the scoring of achievements, ticking off accomplishments or self-blame. These review questions build on the questions in the high-value-creating team questionnaire but offer a different perspective. They are included here as they can be used as a way of reviewing the different case studies. Further and more detailed explorations of evaluating and assessing team performance and progress can be found in Chapter 14, including a questionnaire based on these questions:

1 Commissioning

- 1.1 Has the team created an agreed-upon and inclusive list of all their commissioners (all those who have a right to require something from the team)?
- 1.2 Have they included their past and future commissioners – such as founders, future customers, possible potential buyers of the company, our collective grandchildren?
- 1.3 Does the team have a clear sense of what each commissioner needs from them to succeed and how they could inadvertently fail this commissioner?

2 Clarifying

- 2.1 Has the team generatively co-created a charter, including purpose, strategy, core values and vision that is better than the team leader or any team member could have created by themselves?
- 2.2 Has the team envisioned future emerging challenges?
- 2.3 Have they stepped into the shoes and experience of each of their key stakeholders and clarified what their wider ecosystem needs from them?

- 2.4 Have they clarified their own aspirations?
- 2.5 Have they field-tested their emerging clarity through dialogue with their commissioners, with their stakeholders and with those they lead?
- 2.6 Have they tried to live their aspirations and behaviours in their own meetings and in their engagements with staff and stakeholders and refined them in the light of these trials?
- 2.7 Have they developed two or three team key performance indicators that they are collectively accountable for?

3 Co-creating

- 3.1 Is there shared ownership of the collective endeavour, team objectives and goals, and shared leadership? (See Hawkins, 2017: ch12.)
- 3.2 Do all the team members hold each other mutually accountable for individual and team agreements?
- 3.3 Does the team generate new thinking together that is better than the individual thinking brought into the meetings?
- 3.4 How often do team members intervene in a way that enables improvements in the process and functioning of the team, by for example: interrupting old stuck patterns; raising awareness of what is happening live in the room; reframing problems or challenges; mediating conflict; enabling new connections; and so on?

4 Connecting

4.1 Does the team have a clear, shared and inclusive list of all their key stakeholders?
4.2 Have they clarified who will take the lead responsibility for each stakeholder connection on behalf of the team?
4.3 Do all the stakeholders feel engaged with the team and is the team kept well informed and well communicated with?
4.4 Do all the stakeholders feel able to influence what the team does and how it engages?

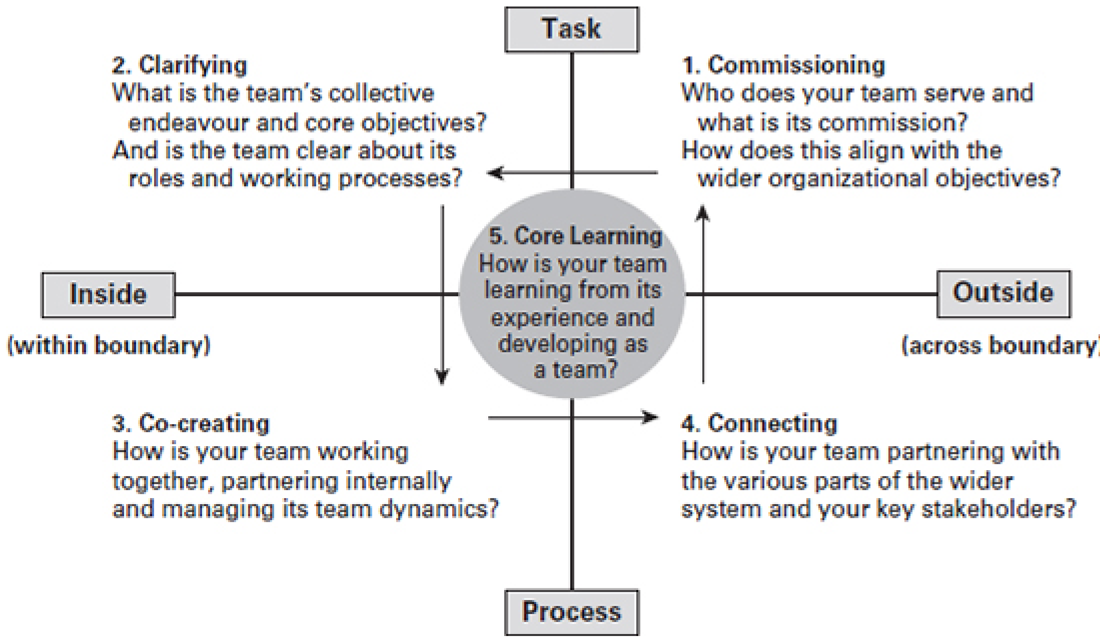
5 Core learning

5.1 Can each team member say what they have learned and/or the capabilities and capacities they have developed in the past year, which they would not have learned or developed without their involvement with the team?
5.2 Can the team identify what they have learned together and the capacities they have collectively developed in the past year?
5.3 Does the team have a plan for how they will enable the learning and development of each team member?
5.4 Does the team have a plan for how they will continue to enable the learning and development of the team as a whole?

Coaching the five disciplines

From the above questions it will be clear that the team coach needs to focus on very different questions in each of the five disciplines. These are summarized in Figure 2.2.

Figure 2.2 The Five Disciplines Model of effective teams: key questions



▶ Figure 2.2 details

In Hawkins (2021: 106–35) I show the different coaching approaches needed in each discipline and later in the same book (pp367–89) provide a range of tools and methods that can be used for each discipline.

Defining systemic and leadership team coaching

In Hawkins (2021: 82) I defined *systemic team coaching* as:

> a process by which a team coach works with a whole team, both when they are together and when they are apart, in order to help them improve both their collective performance and how they work together, and also how they develop their collective leadership to more effectively engage with all their key stakeholder groups to jointly transform the wider business.

This definition and explanation showed how systemic team coaching builds on but is different from *leadership team coaching*, which I defined as 'team coaching for any team, not just the most senior, where the focus is on how the team collectively gives leadership to those who report to them and also how the team influences and creates positive value for all their key stakeholder groups' and the wider ecology (Hawkins, 2021: 83).

I would now suggest that all effective leadership team coaching needs to be systemic to be successful (see Chapters 18 and 19).

The definition also shows how systemic team coaching is different from *performance team coaching*, which was the dominant approach to team coaching before I developed systemic team coaching: 'direct interaction with a team intended to help members make coordinated and task appropriate use of their collective resources in accomplishing the team's work' (Hackman and Wageman, 2005: 269); 'helping the team improve performance, and the processes by which performance is achieved, through reflection and dialogue' (Clutterbuck, 2007: 77).

Systemic team coaching not only sees the team as a system, but as always existing within a larger system, most usually the organization, and in service of the organization's ecosystem of stakeholders. Systemic team coaching therefore involves attending not only to the relationships within the team, but also to the relationships between the team (carried out on the team's behalf by any of the team members) and the team's stakeholders, which might include staff, customers, suppliers and partner organizations, investors, regulators, communities in which the organization operates, the more-than-human natural environment, professional or trade associations and others.

Since then, I have developed the definition of systemic team coaching further in the light of the many teachings and discussions mentioned above. I also recognized that we can define it from a number of different perspectives:

By looking at the process: a process by which a team coach works with a whole team over an extended period of time, both when the team is together and when it is apart.

By considering the intention or purpose of the work: in order to help them improve both their collective performance and how they work together, and also how they develop their collective leadership to more effectively engage and partner with all their key stakeholder groups to co-create value for the wider business and their shared ecosystem.

By looking at what the systemic team coach does: the systemic team coach contracts with the whole team and its key stakeholders, then co-inquires and co-discovers how the team is currently functioning internally and externally and how the team and its ecosystem need the team to develop, then coaches the team to find these new ways of responding and engaging to create the needed difference.

By looking at how the systemic team coach needs to be, in order to successfully carry out the process and achieve the intention: the systemic team coach brings to the work a relational and systemic perspective, where they relate to the team, not as a client or subject of their coaching, but as a partner whom they stand alongside, both leaning into the future, sensing the needs emerging in their wider ecosystem and experimenting with new ways of responding.

If we explore each of the phrases of this definition, we can see more fully a number of separate elements:

- *With a whole team*: team coaching is different from coaching a series of team members or coaching the team leader on how they lead the team.
- *Both when the team is together and when it is apart*: some teams believe and act as if they are only a team when they are together, but the team functions between meetings, when its members are carrying out activities on behalf of the team. I sometimes use the analogy that the team meeting is like a football team practising on the training ground; the match is when the team members are out representing the team back in their own parts of the business.
- *In order to help the team improve both their collective performance and how they work together*: as Clutterbuck (2020), Hackman and Wageman (2005) and Hawkins and Smith (2006, 2013) all point out, team coaching is there not only to help create process improvement but also to impact on the collective performance of the team.
- *Develop their collective leadership*: often I will work with senior executives who have a mindset that they are only a member of the top team when they are attending the top-team meeting. High-value-creating leadership teams use their time together as a team to develop their collective capacity to spend the rest of the week leading all aspects of the business in a congruent and joined-up way that provides operational integration and transformational

change aligned to the purpose, vision, strategy and core values of the organization.

- *To more effectively engage with all their key stakeholder groups*: collective leadership is not just about running and transforming the business internally, but also about how the leadership team engages the various stakeholders in a congruent, aligned and transformational way. These stakeholders include customers, suppliers, partner organizations, employees, investors, regulators, boards, the communities in which the organization operates and the ecological environment that enables everything within it.
- *To jointly transform the wider business and ecosystem*: the team needs to take responsibility beyond their locus of control for how they will deploy their influence to develop the wider business and larger ecosystem in which they operate. This is partly carried out by focusing on how they will enable the leadership of others (staff, customers, suppliers, investors and so on).
- *The systemic team coach contracts with the whole team and its key stakeholders*: for the work to be systemic the coach needs to contract not just with the team leader or even all the team members, but also include contracting with some representatives of the wider system.
- *Co-inquires and co-discovers how the team is currently functioning internally and externally*: the work begins by a co-inquiry and co-discovery process between the systemic team coach and all the team members into the current reality.

- *How the team and its ecosystem need the team to develop*: and also into the team’s aspirations and the future needs of the wider system.
- *Then coaches the team to find this new way of responding and engaging to create the needed difference*: then comes the work of exploring, experimenting and rehearsing new ways of relating and responding to the emerging needs.
- *The systemic team coach relates to the team, not as a client or subject of their coaching, but as a partner whom they stand alongside*: systemic team coaching is not done to the team by the systemic team coach, but by the coach and the whole team working in partnership, both facing what is currently happening and what is required by the team and their ecosystem.
- *Then co-inquires and co-discovers how the team is currently functioning internally and externally and how the team and its ecosystem need the team to develop*: systemic team coaching always views the team in dynamic relationship with its ecosystem; we can only discover the necessary development for the team by also looking at the needs of the team’s ecosystem as represented by all the stakeholders, as well as the team’s aspirations and the relational space between the team and its ecosystem.
- *Coaches the team to find these new ways of responding and engaging to create the needed difference*: the systemic team coach adds value through enabling the team to find new ways of perceiving, engaging and responding to their context, addressing their blind spots (Scharmer with Kaufer, 2013) and wilful blindness (Heffernan, 2011).

- *The systemic team coach brings to the work a relational and systemic perspective*: this is explored fully in Chapters 18 and 19.

In the third and fourth editions of *Leadership Team Coaching* (Hawkins 2017 and 2021) I also went further to suggest that the world increasingly needs a further development of systemic team coaching, which I termed ecosystemic team coaching. *Ecosystemic team coaching* sees the team as co-evolving in dynamic relationship with its ever-changing ecosystem of interconnected teams, with which it co-creates shared value. Ecosystemic coaching focuses on the interplay between the team and other connected teams (inter-team coaching). Its strategic dialogue involves its wider stakeholders ('coaching strategizing processes'), developing a team-based culture (see Chapter 16) within an organization and across a network of enterprises ('coaching networks') or partnerships that bring people and organizations together in pursuit of a common goal ('coaching partnerships') (Hawkins, 2021). This new third edition has included two case studies to reflect this development (Chapters 10 and 11).

Conclusion

For some, this model and these definitions may seem complex and dense, but for others their learning style will want to have defined the territory and mapped it out before they feel ready to go and explore the different team territories. Hopefully this chapter has also provided a rich frame and perspective through which the case studies can be viewed, and you might wish to return to it after you have read the cases, to see how they further inform and develop the theory, or contradict and reform it for you. I invite you to engage in your own dialogue between theory and practice in service of finding your own approach and meaning-making.

03

Learning from case studies and an overview of published case studies

PETER HAWKINS, CATHERINE CARR AND JACQUELINE PETERS

Introduction

One way to fast track your learning about leadership team coaching is to read case studies describing the work done by other team coaches and team leaders. However, it is important not just to absorb and copy what others have done, as every team has its own unique context, conditions and challenges. We provide guidance on ways of reading case studies dialogically – that is, reading as if you are in a generative conversation with the author. This means responding to what is written both appreciatively and critically, as well as reflecting on both their work and your own to maximize the learning you can glean from each case.

Until recently, there has been a shortage of detailed systemic team coaching case studies that show how the relationship between the team and the team coach has:

- developed over time;
- developed both the internal and external workings of the team;

- increased the effectiveness of the team to respond with agility, and lead creatively in complex times;
- addressed the wider stakeholder ecosystem.

In this introductory chapter we include an overview of some of the published cases and case-based research. We have included a range of case studies drawn from different sectors and countries to provide a wide range of experiences that the reader can draw upon. We have also tried to include case studies in which teams grapple with specific challenges within their contexts and require coaching that emphasizes different aspects of the Five Disciplines Model of high-value-creating teams. It is not meant to be an exhaustive literature review at this point in time because team coaching research and case study documentation has increased significantly over the past five to ten years.

The focus of the coach

Peter Hawkins has provided a framework in Table 3.1 that distinguishes between the different levels of team coaching. This is not implying that the transformational levels of coaching are better or more important than those listed before them, only that they have a wider range of engagement and are more inclusive. Which level is required will depend on the context of the work, the challenges facing the team and the level at which the team and team coach are ready to engage.

Table 3.1 The level of team coaching and the team coaching disciplines

Skip table

Level of team coaching	Focus	Goal or endeavour	Role of coach	Team c discipl
Team facilitation	Team process	Better internal engagement	To enable the team to do its work better	Co-cre
Team performance coaching	Team performance Task and process	Increased team performance	To help the team achieve its goals	Clarify creatir
Leadership team coaching	How the team gives leadership to its wider system	More effective shared leadership	To enable the team to lead more collectively and more effectively	Clarify creatir intern conne
Systemic team coaching	Task, process and leadership in relation to the wider ecosystem	The team better able to lead and co-create with its wider stakeholder ecosystem	To help the team to engage and co-create more effectively with all its stakeholders	All
Transformational systemic team coaching	The future emerging needs of the wider ecosystem and how the team can respond	A team able to constantly transform in dynamic relationship with its ecosystem	To enable the team to recognize and respond to the emerging needs and challenges of the wider ecosystem in new, transformative ways	All

Learning from interacting with the case studies

To get maximum value from these case studies, we would encourage you to read these case studies dialogically. Whether you are a team coach, team leader or team member, we would invite you to reflect on the following questions (perhaps writing your answers down either as you go along or when you have finished the chapter):

1. What did the team coach and team do that you could learn from?
2. What methods and tools did they use that you might find useful in your work?
3. What do you learn from the chapter about their way of being and engaging with the team?
4. What did the team coach, team leader or whole team fail to do that, with the wisdom of hindsight, you would have liked to have done in their place?
5. Which of the five disciplines did they attend to?
6. What might they have done to attend more fully to specific disciplines?
7. How did they engage with the wider system and bring a focus on the wider system into the coaching engagement?
8. How did they demonstrate a return on expectation and value?
9. If you had one piece of advice for the author(s)/coaches, what would it be?
10. How does that advice to the authors/coaches also apply to you and your work?
11. If you were the team leader or team coach, how would you go about developing the team further?

You might also like to apply the Five Disciplines Model and the evaluative measures mentioned in Chapter 2 to the work of the team in the case study, which might provide other indications of both what this work did achieve and what further progress you would encourage if you were leading or coaching this team.

In Chapter 14 we provide other approaches to evaluating team coaching, including how to assess team maturity, which you might also find a useful lens through which to look at these cases.

New case studies since 2012

Early case studies included cases described in the first edition of this book (Hawkins, 2014b), Jennifer Britton's (2013) book *From One to Many*, Christine Thornton (2016) in *Group and Team Coaching*, and Carr and Peters' (2012) doctoral case studies. Many early case descriptions in the literature had few or incomplete details on the actual methodology undertaken or the objective measures used to assess results, if indeed measures were embedded into the team coaching programme. To advance the field in documenting practice, we recommended that coaches track three types of coaching outcomes: team process improvements, results/outputs, and individual learning improvements (Peters and Carr, 2013).

When we reviewed the existing case study research, we noted some coaches cited outcomes that were primarily improvements in team processes and learning, including: 'learning, decision-making, information sharing, communication, improved positive regard for each other and [increases in] individual contributions' (Peters and Carr, 2013). These are valuable to track; however, few studies used objective assessment measures that demonstrate clear business or organizational results.

To support team coaches to learn how to both plan fulsome team coaching interventions and understand what to measure, we have highlighted case descriptions that included enough detail to fully assess either the team coaching approach and/or outcomes achieved. As a result, in the second 2017 edition, we added three case studies from Hawkins' *Leadership Team Coaching in Practice*, and four case descriptions from Britton's *From One to Many: Best practices for team and group coaching* and one additional study by Gilchrist and Barnes (2013), which was published on the internet as a case description. In this updated chapter we had a higher number of team coaching case studies to select from, so referenced only those that included measurable results. As a result, we included an additional case study from Hawkins (see Chapter 11) and seven studies from Clutterbuck *et al* (2022). See Table 3.2 for our 2005–2021 listing of case studies.

Table 3.2 Comparison of team coaching case studies

Skip table

Researcher/ practitioner (date)	Subjects	Detailed approach/ intervention components	Primary team coaching approach*	Indi- men
Mulec and Roth(2005)	Two global product development management teams in the pharmaceutical industry (global)	Eight months of project team coaching included: interviewing individual team members, action learning (attending team meetings and observing and coaching within that space), team leader coaching before team meetings, and concluding interviews with members about their learning	Leadership team coaching	Yes
Blattner and Bacigalupo (2007)	Management team (US)	Team coaching project included: team member interviews, emotional intelligence assessment and group profiling, two 12-hour offsite retreats scheduled three months apart	Leadership team coaching with some systemic focus	Yes

Researcher/ practitioner (date)	Subjects	Detailed approach/ intervention components	Primary team coaching approach*	Indi men
Anderson, Anderson and Mayo (2008)	Senior leadership team of 10 members (US)	21-month engagement using a leadership insight model included: team leader coaching, interviews, team feedback session, coaching skills workshops, interactive consulting experiences, team member coaching, in-the-moment team coaching and interviews for evaluation	Transformational team coaching	Yes
Haug (2011)	Cross-functional management team of five (Germany)	Six-month project included: 20 observed meetings plus interviews and questionnaires, one-to-one coaching, email feedback on team meetings, and coach reflections	Team performance coaching	Yes
Woodhead (2011)	Multidisciplinary leadership team of three (UK)	Six-month project included: six sessions for 2.5 hours per session, meeting once monthly, and final interviews	Leadership team coaching	Yes

Researcher/ practitioner (date)	Subjects	Detailed approach/ intervention components	Primary team coaching approach*	Indi men
O'Sullivan and Field (2014)	Pharmaceutical subsidiary (Australia)	Leadership development over six years included: • Individual coaching • team coaching • 360-degree feedback	Systemic team coaching	Yes tean coac
Miller (2013)	Senior leader of financial institution, a service team, leadership team and country team (Canada)	Three-year programme included: • one-and-a-half day team offsite and six team coaching meetings • staff feedback interviews and six individual leader coaching sessions • five half-day leadership team offsites • three offsites for the entire country team	Team performance coaching	Yes tean coac

Researcher/ practitioner (date)	Subjects	Detailed approach/ intervention components	Primary team coaching approach*	Indi men
Peters (2013)	Oil and gas team (Canada)	18-month initiative: • team interviews and a team debrief session • two-day team offsite • two-hour quarterly team meetings • one or two two-day team sessions per year	Transformation leadership team coaching	No
Public Service Agency (2013)	13-member team in government led by a director (Canada)	Eight-month initiative included: • team coaching orientation • interviews with team members and stakeholder and a team debrief of results • one-day team launch session • six team leader sessions • follow-up team session	Leadership team coaching	Yes tean coac

Researcher/ practitioner (date)	Subjects	Detailed approach/ intervention components	Primary team coaching approach*	Indi men
Sandahl (2013)	Direct service health care team (US)	13-month programme for direct patient care team included: • monthly coaching sessions • pre- and post-programme measures of team diagnostic assessment and the Press Ganey Patient Satisfaction survey	Team performance Coaching	No
Gilchrist and Barnes (2013)	Executive team at Rocelo, a technology company (UK)	One-year team coaching programme based on Hawkins' (2014a) 5C model included: • assessment via team member interviews and observations of team meetings • five team coaching meetings • stakeholder feedback	Systemic team coaching	No

Researcher/ practitioner (date)	Subjects	Detailed approach/ intervention components	Primary team coaching approach*	Indi men
Hawkins and Boyle (2014)	Yeovil Hospital Foundation Trust executive team, board and three clinical divisional teams (UK)	One-year programme included: • team leader coaching • team coaching • board development	Systemic team coaching	Yes Tear lead
Jarrett (2014)	Finnair: 10 executive team members and 120 leadership team members (Finland)	Two-year programme including: • two-day multiple team workshops • learning group follow-ups • 360-degree feedback questionnaires • individual coaching • leadership development including a 120-person leader summit	Systemic team coaching	Yes tean coac
Williams (2019)	Financial insurance industry19 leaders	12 months of (undefined) systemic team coaching using internal and external coaches	Leadership team coaching	Yes

Researcher/ practitioner (date)	Subjects	Detailed approach/ intervention components	Primary team coaching approach*	Indi men
Terblanche and Erasmus (2018)	22 employees, four managers with four direct reports each	• 11 two-hour team coaching sessions • quantitative data consisted of pre- and post-test coaching • intervention organizational network analysis data sets • one-to-one post-team coaching interviews with leadership team members	Leadership team coaching	No
Marcos, Hens, Puebla and Vara (2021)	Outsourced IT maintenance team of six	• five sessions over six months (approx. monthly) • team emotional intelligent assessment	Team performance coaching	No

Researcher/ practitioner (date)	Subjects	Detailed approach/ intervention components	Primary team coaching approach*	Indi men
Woodhead (2019)	Senior executive multidisciplinary radiology team of three in an NHS teaching hospital	Initial individual meetings to socialize to the team coaching process, six 2.5-hour monthly team offsites	Team performance coaching	No - mee
Upcoming case studies (must include quantitative results)				
Carr and Clayton (2022, in press)	Regional police executive and leadership level	Pre- and post-HVCTQ, leadership programme launch that included stakeholders, team coaching for executive, senior, and leadership development teams, women's leadership forums, exit interviews, multiple qualitative data sources	Systemic team coaching	Yes
Chambers (2022, in press)	Senior government communication team	Team Diagnostics Instrument (TDI) (pre and post), one day offsite, six 90-minute team sessions	Leadership team coaching	No

Researcher/ practitioner (date)	Subjects	Detailed approach/ intervention components	Primary team coaching approach*	Indi men
Charas (2022, in press)	Pharmaceutical division – Fortune Global 500	TQ™ assessment delivered 11 times at start and after seven sessions. Entire organization included (under 100 people), assessment debriefs, seven business-as-usual sessions with top management team (observing and TQ corrective timeouts), one-to-one coaching around TQ	Leadership team coaching	Yes
Englén and Troedsson (2022, in press)	Government HR migration team	Pre- and post-Team Diagnostic Assessment (TDA), two-day offsite and launch and midpoint, seven monthly sessions	Leadership team coaching	No

Researcher/ practitioner (date)	Subjects	Detailed approach/ intervention components	Primary team coaching approach*	Indi men
Hughes and Turner (2022, in press)	Multinational mining organization	12-month, 20-person coaching two leadership teams and later one operations team Orientation session, two-day offsite, Team Connect 360, monthly individual sessions, monthly facilitated topics/team coaching sessions, final survey and key leader interviews	Leadership team coaching	Yes
Mackie (2022, in press)	Eight wealth managers	Strength-based interview after Multifactor Leadership Questionnaire (MLQ) and team version (MLQT) (pre and post), one-day team development workshop, three follow-up bimonthly team coaching sessions	Systemic team coaching	No
Peters (2022, in press)	Post-secondary VP team	Two-year project, five teams with several team sessions each, high-performance relationship and team assessment used	Systemic team coaching	Yes

Researcher/ practitioner (date)	Subjects	Detailed approach/ intervention components	Primary team coaching approach*	Indi men
Zink (2022, in press)	Senior Leadership team	Two-year programme with monthly team development days (teaching, facilitating and team coaching), one-to-one coaching	Performance team coaching	Yes

Throughout all of the case study reviews, participants and practitioners noted many perceived benefits of team coaching. These benefits are often reported as anecdotal observations or individual self-report statements. By 2013, studies started to include some additional outcomes based on perceptions of stakeholders, such as client (Sandahl, 2013), CEO or finance department feedback (Jarrett, 2014), informal investor feedback (Peters, 2013) or external recognition such as awards (O'Sullivan and Field, 2014). Most recently, Carr and Clayton (2022) included exit interviews and board feedback.

The positive impact of team coaching is echoed in Traylor *et al*'s (2020) systemic review of empirical research on the team coaching process, performance effectiveness and organizational approaches to interventions. These researchers synthesize a vast body of research. Similar to the findings of Peters and Carr's (2019) review of team coaching research, Traylor *et al* highlight that while there is a lack of controlled empirical studies, case studies do demonstrate the positive impacts of team coaching.

In 2012, only one study (Anderson *et al*, 2008) reported an objective business result that was connected to the team coaching; this was an increase in the employee engagement scores for the participating leadership team's division. By 2017, there were more team effectiveness questionnaires used and the results of these surveys often revealed that the teams subjectively assessed their teams as being more effective. In addition, Sandahl (2013) used a patient satisfaction assessment and O'Sullivan and Field (2014) used an employee engagement survey. Some studies recorded financial results (Jarrett, 2014; Peters, 2013; Sandahl, 2013), although these were sometimes noted as positive gains from the coaching and were at best correlated rather than causal results.

By 2021, there were an additional six case studies that incorporated pre- and post-data collection and numerous practitioner case descriptions to guide practice (Clutterbuck *et al*, 2019). Mackie (2022) published an excellent research-based case study using a short team coaching intervention. Many of the other case studies (to be published in 2021–22) involved a one- to two-year team coaching programme that included pre- and post-team effectiveness measures (Carr and Clayton, 2022; Chambers, 2022; Charas, 2022; Englén and Troedsson, 2022; Hughes and Turner, 2022; Mackie, 2022; Peters, 2022; Zink, 2022). The cases, type of team coaching and outcomes achieved are noted in Table 3.2.

Table 3.3 lists the most to fewest outcomes cited in all of the case studies that are referenced here in this chapter. We recognize that this list does not represent all studies completed in the last decade, nor is every outcome reported. However, it does provide a snapshot into the world of team coaching outcomes, as reported by team coaches. The list also doesn't sequence which results come first or what are inputs, mediators and outputs. As an overview, though, we could say that it is possible that team process improvements in communication and dialogue, cooperation, collaboration and trust, and positive regard are key coaching outcomes. Employee engagement scores, trust, learning, creativity and innovation follow. Team effectiveness included decision-making, productivity, goal-setting and meeting effectiveness. A few studies noted financial results.

Our sense is that the primary focus of team coaching is to help teams communicate, coordinate and collaborate in such a way that they enhance trust and improve productivity through alignment around goals and strategies, better decision-making and improved meeting processes and outcomes. Typically, teams are described as feeling more engaged and positive about their shared purpose and work after a period of team coaching.

Table 3.3 Summary of the case study outcome themes referenced in this chapter

Skip table

Order of prevalence/ frequency of the theme	Theme (similar outcomes are grouped together)
1	Communication skills/dialogue (× 15) Information-sharing (× 1) Ability to challenge (× 1) Perspective-taking (× 1)
2	Tust (× 8) Team commitment (× 1) Team dynamics (× 1)
3	Employee engagement scores (× 9)
4	Cooperation/collaboration (× 6) Alignment (× 3)
5	Increased team effectiveness (× 6) Meeting effectiveness (× 2) TQ assessment identified a reduction in the gap between current state and future state (× 1)
6	Leaning (× 4) Creativity/innovation (× 2) Change capacity (× 1)
7	Coaching leadership style (× 4) Shared leadership and responsibility (× 1) Delegation (× 1) Team leadership (× 1)
8	Productivity (× 6)
9	Decision-making (× 6)
10	Lived values (× 6) Included: Loyalty, respect, modesty, altruism, integrity, honesty
11	Share/effective goals and strategies (× 4) Cross-matrix initiatives (× 1) Purpose (× 1)
12	Positive team climate and regard for each other (× 4)
13	Financial results (× 3)
14	External awards (top 30 innovative workplace and top 50 best places to work) (× 1) Increased feedback and recognition (× 1)

Order of prevalence/ frequency of the theme	Theme (similar outcomes are grouped together)
15	Other outcomes: Resilience (× 1) Resources (× 1) Leadership identity (× 1) Conveying an aspirational vision (× 1) Improved processes and procedures (× 1)

NOTE (× number) relates to the number of studies that reported this outcome

There are a variety of relationship-based outcomes listed in the team coaching case study literature (eg collaboration, positivity, trust, loyalty) perhaps because the practitioners used approaches and had goals for the coaching that facilitated those kinds of outcomes. Further, many case study researchers rely upon qualitative interviews, observations and feedback sessions, hence the kind of data they collect is often subjective and reflective in nature, often along the lines of relationship observations and outcomes. This aligns with Hackman's (1983) observation that team members may notice the quality of their relationship processes more readily than the impact of team structures, thus influencing what participants discuss as key coaching outcomes. Overfield (2016) believes that there is lots of research that indicates that interventions focused on interpersonal relationships shift attitudes but not performance. Nonetheless, team leaders typically believe that improving relationships will improve performance (Martin, 2006). Coaches would be wise to start a potential team coaching conversation and contract proposal focused on the issue and outcomes as the leader/sponsor sees it while also suggesting that the leader/sponsor considers objective business and performance-based outcomes if none are indicated initially.

Other writers highlight the value of team process changes, specifically Boyatzis (2019), Graves (2021) and Shuffler *et al* (2018). Boyatzis (2019) speaks to the importance of attunement between the leader, staff and relationships that matter (internal and external). This idea of attunement aligns with some other research coming out about what differentiates high-performing teams, and what leaders and coaches can focus on to support team results. Peters (2015) highlights the overlaps in the research between leadership, team and relationship effectiveness. The most effective teams and relationships address the five building blocks of safety, purpose, structure, camaraderie and repair to get results. These five key areas also correlate with the findings that Google identified in their two-year Aristotle project, which found that the organization's highest-performing teams had high degrees of psychological safety, dependability, structure, meaning (purpose), and impact (purpose/results) (Burnison, 2019).

We can learn a lot from the case studies about what actual activities and processes are provided in a team coaching intervention. A common element in two-thirds of the case studies was individual coaching of the team leader and team members. This observation contrasts with formative team coaching models (Hackman and Wageman, 2005; Hauser, 2014; Hawkins, 2011a; Kozlowski *et al*, 1996; Wageman *et al*, 2008), which all place less emphasis on individual coaching for all or most of the team members. Wageman *et al* (2008) and Hawkins (2011a, 2017a, 2021) do recommend that it may be beneficial to coach the leader as part of the team coaching intervention, especially to support the development of the team leader's team coaching skills.

Additionally, most of the coaching engagements detailed at least one or more full-day events with their teams near the beginning of the team coaching process. This is becoming normative for team coaching engagements, although our sense from conversations with other team coaches around the world is that remote working during and post the Covid pandemic lockdowns has prompted virtual teams to request both shorter sessions from the launch onward, and tighter time intervals between the launch and subsequent meetings.

The case studies we reviewed for this chapter described team design activities that align with the kinds of team launch actions referred to by Hawkins (2021) that focus on team purpose and may include gathering stakeholder feedback as input to the purpose. Hackman (2011a) also includes activities to define the team's purpose, team member roles and responsibilities, and working agreements. As Hackman (2011a), Wageman (2001), and Carr and Peters (2012) have pointed out, there is significant value in taking the time to focus on team design because it has a great impact on team effectiveness, up to 60 per cent or more (Hackman, 2011a).

By creating a team 'launch', the coach signals a new beginning or mid-point review for the team, even if the case study team was not at the beginning of the team development cycle. The launch supported creating and/or renewing the foundational team design elements such as vision, purpose, goals, roles, working agreements and so on. This is a process linked to Hawkins' Disciplines 1 and 2, 'Commissioning' and 'Clarifying' – the latter termed 'Re-clarifying' when used in the mid-life of a team cycle. This event-focused launch or relaunch of the team creates the momentum for a team to refresh and reset. This approach aligns with the idea that coaching interventions are best matched for the times when the coaching can make the most difference: the beginning, middle or end of a team's work (Carr and Peters, 2012; Gersick, 1988; Hackman *et al*, 2009).

Coaching engagements varied from one- or two-day events and short follow-up sessions (Mackie, 2022) to six-year engagements (O'Sullivan and Field, 2014) involving team coaching and other organizational development initiatives. This is interesting in that Jones *et al*'s (2019) survey of 410 coaches revealed a discrepancy between typical team coaches' view that engagements are longstanding (eg a year) and demographic data that indicates engagement length averages 1.6 sessions at 2.5 hours per session. The authors speculate that this difference may reflect what organizations are willing to spend rather than what the coaches recommend. Our experience is that organizational decisions about team coaching reflect budgeting considerations, but also that many organizations still think of team coaching as a developmental/training workshop versus a learning and performance journey over time.

Shifting the organizational mindset to team coach as a partner versus an 'in and out' expert trainer/consultant is part of what a team coach needs to convey when they engage their prospective clients. Highlighting and reinforcing the value of partnering over time is essential to differentiate the team coaching offering from other team interventions. On the other side, team coaches also need to consider how fast organizations are moving and rise to the challenge of co-designing shorter engagements or phases of work that have maximum value.

Rather than see this as an either/or issue, what is the third way here?

Agile coaching is also on the rise, with half the pertinent research studies being published within a five-year period of 2015–20 and most published within 10 years (2010–20). A review of 57 studies included team coaching as a necessary skill for agile coaches amid speciality skills such as project management, collecting team activity data, stakeholder liaison and agile methodologies. There is a need for more evidenced-based agile team coaching case studies to map out this terrain (Turner *et al*, 2019).

Team coaches are using more systemic frameworks. In 2017, Hawkins added a new focus on ecosystemic team coaching to this *Leadership Team Coaching in Action* book, with greater emphasis on 'team of teams coaching', coaching networks, partnerships and whole start-up businesses. Additionally, a large number of team coaches have been recently trained in Hawkins' systemic team coaching and are using this model to guide their coaching methodology. Therefore, many of these team coaches are writing and documenting their case studies using Hawkins' model and perspective, which emphasizes an outside–in and future–back stakeholder-informed coaching approach. As such, coaches are starting to collect more stakeholder data about team purpose, team tasks, relationship interfaces between teams and stakeholders, and external impacts.

Included in this book are two case studies of ecosystemic team coaching. Ecosystemic team coaching creates a deeper marriage between team coaching and whole-system and organizational development. One case describes Saracens

Rugby Club and how they connect their sports team coaching with the coaching in both their business and their social change foundation. The second case describes the ecosystemic approach to team coaching at Enspiral, a New Zealand-based network of small businesses and freelance workers. Further case studies using this approach can be found in books by McChrystal *et al* (2015) and Fussell (2017), which apply a 'team of teams' approach to the Allied Forces in post-war Iraq, as well as applying what they collectively learned from these experiences to a range of business organizations. For a systematic review of team of teams best practices, see Turner *et al* (2019). We anticipate seeing coaches offer more agile, virtual and ecosystemic coaching as coaches increase their skill and the world increases in complexity and speed of change (Turner *et al*, 2019).

Future directions

As we review the case studies overall, it is worth pointing out three related studies in the coaching and team effectiveness related literature. Blackman *et al*'s (2016: 476) systematic review of business coaching noted, 'While anecdotal accounts of positive personal experiences of coaching abound, the long-term credibility and therefore impact of coaching must rely on evidence-based studies with robust research, including quasi-experimental and experimental designs based on both cross-sectional and longitudinal designs.' This underscores the point that case study writers would be wise to do pre, post and longitidunal (where possible) evaluations with their teams. We also advise using qualitative and quantitative assessments and gathering external stakeholder feedback more frequently to assess outcomes and substantiate team coaching participants' self-reported results.

The second and third studies to take note of were done by Lawrence and Whyte (2017) and Pliopas *et al* (2014). These researchers highlight differences and similarities in the actual structure of coaching interventions. In addition to models such as Hawkins' 5 Cs model, these studies provide coaches with the beginnings of a practice roadmap for team coaching: assessment, a one- to two-day team launch/workshop, individual coaching of the leader and/or other team members, training team members on coaching, ongoing team coaching sessions, and final sessions to review learning and plan next steps. This approach is similar to the approach described in Peters and Carr's (2013) book, *High Performance Team Coaching*. Whether one coaching element is more useful than another, or whether coaching from an internal or external coach, or coach pair, generates greater outcomes, are questions that remain for future research.

We also imagine seeing future case studies address how team coaches incorporated diversity, equity, inclusion and accessibility into their ways of being, thinking and working. Carr and Clayton (2022) intentionally elevated the voice of those not heard in their team coaching, supervision and case study writing. They did this by doing regular check-ins with the team's diversity, equity and inclusion (DEI) lead, who spoke about what wasn't changing yet and who wasn't included thus far in the team and leadership coaching.

This brings us to another point, which is that, currently, there are few references to the role of team coaching supervision in published case studies, except for the case described by Carr and Clayton (2022). As the field advances, we have professional associations that have developed team coaching competencies and practices that recommend supervision (ICF, EMCC). There are also more team coaching supervisors being trained as the field expands (eg Hawkins and Carr, 2021), thus we expect this theme to be included in upcoming case study documentation.

We also anticipate that while improving areas such as communication, collaboration, trust and team alignment are foundational and pivotal for many teams, there is a greater need to clearly bridge to what these goals are in service of. What is required of team coaches to coach in this more uncertain and emergent world? How do we support teams to accelerate their developmental level to communicate and collaborate in the age of chaos (Cascio, 2020)? How can we document and measure all of this in our case studies to inspire others to do the same? A question we want to highlight is, what are team coaches doing and documenting to respond to urgent and emergent global issues such as the Covid-19 pandemic and climate change? As Hawkins asks, where were the coaches in 2020 when the world started burning?

We look to writers such as economist and futurist Jamais Cascio (2020), who claim that the degree of global and systemic change has moved us from a VUCA (volatile, uncertain, complex and ambiguous) world to the BANI world. BANI is a more fitting acronym for the shift we are currently experiencing (as in from water to steam): a world with more brittleness (fragility), anxiety, non-linearity and incomprehensibility. Brittleness requires team coaches to build (in themselves and their clients) resilience and slack (room to fail and not crumble). Amid a quickening pace and anxiety, we can find ease and clear thinking through deeper empathy and mindfulness. Non-linearity requires systemic contextual understanding and adaptivity, and finally incomprehensibility calls for greater transparency and use of intuition. Team coaches need to increase their own capacity so they can support their teams in dealing with an increasingly BANI world.

We encourage coaches to read outside of the field – as this futurists' example just illustrated – to explore writings in physics, nature, art and any number of areas. This broad exposure increases the breadth and depth of our knowledge and practice as well as our innovative thinking. We also recommend that coaches stay abreast of the individual and team effectiveness literature. We highlight a few of these studies as we look to the future of coaching and research. Traylor *et al*'s (2020) systemic review of empirical research, team coaching process, performance effectiveness and organizational approaches to interventions is one such study that synthesizes a vast body of research. Interestingly, they found that there are greater results for poorly functioning teams and less positive impact in higher-functioning teams. This finding and other evidence-based observations are useful to research further, but are also advantageous to have on hand when positioning team coaching services for prospective clients.

As we move forward with team coaching research, it will be helpful to compare and contrast dependent variables – what interventions and ways of working create change? If we look to the individual coaching literature on this topic, De Haan *et al* (2020) demonstrate that the coach–client relationship does not drive coaching outcomes. It does impact the initial engagement and the perceived overall outcomes, but not the degree of change. Instead, it appears that it is a person's personality and their propensity to relate positively and openly has more impact on their ongoing results. This is a sentiment shared by Marshall Goldsmith (2021), who often states that if you want to be a great coach, choose great clients. Further, most results can be attributed to increased client resilience, not the coach–client relationship. What does this mean for team coaching? Should we be focusing more on team resilience (McEwen and Boyd, 2018)?

In *The Science of Teamwork: Progress, reflections, and the road ahead*, Salas *et al* (2018) review other meta-analyses that describe what we know about effective teams. They challenge team coaches to deepen our understanding of multi-team systems and to use technology to measure team processes and outcomes. As we are calling for in this chapter, Salas *et al* challenge researchers and coaches to close the gap between theory and practice by empirically validating real-world case scenarios, and to seek multiple perspectives on real-world problems. Just as multiple perspectives increase team effectiveness, so can team coaches liaise outside of their field to create best thinking–best action. Examples of this are found in Shuffler *et al* (2020), who review themes in the literature about how teams evolve and mature over time, thus improving team dynamics. They signal to a new body of research exploring neuroscience and physiological ways to demonstrate team synchronization.

Over time we also need to think more deeply about how we coach around affect and associated stress, burnout, conflict management and team functioning. As Salas *et al* indicate and many practitioners talk about, context matters. Results in one setting may not connote results in another. Further to this point, there are researchers using virtual reality to simulate different work environments and demonstrate varying impact on team productivity and innovation (Mabogunje *et al*, 2021).

Overall, the call to action for team coaching research and practitioners remains: going forward, the more objective business measures we can offer, the more compelling evidence we will have for leaders to pursue and commit to team coaching in business and work settings. Team-building can be great fun, but team coaching demands more evidence of results – let's keep progressing the field.

Conclusion

This chapter has provided an overview of team coaching case studies in the literature from early in the field until 2021/22. These studies were drawn from many countries and a wide range of industries, including education, finance, government, IT, manufacturing, pharmaceutical and policing. Many types of team are described in the cases, including multinational and organization-wide teams, executive and leadership teams, and cross-functional teams.

We have also described some methods for maximizing your learning from reading team coaching case studies, including:

- how to reflect on what form of team coaching is being carried out using the Hawkins (2021) continuum of team coaching approaches;
- how to evaluate each of the case studies through the five lenses of the Hawkins (2021) Five Disciplines Model;

- how to reflect on the relationship between the coach and the team being coached and how this developed over time; and
- how to reflect on how you might have handled the challenges and needs of the team differently if you were (a) the team leader and (b) the team coach.

Our hope is that you will be able to use these approaches when reading the case studies in the following chapters and in your other readings. Further, we hope that you might have found some inspiration and evidence-based approaches to contribute to the field and document your own case studies. The world and the future require it.

04

Coaching the commissioning and clarifying

A case study of a professional services leadership team

WRITTEN COLLABORATIVELY BY HILARY LINES AND RICHARD, THE TEAM LEADER

> *Enabling a new leadership team to move from formation to high performance is always challenging. But building a team to lead a newly created axis within a matrix organization, which runs against the grain of historical sources of power, influence and allegiance, is far tougher.*
> (LINES AND SCHOLES-RHODES, 2013: 177)

We wrote the above words in *Touchpoint Leadership* when we first described the work of the leadership team to be addressed in this case study. At that time, Hilary had been working as a co-inquirer and coach with the team for six months, and the case study focused on the application of the principles of *Touchpoint Leadership* to the work of the team. In this chapter we look back at the first 14 months of the development of the team and the role of team coaching in that process, drawing on the learning from the team and some of its stakeholders; and we map out the potential shape of the team coaching journey for the rest of the two-year programme.

Context for the work

A constant challenge for businesses whose mission is to provide services aimed at transforming the performance of client organizations is to ensure that they organize their human talent both to best serve specific client and sector needs, and also to enable the development of a depth and breadth of expertise that is competitive and applicable to multiple business types. These interrelated goals of attending to client needs and building deep but versatile capability require active and highly tuned leadership to ensure that the two axes are held in creative rather than destructive tension (Trompenaars and Nijhoff Asser, 2010). Whichever axis the leadership decides will be uppermost in the matrix creates its own challenges that need to be managed (Lines and Scholes-Rhodes, 2013: 142–45).

In the organization that this team were part of, all consulting services staff were originally organized into sector-facing groups, as the primary 'home' of performance and career development, while virtually belonging to one of a number of practice communities, focused on capability. The business had come to realize that this structure was creating an impediment to the development and deployment of its consulting capability and its competitiveness against larger-scale consulting businesses. Keeping consultants in separate sector-based groups hindered the flexibility and critical mass that the business needed to resource projects, grow skills and provide attractive career paths. The business therefore had created a new separate consulting organization as a horizontal structure, cutting across the vertical sector-focused organization, and to which all consulting staff would belong as their prime line of reporting. Richard, the consulting director, had formed a new team to lead the formation and embedding of the consulting service line structure. The goal was to create a high-performing community of practice which would be recognized as adding tangible value to the services provided to clients and which would attract, retain and develop high-calibre consulting professionals.

It was a challenging time to embark on a reorganization of this type. Market conditions were tough: the shock to business precipitated by the financial crisis of 2008–09 had not only created a reduction in the amount of money being spent on professional services, but also a deep cynicism about their value-add. These attitudes permeated both private and public sectors in the UK, the latter as the government attempted to reduce the size of the public debt. Responding to these conditions, the business had embarked on a cost-cutting exercise which had impacted confidence and morale.

The creation of the consulting service line at this time further impacted on people's sense of value and belonging. Many people felt wrenched away from their 'spiritual home', and unclear of the nature and purpose of the entity to which they were being reassigned.

It was clear to Richard that some of the large-scale communications exercises that had historically been used to bring people on board with new changes were not going to be enough to address the morale issues among his people. He started to examine his own communications style:

> I wondered, 'How do you create a sense of belonging and a climate where they spark off each other?' So, I reflected on how I liked to be

> communicated with, especially as a junior consultant – the style and the content. I was also intrigued by how communication had passed over the centuries – it was through face-to-face story-telling, not mass technology-based communications. I felt there had to be a sense of the ‘personal’ for it to matter. Personal emails, hand-written cards all gave a sense that a human being was the communicator not a computer…
>
> …I started to have smaller conversations of 15–20 people, and people started to put their hands up… I started to bring people who contacted me into my network. It was ad hoc. Gradually I am building a network of like-minded individuals, starting to weave in their ideas and act on their recommendations, draw on their advice. They of course talk to their peers. If I can get more touch points… I can build an ecosystem.
>
> (Lines and Scholes-Rhodes, 2013: 176)

While there was a sense that these new communications approaches were having a positive effect, Richard was clear that he could not shift the climate of the service line on his own: he needed to enable his leadership team to join him in creating positive connections across this new and dispersed community. He decided to expand his original leadership team to include all the expertise group heads as well as the leaders of client sector groups and functional heads from finance and HR. The resulting team was big – 14 in all – not the ideal 6–8 people recommended by Katzenbach and Smith (1993):

> My focus at first was to bring together individuals who had demonstrated the ability to create connections. These individuals had to come from the broader stakeholder groups which consulting represented. I was not beholden to strict protocol on grading and title – I just formed a team around me that was right for the job. Bringing in key players as required.
>
> I was well versed in the wisdom about the ideal numbers on a team and spans of control, but it was vital to me at that stage of the service line’s development that I involved people from all constituent groups within one single team. This enabled me to create the touch points in real time by having all the key players together – it reduced the false boundaries that would have arisen from managing smaller separate teams. It also allowed

> us to quickly create a common language, style and approach which we could then deploy across the service line…

Having brought the team together, the next step was to enable it to become high-performing.

Initial contracting, inquiry and diagnosis

Looking back, it is clear that we conducted two ‘loops’ of ‘contracting–inquiry–diagnosis’ – within the first three steps of the Hawkins CID-CLEAR process model (Hawkins, 2021) – before the coaching work with the team started in earnest. Our first contract was for Hilary to work with the team as a fellow inquirer, sharing and testing out the principles of the touchpoint leadership concept in collaboration with this newly formed team.

The concept and model of touchpoint leadership is based on the belief that leadership does not lie in the leader or the follower, but in the relationship between them, which is formed, moulded, stretched, grown and diminished at the ‘touchpoint’ – the point of difference within an organization between individuals, teams and divisions. Using this lens, the most effective leaders are aware of their power to ignite positive energy or to destroy it, at every point of interaction – or touchpoint – with those they lead and lead with. These leaders see the opportunity, have the presence of mind and the agility to build bridges, spark new thought, ideas and learning; and are aware of the risks of smoothing over, squashing or alienating others at that point of connection. They know which ‘touchpoints’ are most crucial to business success and they build networks and teams which engender learning across those intersections.

The role of this leadership team was to spearhead a community of practice where the centre of gravity for most of its members came from their client work and their sector-based specialization. The team members would need to develop and exercise leadership influence in ways other than those based purely on authority drawn from formal position or technical expertise. In Bill Torbert's terms (Torbert and Rooke, 2005), they would need to embrace different leadership 'action logics' from those of expert or achiever, and create catalytic connections across the points of intersection – or touchpoints – in the matrix, often with people more senior to them. It was clear that Richard had already started to exercise such leadership across the diffuse consulting community and his plans for expanding that connective power reflected the spirit of touchpoint leadership in action. We agreed that the team as a whole would benefit from viewing their own leadership in this way, applying the touchpoint leadership concept in their own work.

Hilary contracted to work with the team, listening to their meetings, inquiring about what she saw, sharing what she was seeing, feeling and thinking, and offering insight on how well they were creating value-adding dialogue across the different groups and interests in the business. As Richard notes: 'I wanted the coach to witness the dynamic and touchpoint in real time rather than through a second download. This was key to understanding the intricacies of the touchpoints and dynamics as they happened.' By working in this way, Hilary was modelling a form of inquiry which slowed down the frenetic pace of activity, opened up space for looking at the feelings and unspoken words in the conversations that were happening, and allowed new learning and creativity to emerge (Beisser, 1970).

Listening in this way led Hilary to be curious about an apparent polarity of emotions in the team: on the one hand there was a strong sense of pride in the technological leadership and innovation within the business and excitement about its unique potential in the market; and on the other, a sense of disempowerment and confusion. On the one hand everything was fast moving and paced; on the other there was a sense of stasis. As Richard related:

> The challenge was creating an effective team which itself lacked time, and critically lacked a sense of confidence and empowerment to drive the change. In the early days the team would often see the problem as someone else's to solve – when in fact it was their own. Being drawn from disparate parts of the business with different ways of working and cultural norms only added to the initial challenge. By helping them to look at their own touchpoint connections, the intent was to help them feel empowered.

All leadership team members were client-facing and held multiple roles. Leadership tasks and responsibilities got done in the 'margins of the day job' – not uncommon in service businesses – and of being focused on a number of things at one time. It was clear to us that it would not be possible to engender greater leadership power and influence within the team unless we invited the team to take time out, slow down and look at their current challenges in depth. Unless we created space and the confidence to act, there was a danger that we would encourage new types of leadership behaviour without attending properly to the emotional demands of their new leadership role and practical challenges of leading in this environment.

We agreed that Hilary would conduct an inquiry with each leadership team member one-to-one and share the outcome with the team on a day dedicated solely to its development.

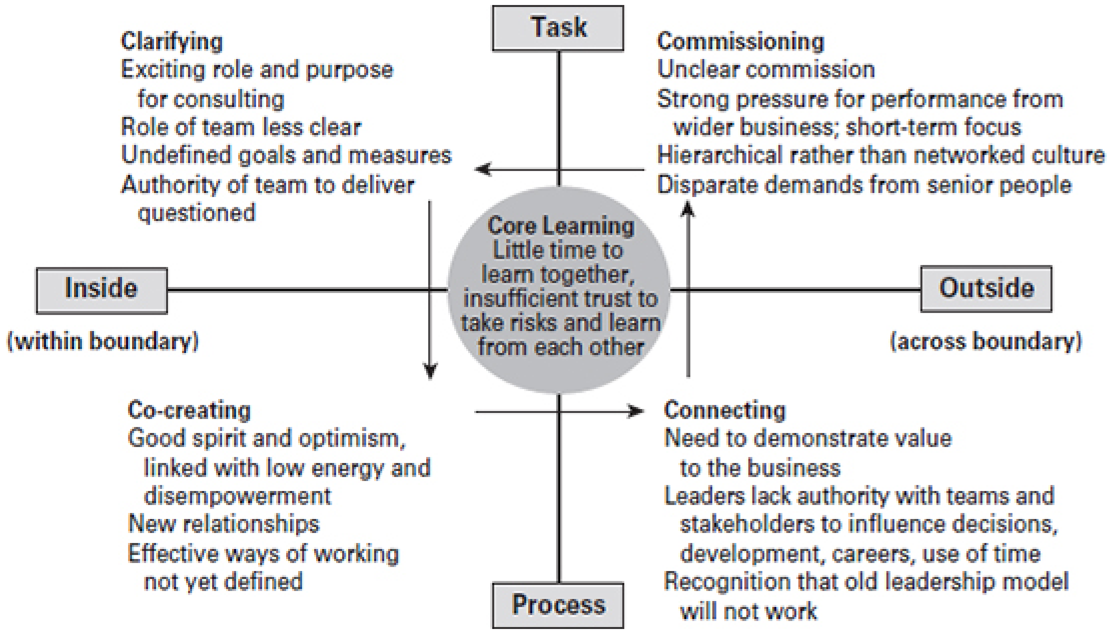
Second contracting, inquiry and diagnosis

We contracted to undertake this second inquiry process consisting of one-to-one conversations with each of the consulting leadership team members, using an open questioning approach based on the method that Annie McKee has named ‘dynamic inquiry’ (McKee and McMillen, 1992: 445–60). The intent was to be as open as possible in inquiring about the challenges facing the service line within the business, to encourage interviewees to look at the challenges both from their own perspective and through the eyes of stakeholders, and to help give voice to the underlying emotional issues. We set aside some time, within these conversations, for the interviewees to provide confidential feedback for the consulting service line head on his leadership strengths and areas for development. ‘The key for me as leader was to try and look down the other end of the telescope. To understand how others actually experience the leader – not how the leader believes they are being experienced.’ After a thematic analysis of the data emerging from the interviews, we grouped those themes into Hawkins’ Five Disciplines framework (Hawkins, 2021) as illustrated in Figure 4.1. Rather than presenting this to the team as a *fait accompli*, the main themes and raw quotes were posted around a meeting room, and team members invited to read through them, individually and in pairs, to reflect on their meaning for them and their implications for the work of the team. They were asked:

- What in this data surprises you?
- What are you curious about and want to ask more?
- What resonates most with you?

- Which issues are most important for the team to address next, in your view?

Figure 4.1 The five disciplines of effective teams



▶ Figure 4.1 details

There was a powerful sense of connection as the pairs read and discussed through the words that they had individually contributed. It felt as though this was the first time that the team had been invited openly to share their concerns about the organization structure and their misgivings about their own power. Moreover, the inquiry had shone a light onto the underlying reasons for the sense of disempowerment that Hilary had sensed earlier. Yes, there were concerns about leadership authority and style, but these were secondary to a lack of clarity about what the business would hold the team accountable for delivering. Without the confidence of a clear commission with the UK board, these leaders would be unable to develop the leadership muscle to create change across the firmly ingrained sector-based organization structure.

Clarifying team objectives – and starting the work through an 'outside–in' lens

Having clarified where the work needed to start, the away day moved fast to address this gap. Richard had received input from the UK board on the targets and metrics for the year, and the team worked to define those targets for which they believed they should be held accountable and the key performance indicators against which they would be measured. The energy behind this process was tremendous; looking back, it was indicative of the ability of the team to take leadership when given the direction and the space to do so. In a later review, one of the members commented: 'This was a key highlight in the year – getting the team into second gear by agreeing its common objectives around people and capability.'

Given the need for the team to move fast in establishing its authority across the business, we wanted to ensure that each intervention with the team built clarity and focus and also enhanced the ability of members to connect – both together and with the wider community. Having developed a shared view of the commission, purpose and objectives for the team, we then moved to help members understand each other's leadership strengths and challenges (co-creating), inviting them to explore independently and then to share in small groups:

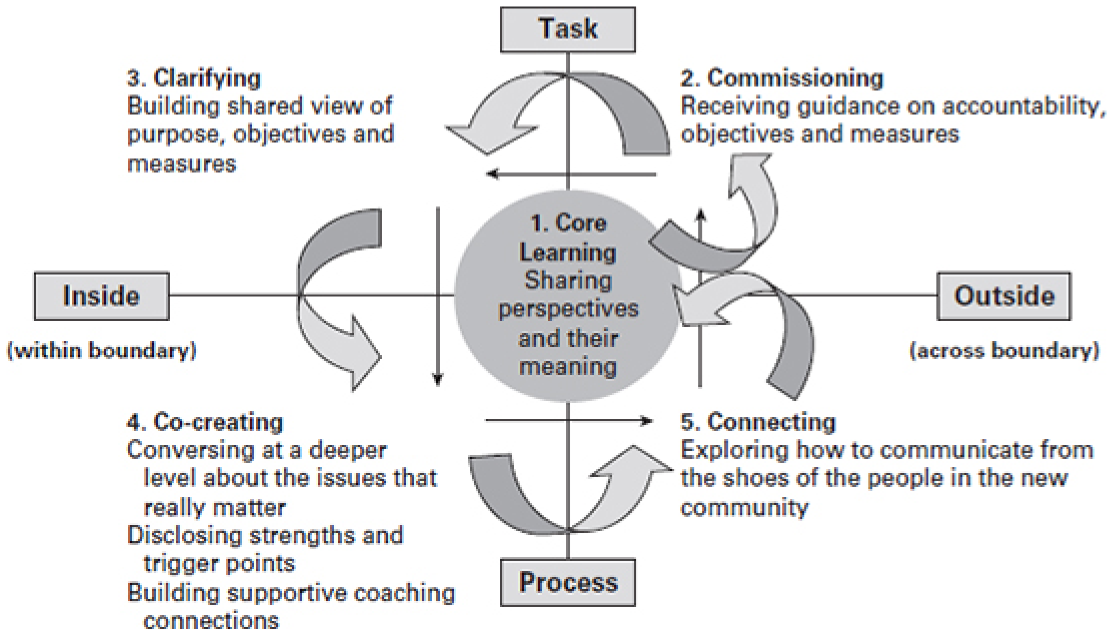
- their sense of passion in their work;
- the values they tried to live out as a leader;
- how they saw themselves living in their leadership – when they were at their best and when they were at their worst.

As they used inquiry and feedback skills to help support and challenge each other, they started to discover that they were not alone in the challenges they faced. They thus started to build greater trust between them, slowly building a team culture in which being ‘less than perfect’ was okay. We knew this was important, because the pressure in professional services environments to be ‘the best’ and ‘expert’ often hinders the sharing of doubts and vulnerability needed to build trust (Maister *et al*, 2002).

We then moved on to helping them view the leadership team from an ‘outside–in’ perspective, inviting them to put themselves in the shoes of their employees, to examine what concerns and priorities people had, and to explore what type of approaches would enable them to start to connect emotionally with this new community. The aim was to build a shared picture of the team’s leadership challenge, and to help them build confidence and an initial plan of action.

The flow of this away day through the five disciplines is shown in Figure 4.2.

Figure 4.2 The five disciplines as applied in team away day



▶ Figure 4.2 details

Re-contracting for sustained team coaching work

The learning from the away day precipitated demand for a more constant team coaching presence and a revised contract between the leader, the team and the coach. Developing greater clarity about the commission and purpose of the team had been helpful, but Richard recognized that more sustained coaching support was important if the team was to have a recognizable impact on the business within the next year. These leaders needed to build their own legitimacy, and that of the service line, as well as have it bestowed on them from their primary commissioner, the UK board. As Richard says: ‘The major challenge was getting everyone to point in the same direction and to start to think as a team rather than a group of individuals. But there was also cynicism about whether we could achieve lasting change, and a belief that change was up to other people, not us.' Part of the work of the leader and the coach was therefore to help the team build belief in its own power to effect change where the centre of gravity for most of its members came from their client work and sector-based specialization.

Team coaching based on three levels of learning

The core purpose of the leadership team was to create a community of consulting practice, which would serve clients, attract, retain and develop great people and differentiate the company in the market. The sense of cohesion of this community would depend on the extent to which the consulting group was seen as a place where people could learn, grow, do interesting work and be successful. We therefore agreed that the work of the coach should focus on:

1. working with individual team members in developing their own leadership within the service line;
2. working with the team as a whole in building its shared leadership; and
3. helping the team to create value-adding connections with its stakeholders.

We provided a developmental framework of touchpoint leadership to the team to act as a guide to their personal development and for the learning of the team as a whole. Each member was invited to start a process of exploring their own leadership from the perspective of three domains (Lines and Scholes-Rhodes, 2013: 180):

- how they brought themselves into connecting leadership with others – their strengths, passions, beliefs; and how their behaviour patterns sometimes interrupted creative connection (domain 1);
- how they could ignite learning and creativity in the moment, and enhance their presence and impact in relationship with others (domain 2);
- how they could expand the points of connection across the consulting community and encourage learning across the organization and between the community and its external stakeholders (domain 3).

We commenced a programme of one-to-one and team coaching in team meetings and offsite workshops, including coaching of the team leader and feedback on his leadership style in action.

Embracing the diversity in the team to broaden the connection across the business

There was a strong sense from the team that their work would benefit from them knowing each other better: some members knew each other very well from client work or shared sector-based interests, so there were subgroups and varying trust and openness between the groups. Also, a number of the team were coming into leadership for the first time, and there was varying confidence in speaking up at meetings, especially since the meetings were fairly large. We decided to use the Myers–Briggs Type Indicator (MBTI) (Myers *et al*, 1998) and Firo-B psychometrics (Schnell and Hammer, 2004) to give individual team members insight into their own style preferences and interpersonal needs and to explore the implications for their way of engaging with others, with reference to the three touchpoint leadership domains above. We agreed we would use these profiles as a tool for disclosure within a team offsite. Richard says: ‘This was about recognizing and harnessing the diversity within the team. By understanding how people were wired we could start to create a team dynamic that played to people’s different strengths rather than trying to force everyone to conform and be the same.’

There was a degree of scepticism from some members as to how useful this process would be: after all, many team members had similar backgrounds and areas of specialism and some had grown to believe that they conformed to a standard consulting ‘type’. However, as team members revealed their MBTI type preferences on a room-sized type table, the richness of diversity was revealed, to surprise and curiosity. While some of the patterns on the type table explained natural allegiances and empathies, they also opened eyes to the potential for new types of interaction and contribution to the team: interactions that would help the team empathize with the views of others, and those that would ensure the closure of discussions and the practical follow-through of actions.

Expanding the learning space

One of the notable aspects of this team coaching work, from Hilary’s point of view, was the active engagement of Richard in the process. It is not always the case: sometimes team leaders bring in coaches in the hope that they will bring about change in the team without the leader himself needing to change. For Richard, the challenge was to work out how he needed to change in order to enable his team to step into their own leadership: ‘For me personally it was the not knowing. The sense of feeling I was not leading effectively but not having the self-awareness to know where to go next.’

One of the key dilemmas Richard faced was how much guidance and direction to give the team, versus standing back and allowing them to ‘step up’. His natural style was to lead from the front, but he also wanted – and needed – his team to take more responsibility for getting this done. In trying to get the balance right he had started fluctuating his style between directing and standing back, with the result that some team members commented that he sometimes seemed very directive and at other times too hands off. This was clearly not helping them to build confidence in their contribution within the team. We started to explore how he could be present, while also allowing the space for ideas, views and creativity to flow within the team. Hilary’s observation of his interaction in team meetings helped show the way to the answer: it emerged that whenever there was silence or a pause in the room, Richard felt the need to step in and help, by providing direction and answers. This, Hilary noted, was inhibiting people from offering views and learning from each other.

Richard started experimenting with creating more space in meetings, intentionally asking questions and pausing, probing, to invite contributions. It felt awkward at first – people were bemused about his intentions – and also about how to use the space created by Richard’s use of silence. Two things helped here: one was Richard’s disclosure about his intent in shifting his style; the other was guidance and feedback from Hilary about the ways in which dialogue flowed in the team. Naturally people had learned to look to Richard for direction and opinion, and tended not to inquire of each other; there was also a strong tendency to express opinion rather than to seek it from others. With feedback on this dynamic and guidance on ‘pull behaviours’ as opposed to ‘push behaviours’, the conversation started to flow more freely across the team.

The big test for Richard was at the offsite meeting where the team shared their personal preferences and interpersonal needs. As indicated above, we had enjoyed a spirited morning learning about each other’s type preferences and making sense of the differences and similarities within the team. Hilary had then asked each member to create a shield to represent themselves – their strengths, weaknesses, style preferences, wants and needs from the team – and these were posted on the wall before lunch so that people could browse around and look at them at lunchtime. The intent was to ‘celebrate the differences’ and through this to find ways to work and learn together most effectively and creatively.

When Hilary proposed, at the start of the afternoon, that each member should share out loud the highlights of their shield and then receive two appreciations and encouragements from the rest of the team, there was a tense hush – a hiatus of awkwardness. This was a challenging test for Richard, as he fought against the temptation to step in and relieve the discomfort. But he stayed silent, and gradually members of the team came forward and spoke with openness, and shared feedback with care, feeling and candour.

In retrospect he said:

> That session was a highlight for me as I really felt that we were operating on a plane. The connections were starting to form across the team and traditional boundaries were removed. Key for me personally was your feedback on my style and approach – helping me give space to the team to

> grow and express themselves. I also felt that we started to focus outwardly.

As others looked back on the year, they commented on this event as a key icebreaker, a turnaround, a point when the team started to be more open, connected and to work together more effectively.

One commented about the shift that he had noticed between the start of the year, when meetings were quiet and awkward, to later in the year, when debate was much more open, challenging and collaborative. Another pointed to the value of the coach acting as an authoritative counterbalance to the leader to enable him to create the space for others to step in and grow in their own leadership.

The benefit of this ‘sharing of diversity’ was not only evident in the way people related together, but also in the *quality* of the conversation. After the sharing of shields, in which team members shared their motivations and values, they were able to bring much more passion and energy to an exercise which defined what values and ways of working would differentiate the service line, and how they would work together to optimize the value of their time together. It was as if sharing individual passions enabled them to ignite their collective passion and to build their confidence of their mission in the business. It also helped them build the resolve needed to implement a new company-wide workforce framework in a way that would be received well by their consulting community, forming sub-teams to work together in that task. The sensitivity and effectiveness with which the team implemented this new framework were noted by the UK board. Team members also started a programme of visits to client sites to meet consulting staff in the place of their client work, attending in pairs to demonstrate shared leadership and to learn from each other in their approach and perspective.

The attention of the team had shifted from the internal focus questions of authority, purpose and legitimacy, to the job of taking practical action to build the service line and create a new community of practice.

Deepening the sense of identity and connection through stakeholder engagement

Nine months into the coaching programme the team was witnessing a drop in staff attrition and individual leaders were describing the shifts that they had been able to make in their own leadership as a result of the one-to-one coaching, gaining confidence in their ability and skill in engaging people in service-line activities and in forging new relationships of influence across the business. There was recognition from the UK board that the team had established its leadership and was demonstrating notable initiative in the way it was implementing a range of measures essential to building consulting as a home of performance and career management. Plans to develop a future consulting leaders programme were under way, with involvement of the future leaders themselves in designing the approach and format; and an intensive communications drumbeat was co-owned by the leadership team to ignite engagement of consultants in a range of practice and client-facing learning activities – the swell of people at the first client breakfast briefing exceeded the room space arranged for it.

Despite the growing confidence in the development of the community, there remained questions about the way consulting services were and should be positioned within the company's range of service offerings and products. This was a good illustration of how objectives and measures agreed on spreadsheets with the board might form only a small part of a team's real 'commission'; the real test of the board's commission would be how consulting services played a part in the key programmes of work being sold and delivered to clients, as played out by the relationships and conversations being conducted in client-facing meetings. Therefore the next stage of clarifying the commission needed to be a collaborative endeavour between the consulting leadership team and its key stakeholders.

A set of conversations was initiated with leaders in the wider business, including those responsible for wider business strategy and marketing to explore what positioning would best serve clients and the overall business. A team offsite was designed to actively engage these key stakeholders in refining and testing the thinking of the consulting team, to receive challenge and test assumptions. The result was a reinforcement of the identity of the consulting community in its role as leading the shaping of services to clients – shared with senior stakeholders, and agreed by each member of the consulting leadership team.

The team was able to demonstrate its increased confidence in its role and its legitimacy within the business at an event held 13 months after its formation, in which it invited all members of the service line to come together. Previous events of this type had been poorly attended. Here the attendance was considerably higher than ever before and the leadership team, together with members from the UK board, were able to stand together to communicate the synergy between consulting identity and strategy and that of the business as a whole, and connect with consulting community members in team-based activities. Attendees were able to create new connections with each other and with the range of services available to them to take to clients. 90 per cent of attendees rated the event good or excellent and praised the opportunity to network with others in the service line. It seemed that it had genuinely started to be a place of home for a good proportion of these people.

Looking back at the team coaching

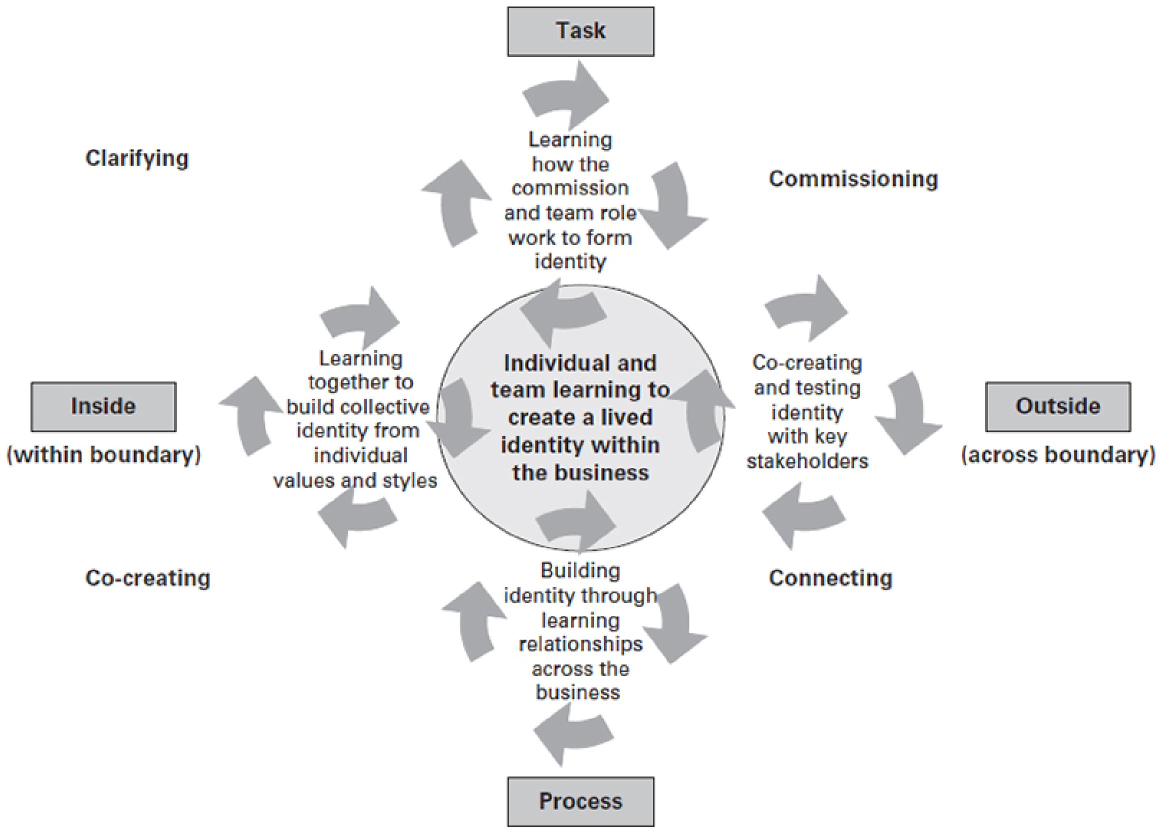
As we reviewed the team coaching work, through a retrospective timeline exercise, we acknowledged that we had originally hoped to achieve the outcomes much more quickly. But looking back also helped us see the broader historical and systemic context of this leadership team in sharper relief. The work had started when clients were questioning the value of consulting services and when the turmoil in the business world as a whole and the organizational changes within this company had sapped the confidence within this leadership team to bring about change. Coupled with this, all the leaders held at least three different responsibilities across the service/sector/product matrix and therefore this leadership was built from what one member described as a ‘thin veneer’ – a circumstance not unusual in matrix businesses which are client-facing. Given all this, it was critical that the coaching work enabled the team to build its sense of legitimacy and its confidence, collectively and individually, to be able to reinforce, at a strategic level, its commission and its client-facing vision.

If we look at the development of the consulting identity with reference to the Hawkins Five Disciplines Model, we can see an iterative process of learning – within individual leaders, within the team and between the team and the wider business:

- learning how to take the new commission and purpose to provide new direction in the organization;
- building a greater sense of shared identity through sharing personal values and passion for the business and learning from each other within the team;
- enhancing individual confidence and skill in engaging across existing power structures through greater self and interpersonal awareness and new ways of conversing and leading;
- connecting with consulting staff at client sites and learning how the service line was working in practice;
- learning where ambiguities and contradictions existed and re-engaging key stakeholders to refine and deepen the shared identity;
- learning how to go beyond the current sense of what is possible to build a more robust brand and service proposition.

This flow of learning within and between the five disciplines is depicted in summary in Figure 4.3.

Figure 4.3 Learning within and between the five disciplines



▶ Figure 4.3 details

So, as we looked at the consulting leadership team at the end of this assignment, we could see:

- a leadership team that had moved from a place that felt confusing and chaotic to a working board, where people collaborate well;
- a team of leaders who had stepped up in their individual and collective confidence as Richard moved to a new role and a new leader stepped into the head position;
- a set of ambitious objectives, collectively created, for taking engagement in the service line to the next level in

the following year;

- a consulting community of practice that had an agreed identity and co-mission for its work with clients, where staff attrition has dropped, utilization had turned upwards, learning and development activities increased in range and attendance, and staff were beginning to see it as their professional 'home';
- a plan to run a programme for building future leadership potential recognized within the wider firm for being progressive.

And looking forward, the team was braced for the task of demonstrating that consulting was an essential and integral role in delivering value to current and future clients, through deepening and expanding the touchpoints with other services, with company strategic initiatives, with account leaders and with clients.

A reflection, eight years on

As we look at the story of this work through the lens of 2020 and 2021, it is striking how much the building of the consulting leadership team described, and their engagement across the new community of practice, was dependent on the creation of face-to-face 'touchpoints'. Could we have done this work, and achieved the outcome we did, under 'lockdown' conditions? For sure, Richard and his team used technology to communicate and build new networks of professionals across the business. But much of the engagement of hearts and minds was done through drawing people together, visiting different business and client sites, sharing strengths, styles and passions on flipchart paper *in the room*.

The restrictions on physical contact demanded by the pandemic have, during the past 18 months, challenged leaders to explore radically different ways to engage with their people and have likewise challenged team coaches to develop innovative methods for working with teams and helping them grow their collaborative leadership. Many have felt the loss of face-to-face contact, have struggled with the challenge of creating emotional resonance across screens, and have grown tired of the demands of continuous screen time, all within the context of a stressful world. And yet we have witnessed enormous creativity and courage as leadership teams and their coaches have drawn on new technology platforms to invest in their development and rise to the leadership challenge. In addition, the necessity of virtual working has also, perhaps paradoxically, lifted the constraint on communications and contact across wider audiences. So, in retrospect, we believe that this type of team coaching work is equally possible using virtual communications approaches, and, in some ways, is helped by these approaches, by making collaboration across large distances more part of the norm of building systemic connections. Freed of the logistics, time demands and costs of travel, and aided by creative new technology and the skill in using it confidently, leadership teams can create energetic connection across far broader populations than ever before, if they have the foresight and discipline to do so. And systemic team coaches can support them by having even greater opportunity to coach the relationship connections within the team and between the team and their multiple stakeholders.

05
Coaching the co-creating within the team

Two case studies from Canada

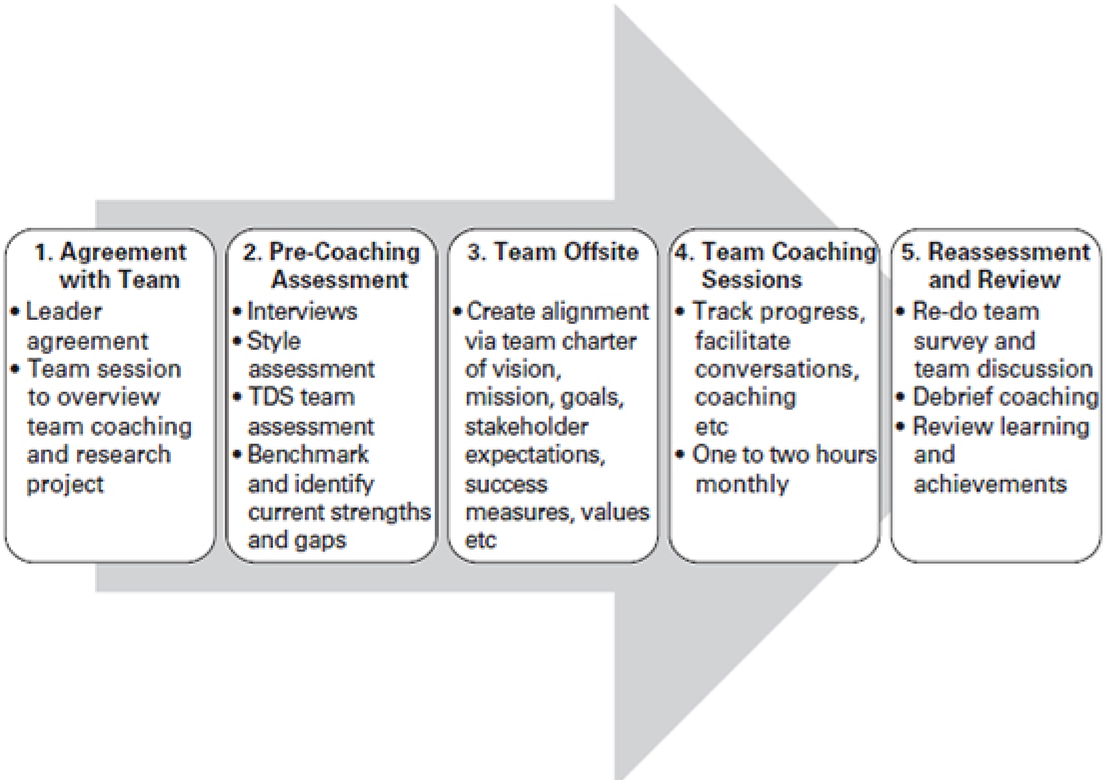
CATHERINE CARR AND JACQUELINE PETERS

Introduction

In this chapter, we jointly share our experiences coaching two teams through a similar team coaching process within a doctoral research project (Carr and Peters, 2012). As practitioner-researchers who were interested in exploring the experience of team coaching through the participants' lens, we each did a team coaching case study in 2011–12. We followed with a cross-case analysis to identify themes between the very different Canadian leadership teams we had chosen to work with. Catherine worked with an engagement and workforce development leadership team of six people within the British Columbia government. Jacqueline worked with a corporate finance leadership team of eight people within a multinational organization that was headquartered in Calgary, Alberta.

We used a similar team coaching process that was informed by our past team coaching experiences, the minimal literature we found on team coaching, and the broad body of knowledge about what drives team effectiveness. The process we developed is shown in Figure 5.1. The sixth step, research interviews and validation, was specific to the research but also served the team coaching approach by providing an opportunity for the individual team members to reflect on the team coaching experience and identify their key learning during the process.

Figure 5.1 Overview of the team coaching process



▶ Figure 5.1 details

> We were a top team work unit before we did team coaching and we got in the game so that is the good news… What happens when you are on top is that you keep thinking of pushing that envelope because the top becomes the baseline… you can never rest on your laurels – and we never did – it's like, this is how it is, so now what are we going to do? We continue to sort of push ourselves.

Although the process was very similar, there were differences in the challenges and experiences of our two teams. We discuss our two teams separately and share how these teams first engaged us. These case studies show how team coaching helped each team step up to what the future was requiring of them, a key question in Hawkins' Five Disciplines Model. We include the team members' initial hopes for coaching, their goals and what they identified as being valuable to them throughout the team coaching.

For the purposes of this case study, we particularly highlight how we coached using the clarifying and co-creating disciplines (Hawkins, 2021) to support our teams to make and sustain changes. We both assisted our teams with clarifying elements, including vision, mission, goals, values, success indicators and working agreement protocols. The three key co-creating components that we highlight include: (1) assessments used to identify the team performance and functioning before and after the coaching; (2) a two-day team launch; and (3) an overview of ongoing team coaching over a period of five to 11 months.

Client 1: Catherine's government team

Little did I know how fortunate I was to work with the six-member engagement and workforce development team from the Ministry of Social Development in the British Columbia government. Each member of this senior leadership team skilfully led a different business area and supervised direct reports. The team was known for being an innovative and high-performing team with very high workplace environment scores. The task ahead was to support this exceptional team to make an even bigger impact.

Coaching helped this team articulate their bigger vision and take the necessary steps to make that vision happen. They were curious and enthusiastic about how team coaching would support their next steps and were on board for where the journey might take them. The team chose an ambitious goal for their coaching based on a roll-up of their individual pre-coaching interview themes, their Team Diagnostic Survey (TDS) results (Wageman *et al*, 2005), and comments from their debriefing conversation: 'create a compelling senior team direction through working on a new cross-functional and innovative project that would potentially have broad impact across government'. The TDS was chosen for a quantitative, opinion-based assessment that collects responses from each team member about how well they think the team is functioning on key factors that have been correlated with team effectiveness.

At the team launch, the team decided to transition to a more cross-functional style of working together. They knew that connecting more with one another would optimize their learning and engagement at work and produce even greater business results. We used the term 'teaming' in the coaching in order to describe their new and more fluid way of connecting and learning in tandem as they executed their work (Edmondson, 2012). To assist them in this goal, the team completed individual DISC assessments to help team members understand how their different behavioural styles influence how they interact and communicate with one another (DISC, 2012). The DISC team profile showed them where their natural style preferences, strengths and gaps were as individuals and as a team.

Government team coaching goals and activities

The coaching goals for the initial team launch and some of the associated coaching activities are outlined in Table 5.1.

Table 5.1 Catherine's government team coaching launch agenda and outcomes (Carr and Peters, 2012)

Skip table

Goals	Activities	Team outcomes (quotes)
1 Create a reflective and open space	• Mindfulness and visualization on creating success and support to succeed	• 'I feel so much more connected.'
2 Understand team effectiveness	• Conversation on team effectiveness criteria and what their team did well and could do more of	• 'The DISC helped me make sense of why I take the role I do on this team.'
3 Understand each other's styles using the DISC and games	• Debrief individual and team DISC profiles, activities to complement understanding differing styles	• 'I understand you all in a different way.'
4 Review and create the team charter and collaborative project	• Review of mission, vision, priorities, and new project • Discussion of their values and ways of working together	• 'I appreciate what each person does or could do to contribute to the team.'
5 Identify individual learning goals that align with the team coaching goals. Explore individual goals through peer coaching	• Individual journalling and group discussion • Peer coaching demonstration, discussion and practice session using individual goals	• 'The peer coaching was great. I'd like to do more of that on our team.'

Goals	Activities	Team outcomes (quotes)
6 Define next steps and closure/integration of offsite	• Action plan and review of the session	• 'I feel good about this idea of starting a new project to be coached on.'

Through the coaching, this team intentionally developed a new executive career pathing tool that required them to work collaboratively and outside of their typical expertise areas. The team leader actively supported the coaching initiative by setting and disclosing courageous change goals for himself.

During the eight follow-up sessions, identified in Table 5.2, the team leader and another informal leader on the team stepped back and allowed everyone else to come forward more fully to offer their unique strengths and abilities. Participation at meetings became more balanced. A comment made was: 'The last few [meetings] have just been phenomenal. We come to a consensus and we hear everyone at the table.' The team worked through interpersonal conflicts and challenges as they shifted their style of working together, but they used their working agreements and peer coaching to stay focused on their outward and future-facing goals. 'It's hard to get to a better place without having that conflict and working through it, rather than stuffing it in the corner.'

Table 5.2 Middle and closure session goals and activities (Carr and Peters, 2012)

Skip table

Session	Goals	Activities
1	• Review DISC (Extended DISC International, 2012) styles and apply to create results • Choose project to be coached on • Create working agreements and new meeting structure to support change • Create success measures	• Mindfulness and check-in on a time ‘you felt stuck but found your way through’ • Process facilitation to reinforce positive changes • Team leader review of DISC with team and why this matters for business results • Discussion: What project will help your goals and performance? What is the ongoing role of coaching? How will you measure success? • Team leader facilitation of working agreements activity and create new meeting format plan to support desired change
2	• Coaching for exceptional results	• Check-in/process facilitation to reinforce positive changes • Coaching on the project: What makes your project product exceptional? How are you working differently together? What is changing? • Coaching to reinforce using the working agreements, agree on a decision-making framework and new meeting structure
3	• Work through conflict to solidify desired change	• Solicit team input into agenda • Process facilitation meeting for group dynamics • Explore recent conflict incident

Session	Goals	Activities
4	• Build on strengths and create positive change	• Check in: what's going well and what needs work? • Process facilitation to reinforce positive changes • Explored Losada's (Fredrickson and Losada, 2005) framework as it relates to their team • Transfer of team coaching agenda ownership to team
5	• Embed ongoing learning structures	• Presentation by each team member on their DISC style • Facilitated review of team profile • Introduced Hawkins (2011a) team huddle
6	• Cascade learning throughout the organization	• Focus on successes and harvesting the learning • Planning for team members to do more team coaching with their own teams
7	• Create sustainability	• Focus on sustainability • Plan the closing session • Set up ongoing peer coaching
8	• Closure, review results, and plan next steps • Celebration	• Focus on TDS assessment results and celebrate team success • Team sculpting to highlight change and next steps • Discussion of sustainability and next steps for each team member and the team as a whole

One team member commented:

> I think the process of embedding what we wanted to achieve with how we wanted to be into our team meetings was both critical and eye-opening. We had to actively practise the things we said we wanted, which exposed us to 'walking the talk'. It was a great learning experience for everyone in the team, and the changes have taken hold in how we are together.

Another team member commented on the value of coaching over time:

> because one event in and of itself may change the way you think about something but it won't actually change behaviour. Whereas that prolonged coaching through the trials and tribulations of actually trying on a different way of being in yourself and with your team – I think that is part of the process that I've noticed [that works].

The team developed even greater trust in one another and this facilitated deeper, more authentic connections on the team where each person's needs, aspirations and strengths were honoured.

Government team coaching outcomes

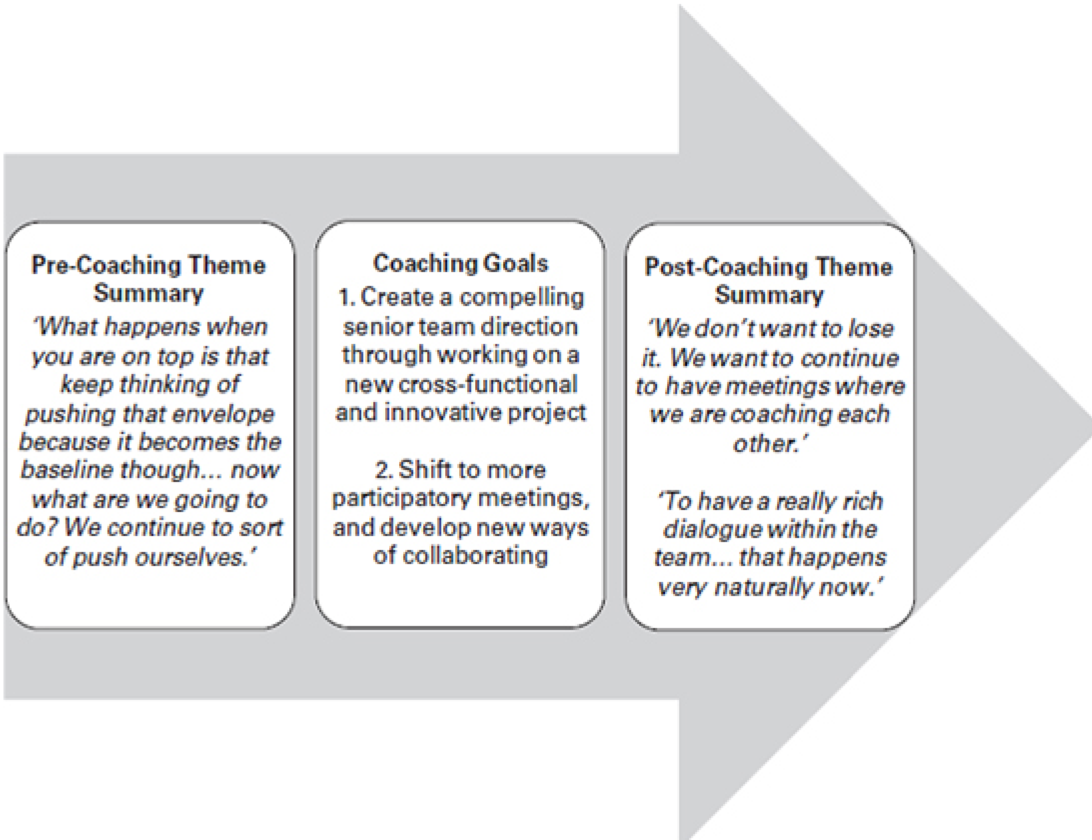
11 months later, after a two-day team launch and eight follow-up sessions, a re-do of the TDS confirmed that the team believed they had met their goals for the team coaching and had increased their team effectiveness. They were working more cross-functionally, drawing on one another's strengths and talents. They had increased engagement in their team, and even more, across their division. Taking what they had learned in team coaching and applying it to their own teams, they saw more innovative products coming out of their branch as a whole. They felt proud, accomplished and more connected to each other. Mission accomplished! 'It feels like people are getting drawn in and that there is more integration happening from the visioning part of the project through to completion.'

This team continued to apply the principles learned in the team coaching sessions and became a strong advocate of the value of coaching in government. One team member certified as an executive coach. She is well qualified to speak about their team coaching process:

> What was most valuable about the team coaching process for me was that it allowed us to get to know each other on a deeper level and be able to communicate more honestly and openly and address issues quicker, understand our individual work styles better, improve and add to our team processes, and re-examine our team structure.

A summary of this government team's coaching journey is outlined in Figure 5.2.

Figure 5.2 Team coaching summary for Catherine’s government team



▶ Figure 5.2 details

Since the coaching finished, members of this senior team actively carried out many innovative coaching projects and in doing so modelled a coaching culture shift for the whole of government. One project example was the Employment and Assistance Worker Core Training Program. This team transformed their traditional trainer–trainee model and moved to a coaching ‘guide on the side’ approach to facilitate greater learning. Another example was how they showcased the value of coaching via their blog ‘The Loop’, their ministry intranet site. As team members cascaded coaching through their teams, staff members were invited to write in about their coaching experiences. Team coaching was key to inspiring this team of leaders to infuse the spirit of coaching throughout their ministry. They saw their larger purpose being to transform government – to lead the way in making career-pathing possibilities more accessible, and to develop, engage and retain staff.

Nine months later

The team requested a follow-up session nine months after the completion of the team coaching. They described continuing to feel more internally connected as a leadership team, and that they were frequently using peer support and peer coaching to tackle challenges. One team member expressed, 'we let one another into who we are as people. We are more than just the people we are at work. Normally you might get that with one or two colleagues, but not all at the same time. It has been a gift.'

The team's career-path tool needed some final tweaking and the team became consumed with other priorities; however, they were resolute about launching the tool within the month. As they reflected on the value of their team coaching, they realized, and created, a peer supervision structure, not another project, to ensure that they offered support to one another for ongoing leadership challenges. One member commented, 'We've talked about some heartfelt things that typically wouldn't come up.'

The team leader announced his pending retirement on this same day and said, 'What I want is for you to hold onto and champion what you achieved in the team coaching – continue to be strong leaders and a strong team as you go forward.' The team had, indeed, co-created a stronger team together. Even though team members changed and the organizational mandate shifted, team coaching shifted the team culture to create more enduring systemic change that held beyond the individuals. This team continued to be known as an innovative and progressive team that was often at the leading edge of employee engagement in government.

2021 update

All members of the team advanced in their careers, choosing areas to focus on that they were passionate about and would create social and environmental change. Several advanced two to three levels higher. A couple of members transitioned into the private sector, offering executive and career coaching and organizational development (often with government clients).

Ultimately, each of the original team members not only worked on progressive career-pathing for others, but they also took those paths themselves. In doing so, they continued to create significant and positive shifts across government and for the clients and communities they serve.

Client 2: Jacqueline's corporate team

The team coaching process for this corporate leadership team began as a result of a former client contacting Jacqueline about holding a team alignment offsite for her new leadership team. She was about four months into a new vice president role and had not yet established a formal management/leadership team for her small corporate financial services department. She wanted to bring the eight most senior leaders and managers of the team together to create and implement a new vision and direction for the department. As she discussed the communication and alignment issues she was encountering as the new leader of this team, Jacqueline expanded the leader's initial offsite request into a full team coaching programme. This included pre-session assessments to benchmark the current state before the offsite, and follow-up coaching sessions to support the implementation of the team's vision, goals and agreements.

Corporate team coaching goals and activities

The initial eight team members participated in individual interviews and completed a TDS (Wageman *et al*, 2005) prior to starting the team coaching. The TDS is a quantitative, opinion-based assessment that collects responses from each team member about how well they think the team is functioning on key factors that have been correlated with team effectiveness. The team reviewed the team summary of their input from the TDS together at an initial, two-hour 'kick-off' team meeting to identify strengths, opportunities and goals for the two-day offsite. The pre-assessments highlighted a lack of alignment and a heightened sense of competitiveness among team members. They felt that for the most part, the individual contributors were smart and did what they needed to do to meet the timelines required in their deadline-focused department, but they weren't collaborating well together. They recognized that this would not serve them or the department well as they formalized their leadership team accountabilities. A comment provided by one of the team members succinctly summarized the team's pre-coaching state: 'We have competent, committed people, and interesting work in an interesting environment, but we have some dynamics/communication issues.'

As a result of the team's discussion about strengths and gaps, the team confirmed the outcomes they were seeking for the team coaching and identified how they would measure success in six months. Their high-level objectives for the team coaching were:

1. Create a compelling team purpose by defining what TEAM means for this group. (Clarifying discipline)
2. Enhance relationships with each other. (Co-creating discipline)
3. Work together more effectively as a team, internally and externally, using a team charter to guide the team's focus and behaviours (eg vision, mandate, working agreements, goals and success measures). (Co-creating discipline)

The next step was to participate in the two-day team launch, held offsite, to support the team to have some social time together as well as work time. Two weeks before the offsite, however, the team leader talked with me about some significant changes that she wanted to make in the team. She wondered about the appropriate timing for the restructuring she was contemplating, since the team launch was nearing. I shared information about the key conditions for creating high-performing teams, reinforcing that having the right people and working within the right structure were two important pre-conditions for team effectiveness and team coaching (Wageman *et al*, 2008). The team leader decided that she needed to act quickly based on this coaching conversation with me, which was further bolstered by her concerns about the organizational structure feedback that was revealed at the team's pre-coaching assessment debrief session. She decided to restructure the department to better set up the conditions for the team to be successful and effective, which meant that the leadership team was reduced from eight members to seven.

The team leader commented on the importance of this decision after the fact:

> I do think that this type of coaching is really important if you are going to roll out changes within a group or a new direction. And that new direction goes hand in hand with coaching, and gets people working together and making changes. [It] makes it more focused and strategic.

At the two-day offsite, the team leader started the session by sharing the details of the restructured organizational chart, which identified new leadership roles and reporting relationships for some team members. I next facilitated a conversation for the team to discuss their hopes and concerns about this new structure. I could see that the changes had created a sense of insecurity and uncertainty in the team, so I aimed to encourage dialogue and disclosure in a safe way. By allowing silence and individual reflection time for team members to gather their thoughts, people started talking more honestly about what they felt. As people continued to talk, the conversation became less intense. When we finally took a break after an hour and a half of discussion that first morning, the mood in the room had shifted. There was more rapid dialogue and even some laughter in the room, instead of the long, uncomfortable silences that occurred at the beginning of the meeting.

The tone for the rest of the two-day session was lighter and livelier. There was progress as we worked through 'clarifying' the vision, mission, goals, new roles and responsibilities, working agreements and success measures for the team. I incorporated a number of different activities to support the team's learning and dialogue. For example, we reviewed the team members' individual and team styles using the assessment tool, Insights, as a way to promote discussion and understanding of personal preferences, approaches and differences (The Insights Group Limited, 2012). We played a card game that highlighted the team's natural leaning towards competitive versus collaborative approaches, and gave them a second chance to play the game from a collaborative stance. We also used creative processes such as creating team slogans, logos and future visioning conversations to promote new ideas and ways of interacting.

We had a conversation about working agreements and we discussed how team members would hold each other accountable to these working agreements in a constructive and respectful way, since old habits can take time to change. We discussed a strategy of offering peer coaching to one another when they ended up in a negative conversation, or were 'gossiping' about other people. I modelled a peer coaching conversation for them, suggesting a format to ask the person with concerns/issues what would help them to talk about these directly with the other person. They discussed having a frame of 'good intentions' with each other, knowing that they would occasionally transgress the agreements, but with goodwill, discipline and an agreed-upon framework for a peer coaching conversation, they were committed to develop a new way of being with each other. They captured the essence of this accountability discussion in one core working agreement: 'Hold each other accountable for breaches by identifying it directly with the person.'

Overall, the team said they felt tired but successful at the end of the offsite. They commented at the end of the session that they would not have made as much progress without the coaching support; it was instrumental for them to have the conversations and to have the safety to really delve into the 'elephants on the table'.

The team had also drafted a tangible product, their one-page team charter, which summarized all of their key agreements from the session, as shown in Table 5.3 (sanitized to protect confidentiality). This team charter became the focus for the rest of their team coaching sessions, as well as the guide for the new environment and culture that they wanted to create together as a team. (For more on team charters, see Peters and Carr, 2013, and Hawkins, 2021: 370–72.)

Table 5.3 Financial leadership team charter – autumn 2011

Skip table

Financial leadership team charter – Fall 2011		
Vision		
Financial solutions that promote company growth and success.		
Team Mission		
We give our stakeholders the financial comfort to sustain and grow the company. We provide these financial solutions by … (abbreviated to respect confidentiality)		
Team Purpose		
Provide the key leadership to the organization and our people on financial strategy.		
Team Members	Team Norms	Key Goals
• Seven team members completed the team charter and six team members remained at the end of the six-month team coaching journey	• We create a safe environment to speak up • We encourage and welcome questions • We make no judgements • We resolve issues directly with good intentions; we listen 'for', not 'against' • We commit to look for successes and share them with others (big and everyday ones) • We educate, communicate and negotiate to balance workloads and priorities • We own our own career	• Removed to respect confidentiality

Financial leadership team charter – Fall 2011		
Values (Sample) • Results • Integrity • Change • Leadership	development plans • We respect confidentiality • We hold ourselves and each other accountable	Success Measures (Sample) • Compliance to authority levels • Increase in ratings on the annual stakeholder satisfaction survey • Development of people via 100% completion of development plans

After the offsite, team coaching sessions were held monthly to bi-monthly to support the team to progress their goals and live their working agreements. High-level details of the team coaching sessions are identified as shown in Table 5.4.

Table 5.4 Jacqueline's corporate team coaching session agendas and outcomes

Skip table

Session	Agenda	Outcomes
1	- Review progress/successes since offsite - Review working agreements - Define success measures for the team - Confirm messages and how the team wants to 'be' for the restructure announcement to the department	- Successes identified by team members including: - Communication has been good - More positive feeling - Clarity of roles has increased - Increased positive impression of department - Greater sense of team purpose - More forward-looking - More aware of branding - Approval to add new positions - Thinking more about HOW we work together

Session	Agenda	Outcomes

2	• Review of actions from December meeting
	• Identify successes and opportunities since December
	• Check in on working agreements
	• Review of scorecard/success measures
	• Restructuring – reflections on how this team is modelling and leading the department
	• Other issues as identified by the team
	• Next steps
		• Successes identified by team members including:
		  • Safe environment has been created
		  • Advising each other of deadlines consistently
		  • Team learning about their conversations
		  • Positives
		  • Everyone involved
		  • Bringing back to focus/end goal
		  • Common understanding of significance of topics
		  • Open to suggestions
		  • Improvement opportunities
		  • Don’t take comments personally
		  • Be sensitive to time invested
		  • Communicate successes
		  • Link back to the goal and strategy and KPIs

3	• Review of actions and progress • Review of working agreements	• Agreed to roll out working agreements with slight modifications to full department

Session	Agenda	Outcomes
	• Review positivity research (successful team ratios on positive/negative, self/other, and inquiry/advocacy dimensions) • Decision re: introduction of working agreements to whole department • Review the next steps for closure on the team coaching	• Team's working agreement successes • Feel more informed about department activities • Safe environment to speak up • Good teamwork and communication • Don't hear negatives any more • Appropriate dialogue • People are trying to work together to close gaps • Team's working agreement opportunities • Move to be with rest of team when possible • Be conscious of team commitments; align calendars • Added a new working agreement: • We don't make commitments without validating our priorities (eg communicate re: people's workload before committing – education, communication, negotiation)

Session	Agenda	Outcomes

4	• Review of the TDS
	• Review of the team coaching journey
	• Successes/appreciations
	• Identify how to maintain the high-performance team
		• TDS scores showed overall improvements
		• Comments about progress during coaching:
		  • Moving in the right direction
		  • Recovery focus
		  • Higher functioning
		  • Positive tone
		  • More confident and supportive of each other
		  • Things have improved; equitable distribution of work; emphasis on goals

The first coaching meeting after the offsite focused on clarifying the team's success measures. The team was challenged when I asked them to identify what their many stakeholders needed from their department in the future. They made a plan to gather more information so they could build these outcomes into their success measures. This led to a further discussion about how the team could most effectively communicate regularly with their various corporate stakeholders, including the senior leadership team, the board, external partners, and other functions and business units in the organization. I asked questions to prompt and reinforce this outward focus.

As the coaching progressed, the sessions were focused on checking in with the team on their team actions, completing the team charter, maintaining alignment to the working agreements, identifying ways to enhance their effectiveness internally as a management team, and improving their external reputation, or brand, with their broader department and the organization. The team was starting to adopt a systemic approach to their work by becoming more aware of issues, opportunities and their impact outside of their department, which relates to Hawkins' Discipline 4 of Connecting.

One team member commented on the value of ongoing sessions, stating that:

> Follow-up sessions were important to make sure we didn't fall back to our old ways. It was helpful because… instead of just thinking about something, we actually had to do something. Our work world is so busy, we kind of just do things, and whether we follow up is iffy. [The coaching process] created follow-up.

The team coaching sessions were structured such that I co-facilitated the meeting with the team leader, and I also coached the team. I offered opportunities for the team to pause and have a 'time-out', and asked them questions to reflect on their progress and interactions during the sessions. I also supported the team to keep a focus on their end goals and outcomes, with a primary focus on the team culture that they were creating within and outside of the team. One participant commented: 'Our coach was good in terms of being firm and bringing people back to what we were trying to accomplish. I have gone through lots of HR stuff and didn't find a whole lot of value. This was different; there were deliverables and timelines.'

Corporate team coaching outcomes

At the last coaching session in April 2012, the team members agreed that they had made some good progress on many of the factors assessed by the TDS between October 2011 and April 2012. In fact, there were five factors on the TDS that the team deemed to show a meaningful change, including: (1) effective work management, (2) team member relationships, (3) enabling structure, (4) well-composed team, and (5) helpful coaching. The team believed that these changes would not have occurred without the team coaching, since the team had been having difficulties for several years before the new leader joined the team, and before they started the team coaching.

Overall, as this team progressed from the pre-coaching assessment through to the final coaching session, they moved from being very internally focused on the dynamics and structure of their department to working on enhancing their impact inside and outside of the organization. They had defined success measures and were tracking their successes internally and externally, which they had not clearly done before. They also indicated in the coaching sessions that they were working more cohesively and positively with each other. In the final coaching session, the team leader summed up their progress when she said: ‘We have graduated from students to teachers. We can hold ourselves and others to the working agreements and say: this is our team.’

The team members all agreed they had met their original goals for the team coaching, and indicated that they were proud of their progress. One team member commented that:

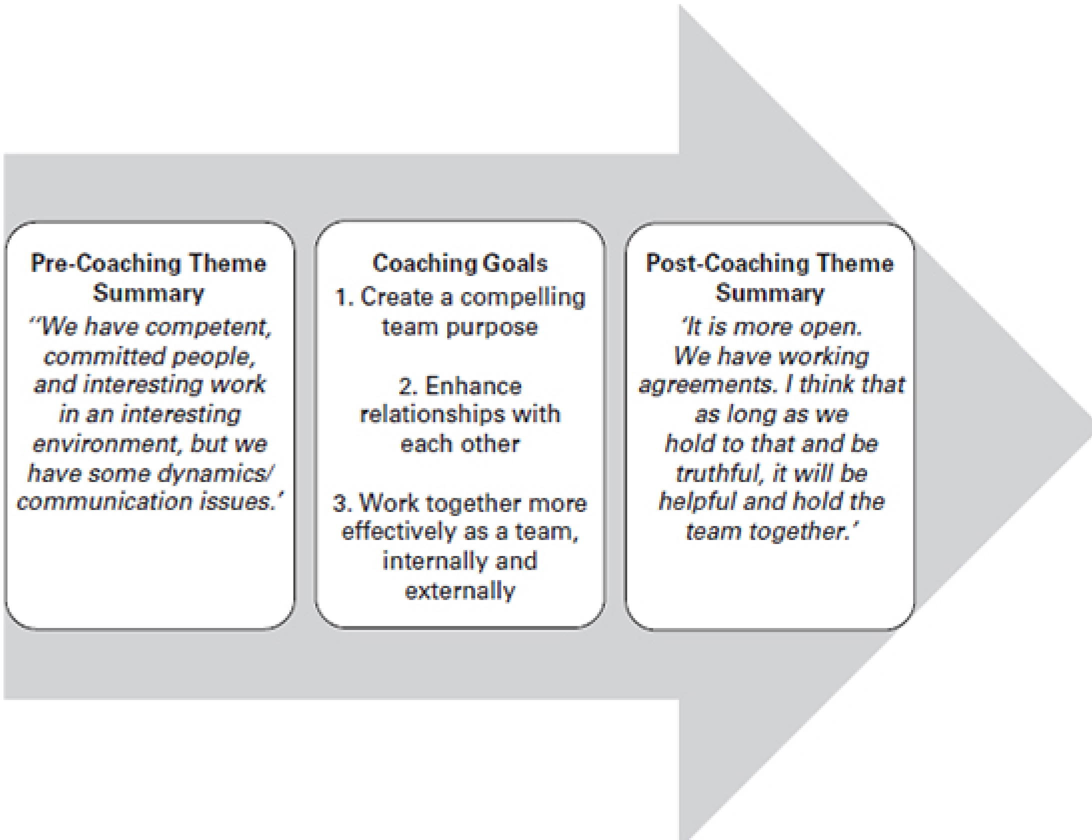
> Team coaching helped a lot. You might have great individuals as participants in a team, but if they are not working as a team it doesn’t mean that the sum will be greater. In order to work as a team, to do well

> as a team, you need to know what your roles are, how you can help, look at the success of the team, and how the team can benefit the organization.

They believed that they had achieved a higher standard for their team and department culture, to which they were holding themselves and each other more accountable. The team leader noted that their success and effectiveness were noted outside of the department as well. She said: ‘Certainly the senior leadership’s view of the department has been elevated [as a result of team coaching] and as soon as you see a team as more high performing, you have more faith and trust and you believe that they can accomplish more.’

A summary of this team’s coaching journey is highlighted in Figure 5.3, which includes initial comments that summarize the team’s starting point, the team’s three coaching goals, and final comments that summarize the team’s ending point after the team coaching.

Figure 5.3 Team coaching summary for Jacqueline's corporate team



▶ Figure 5.3 details

Learning and recommendations

Any coaching process is only as good as the coach using it. We cannot say with any certainty that another coach using a similar process to ours would fare any better or worse than we did. The coach's influence on the team is subject to the coach's skills, manner and approach. Also, the team has an impact on the effectiveness and outcomes of the team coaching; so different teams may have experienced outcomes different from the teams in our case studies. That said, we drew on our experience, mentorship and ongoing supervision of each other, and the extensive team effectiveness literature, to guide our work.

We learned a great deal as a result of being both the practitioners and the researchers in these two structured case studies. First, we purposefully carried out and wrote our case study findings separately so that we would not influence each other's findings or interpretations. When we did compare the results from our two teams, we were intrigued but not surprised to see our differing styles as coaches coming through in the way that we each presented our individual team case studies and their respective findings.

Catherine adopted a more fluid, solution-focused coaching approach (see Meier, 2005, and Hawkins, 2021: 403–4), while Jacqueline used a more structured and business-focused approach. In addition, the contrast in team starting points and cultures stood out to us when we read each other's accounts. Catherine's team was a much higher-performing team as identified in their higher initial TDS scores (Wageman *et al*, 2005), the positive way in which the team described themselves, and the team's reputation in the rest of the organization as a high-performing team. Jacqueline's team saw themselves as delivering on their business goals, but, unlike Catherine's team, described themselves as disconnected and lacking cohesiveness. The culture of Catherine's team focused on celebration, appreciation, team successes and mutual respect. The culture of Jacqueline's team was more competitive and individualistic. Jacqueline's team also ascribed a tone of negativity to their team at the beginning of the coaching. A summary of the comparison of the pre-assessment data for the two teams is identified in Table 5.5.

Table 5.5 Comparison of TDS pre-assessment data for each case study (Carr and Peters, 2012)

Skip table

	#1: Government of BC (Catherine Carr's team)	#2: Corporate Team (Jacqueline Peters' team)
TDS strengths	• **Empowered and high autonomy and respect for judgement** • Almost perfect teamwork score • Consequential work • High effort, performance strategy, and use of knowledge and skill • Well-composed team	• **Empowered (most feel this way)** • Task orientation • Highly motivated • Internal motivation • Adaptable
TDS weaknesses	• **Team norms** • Team leader coaching • Organizational support • Functioning as a real team, eg interdependence • Compelling direction that is challenging and clear • Sharing work activities and knowledge of results • Team leader could foster good group process, in addition to other foci	• **Team norms** • Team coaching • Organizational information • Amount/quality of interaction • Development/growth opportunities • High rating on unhelpful interventions and low on interpersonal relationships

(Entries in bold represent overlap between the two case studies)

Catherine coached her government team through a new project and Jacqueline coached her corporate team through a new beginning and restructuring. Catherine coached her team to define and implement an innovative project that helped team members develop interdependency and incorporated more peer coaching/support. Jacqueline focused on coaching a team to higher performance and positivity, and an improved team brand/reputation.

Despite the many differences between the teams' qualities and their goals, there were a number of valuable co-creating coaching components that were surprisingly similar between the teams. We had not expected to be able to see such strong commonality between our two case studies because of the obvious differences in the cultures and starting points of our teams.

Both teams found the quantitative pre- and post-coaching results from the TDS (Wageman *et al*, 2005) as strong validation for the changes they subjectively observed they had made. Table 5.6 outlines the key changes in the TDS scores for both teams. Both teams identified the two-day team launch as a key element in supporting the team changes since it provided focused time to build team connections and define a common path. At the launch, both teams focused on establishing working agreements and peer coaching agreements. They both created a team charter or team project to launch the coaching.

Table 5.6 Comparison of TDS pre- and post-assessment changes on a five-point scale (Carr and Peters, 2012)

Skip table

TDS changes pre- and post-coaching	#1: Government of BC (Catherine Carr's team)	#2: Corporate Team (Jacqueline Peters' team)
Highest numerical increases	• **Well-composed team (4.4 to 4.7)** • Compelling direction (4.1 to 4.5) • **Enabling structure (4.3 to 4.6)** • Motivation and satisfaction (4.3 to 4.6) • **Helpful coaching (3.8 to 4.2)**	• Team member relationships (3.3 to 3.9) • **Enabling structure (3.3 to 3.9)** • **Well-composed team (3.3 to 3.8)** • Effective work management (3.1 to 3.7) • **Helpful coaching (3.1 to 4.0)**
No numerical change or decreases	• Team member relationships (4.9 to 4.7) • Supportive organization (3.9 to 3.7)	• Real work team (3.7 to 3.7) • Motivating team task (3.9 to 3.9)

(Entries in bold represent overlap between the two case studies)

Both teams identified that ongoing team coaching was essential to integrate and sustain changes. Making the changes was not always a smooth process and the coaching helped the team stay accountable to their agreements, actions and goals. For both teams, their vision for coaching included what they needed to step up to for their team members, their desired team purpose, their clients and stakeholders, and ultimately what the future was calling forth from them (see Chapter 1).

Our key learning, once we compared the two case studies, was that having a structured approach to team coaching was highly beneficial to the team's perception of the coaching and their performance. We also noted that creating or leveraging a clearly defined new beginning for the teams was effective in creating momentum and motivation for change. Further, ensuring that the teams were clear about their own vision, purpose, goals and success measures was important for success (Hawkins' Discipline 2, Clarifying). Aligning the coaching goals to these team factors helped ensure that the team coaching sessions were focused on team performance, not just team dynamics for the sake of team dynamics.

The key challenge we encountered was around scheduling and strengthening and sustaining team changes and helping them to stay connected via regular team coaching check-ins and sessions. It is too easy for teams to get so busy doing their day-to-day work that they can neglect the important check-ins about how they are working together. Also, Jacqueline's corporate team lost two members over the six months of team coaching, so this shifted the dynamic twice during the coaching and reinforced the need for the team to abide by their team charter and working agreements so that they could flex more readily when these team member changes occurred. Overall, we learned that when team members are included in co-creating and 'owning' the team coaching, the process could be both structured as well as responsive to individual team needs.

Conclusion

We provided coaching simultaneously as we studied these two real leadership teams in their complex business settings. We worked as a team of two and provided Hawkins' seven-eyed supervision (Hawkins and Smith, 2013) and support to each other throughout the process. As a result of our conversations, we often came to new insights and learning that we had not come up with alone. We could better distance ourselves from becoming intertwined in the dynamics of the team and kept an objective lens on what was happening and ways to best support the team. As we reflect back on our learning journey now, Peter Hawkins' words about his first discipline – commissioning – stand out: 'What is the shared endeavour that the world/stakeholders are asking this team to step up to?' This question guided our work and guided our team's work.

We also believe that there are places a coach can only take a team if they have travelled there themselves. We aspired to rise to this grand goal in our partnership with one another and through our coaching in order to serve communities at large.

Reflections nine years on

As we look back on these case studies from the point of view we have today, nine years later, we note that the learning we had from these cases has served us well as team coaches. We are pleased to have been early contributors to the team coaching practice and research through these case studies and our doctoral study. The field has expanded significantly since 2012 and there are a multitude of team coaching training programmes along with a new set of team coaching competencies through the International Coach Federation (ICF, 2020).

Our team coaching practices have more stakeholder inputs now than when we did our research. Otherwise, we continue to focus on supporting our teams with clarifying the elements required for team effectiveness, including the articulation of a clear vision, mission, goals, values, success indicators and working agreement protocols. We continue to use assessments to identify the level of team performance and functioning before and after a team coaching intervention. We also include a one- or two-day team launch in our interventions, followed by one or more team coaching workshops as well as attending business-as-usual meetings over a period of six to 24 months to sustain results. We have learned over the years that the clarifying and co-creating disciplines are essential elements in any team coaching intervention and team coaches are well served by deliberately taking time to address these disciplines.

06

Coaching the connections

Inter-team coaching at Yeovil Hospital Foundation Trust

PETER HAWKINS AND GAVIN BOYLE (CEO OF ROYAL DERBY HOSPITAL, PREVIOUSLY CEO OF YEOVIL DISTRICT HOSPITAL)

Introduction

It was a beautiful summer's day and I (Peter) got a call from the HR director of a district general hospital about 40 miles from where I lived. She invited me down to visit her and her chief executive as they wanted help with some team coaching of the senior team. The following week I went and had separate meetings with both of them, curious to hear about their challenges.

The CEO told me how they had just undertaken a major review of the structure of the hospital and had made three important changes:

1. They had recognized that the organizational structure had been too fragmented and siloed. They had recently restructured the 10 clinical directorates into three larger clinical divisions, each led by a medical divisional director who would stay clinically active but have 1.5 days to lead

their division, supported by a full-time general manager and a divisional chief nurse.
2. They had widened the senior leadership team operating immediately below the board of directors to increase the impact of clinical leadership at this level, and so in addition to the current medical director and director of nursing, the three new clinical divisional directors were also included.
3. Each of these clinical divisions' senior teams would also have a finance and HR lead working for them, devolved from the central functions but still with a dotted professional reporting line to the central function.

The HR director also told me how they were a young executive team, most of whom were in their first board-level executive role, all seeking to assert themselves within the team and establish their relationships with their peers. Also, there was an imbalance of experience between the well-established non-executive directors and the relatively inexperienced executives. Board relationships had yet to fully mature and the board was yet to operate in a fully unitary way.

They asked me whether I would start by working with the board, the new leadership team comprising the executives and the divisional directors, and also the divisional management teams themselves.

This sounded like potentially five pieces of team coaching, but I was wary. At these first meetings I asked several key questions, as follows.

1. What did the CEO, the executive team and the hospital want to achieve? What was their

aspiration?

It was clear that the CEO wanted to be successful in this, his first job as a hospital CEO, but he was also ambitious for the hospital. He recognized that smaller rural district hospitals were potentially ‘an endangered species’ given the pressures of increasing sub-specialization making it difficult for smaller hospitals to maintain a comprehensive and sustainable range of services, together with the general challenge facing the whole of the NHS to do more at higher quality while simultaneously making large savings. These challenges were potentially easier to meet in larger urban hospitals benefiting from economies of scale. As we talked he became excited and said he would like to create a new flagship model for smaller rural district general hospitals that others could learn from, or follow a model where the hospital was successful in all its effective connections: vertically within the local health economy, upstream with all the primary healthcare doctors and practices, downstream with community services and social care, and also horizontally across the region, forging a greater range of partnerships with other hospital providers to develop sustainable ways of retaining a range of hospital services in South Somerset and North Dorset. I told him how exciting this sounded and said that if I were to work with them, part of the contract would need to include that he and I would write a joint paper in two years on how this had been achieved. This chapter is part of the fulfilling of that contract.

2. How were they going to avoid moving from 10 smaller silos into three larger silos?

The first answer I received was that the integration would happen by the three divisional directors all being on the newly enlarged executive team, but they would not be members of the unitary board. This caused me some concern, as with 1.5 days a week to provide leadership of their clinical division and its clinical specialities, their own divisional team and sit on the hospital executive team, I could not see how they could be the major connecting points between the three clinical divisions and also between their division and the central functional departments, such as strategy, HR, finance, IT and estates.

3. What would success from this work together look like?

A range of objectives for the hospital began to emerge from this inquiry:

a. The need to meet the many government-set targets on treatment times; delivering contracted services and activity; financial savings; improving quality, for example reducing mortality rates; efficiency improvements, for example reducing length of stay, increasing productivity; and so on.
b. Improve the patient experience, for example against the national Friends and Family Test (the number of patients who would recommend the hospital to their family and friends).
c. Become sustainable and valued by the local community.
d. Become a model rural district general hospital that others would want to learn from.

I then asked about what needed to shift in the leadership for the hospital to be successful. Both the CEO and the HR director were clear that the hospital objectives could not be achieved without the executives moving from being overly ‘operational’, constantly pulled down into fighting fires and managing crises, to having more of their time focused on creating the future and working with the external stakeholders.

4. How would we need to work together to avoid the team coaching being a series of discrete siloed projects?

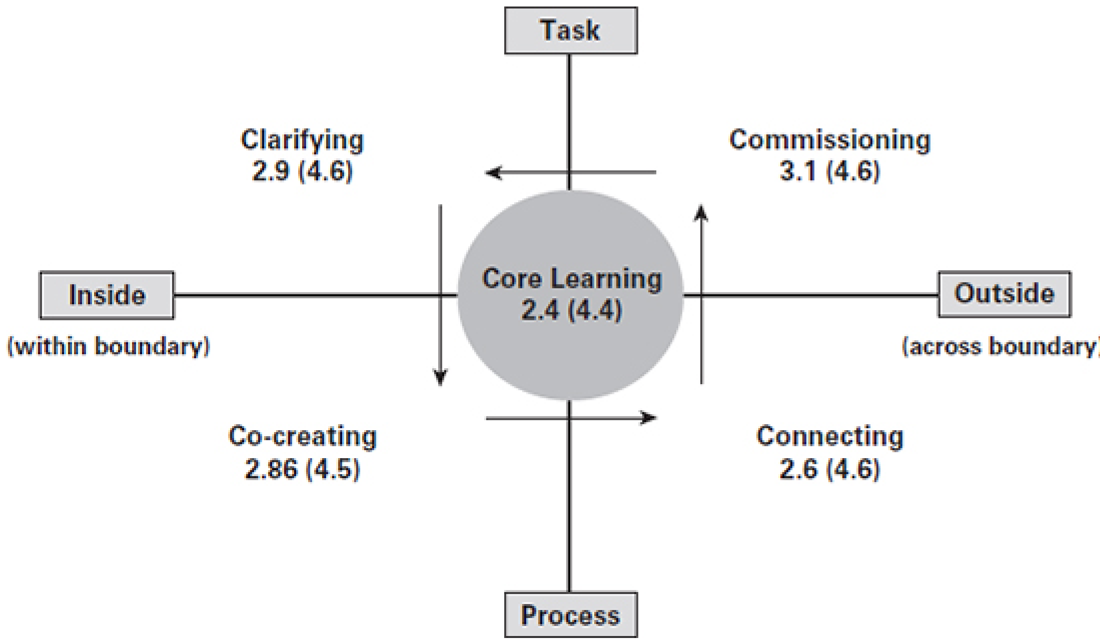
I also pointed out that at this stage I could not create a contract or a proposal for even the first piece of team coaching, as for that I would need a contract with the whole team, but I would be willing to undertake some inquiry and diagnosis and then meet for a half-day workshop with the whole team to discover whether we could create a joint inquiry and diagnosis and agree a way of working together. This they agreed to, and so a few weeks later I went and had a series of individual meetings with each of the team members, followed by a half-day contracting workshop. In addition to meeting each executive, I asked them to fill in two questionnaires: the High-Value-Creating Team Questionnaire (see Hawkins, 2021: 350–52) and descriptor analysis (see Hawkins, 2021: 355–57).

What struck me was that, unlike the CEO, who had a strong aspiration for the hospital’s future, the other members of the executive team were more focused on the sheer challenge of achieving the necessary short-term objectives, both those set by the NHS centrally and those agreed by the board in the strategic plan. Their focus was much more immediate and operational, and they felt individually pressurized to prove their ability, under the scrutiny microscope of the CEO and the non-executive directors. The rest of the team did not feel like a supportive resource but rather fellow strugglers focused on their individual targets. The board seemed a long way from being a ‘unitary board’, which was its supposed form, and rather a place where young first-time executive directors had to prove their worth in front of much older experienced businesspeople. It became clear that to ensure a successful organizational transformation, team coaching of this leadership team would not be sufficient, for it would be necessary to shift several inter-team relationships. These included:

a. The relationship between the non-executives and executives on the board and between the board and the hospital leadership team.
b. The relationships between the three new clinical divisions, so that they were able to resolve issues directly between them, to avoid a move from 10 small silos to three larger ones with inter-divisional issues delegated upwards and so pulling the executive back into resolving operational issues and therefore lacking the time to focus more on the future and the external.
c. The relationship between the executive team and the three clinical divisional teams. I was interested in what was going to change the systemic pattern of the clinical services not taking full ownership of their operational challenges and delegating difficult issues upwards, and the executive team not trusting the clinical divisions and diving down to fix operational crises.

From the High-Value-Creating Team Questionnaire results (see Figure 6.1) it was clear that the team had challenges in how they worked together and how they connected with their wider stakeholders; they had particularly low scores in ‘core learning’, with a learning style that was based on constant fire-fighting with little space for reflection on the deeper patterns they were all caught up in.

Figure 6.1 The five disciplines of team coaching: exec scores – October 2010 current scores out of 5 with target scores in brackets



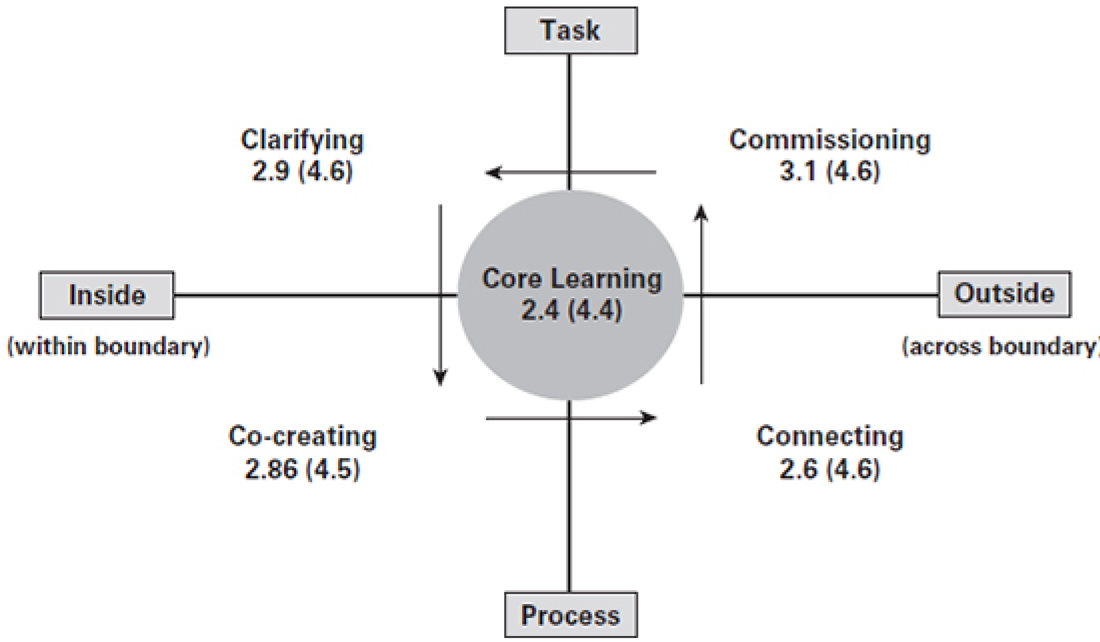
▶ Figure 6.1 details

From the descriptor analysis the team was very self-aware that they needed to move away from being functional, isolated and disjointed and become more corporate, aligned, decisive, responsive and future-focused. I wondered if they were aware of what such a journey and transformational change would entail.

At my first meeting with the whole executive team together, I showed them the patterns that had emerged from both the questionnaires and my interviews with them. I pointed out that this was what they were saying about their own team and how it needed to develop, and not my views as an outsider. The team worked in pairs making sense of the data and deciding what they needed to do as a team in response for the team to move forward.

I then said to them that I thought there was a bigger challenge beyond how they improved their functioning as a leadership team. I showed them my map of the inter-team relationships (see Figure 6.2) and said that my professional judgement was that even if I did very good team development with the executive team, the board and the three new clinical directorate teams, we would collectively fail to shift the deeper organizational systemic dynamics that lay not in the parts but in the connections. I spontaneously used a phrase that has subsequently become part of my intervention vocabulary: ‘A reorganization is too costly a disruption to waste. The only way to get a return on your investment is to utilize the unsettlement to consciously evolve the underlying culture to one more in alignment with the future needs.’ The simple map was a powerful way of reframing the focus, and the team immediately realized the importance of addressing the inter-team relationships.

Figure 6.2 Foundation trust – five key teams – six critical relationships



▶ Figure 6.2 details

The hospital had developed a very effective front-line programme based on a set of clear values for improving patient care and recognizing the contribution of hospital staff, called iCARE, which stood for:

'i' for individual, recognizing each patient as an individual but also that every staff member had a unique and individual part to play;
'C' for communication;
'A' for attitude;
'R' for respect;
'E' for environment.

> I will communicate effectively with my colleagues, patients, and visitors to enable them to carry out their work to the best of their abilities, be

> involved in decisions about the care we are providing, and make the most of our services.
>
> I will have a positive attitude toward my work and others, always focused on improving the experience of the patient.
>
> I will respect patients, carers and colleagues at all times, valuing their beliefs and wishes and always taking these into account during my work.
>
> I will help to create an environment which is conducive to good care and recovery, and in which people feel safe and comfortable.

This gave voice to an inherently positive culture that existed within the hospital, and articulating it was intended to foster that culture and build a positive cycle of reinforcement. The iCARE programme had engaged a lot of front-line staff and was felt to be influencing an improvement in patient care and experience as well as staff morale. However, for this to be fully successful it would need to be matched by a parallel top–down culture change from the executives and the board and a horizontal culture change in the relationships between the divisions themselves and also the corporate functions.

To deepen this understanding, I asked them to consider the proposition that to shift how the front-line staff engaged with patients, they needed to shift the relationship between the non-executives and the executives. My contention was that because the executives felt judged and overly scrutinized by the non-executives on their operational performance, this drove them to become increasingly focused on operational matters and on ensuring that they had fixed all the operational issues in their functional area that they could, in order to avoid being challenged at the board, despite the unintended consequences this might have on other parts of the system managed by their colleagues, or on long-term sustainable change. In addition, this ‘siloed’ behaviour among the executives did not build confidence with the non-executives and so led to further detailed scrutiny and challenge driving an unintended behavioural cycle.

One consequence of this was that the next tier of management felt both less trusted and less responsible for managing their own areas, and had adopted the attitude that it was the hospital executives' responsibility to fix the problems. This lack of trust and taking personal responsibility potentially then rippled down to front-line management and staff.

After having explored and developed these propositions, the team then engaged in multi-stakeholder contracting (see Hawkins, 2021: 98–90, and Hawkins and Turner, 2020). We displayed flipcharts, each linked to a different stakeholder group, and invited the team members to step into the shoes of this particular stakeholder and define from that perspective what success would look like from the team coaching. The stakeholder groups included:

- patients and their families;
- the staff;
- the board and governors of the hospital;
- the wider community of health and social care providers and commissioners;
- themselves as the team.

All team members displayed their responses on Post-It notes on each of the flipcharts. The team then worked in pairs, clustering the Post-It notes and deciding the main three or four themes for a particular perspective. Then as a pair they stepped into the shoes of that stakeholder group and told the rest of the team what they were looking for from the team coaching and the difference they expected to see as a result. This provided the data to agree with the team the outcome objectives for the team and inter-team coaching and enabled them to make a few initial agreements about the process of working together. This echoes the principles laid out in Chapter 1 of this book: that the contracting is 'triangulated', with the focus beginning not on what the team needs from the team coach, but what the team and team coach need to achieve together to be in service of the wider stakeholders of the team.

The inter-team launch of the clinical divisional teams

Based on what had emerged from the inquiry, diagnostics and executive team contracting workshop, it was decided to launch the new structure, with three new clinical divisional teams, by having a large workshop for these three new teams, the hospital executive team and the collection of central functions. This happened on the first day of the new structure going live.

Each of the five groups was seated around its own table and was coached through a series of team-building steps:

- Agreeing their *commission*.
- *Clarifying* their mission, including:
    - team purpose;
    - strategy;
    - core values;
    - vision for what they wanted to achieve in the next two years.
- Deciding how they wanted to work together (*co-creating*), including:

    - protocols for teamworking;
    - green card behaviours, which they wanted to encourage in each other;
    - red card behaviours, which they wanted to discourage in each other.
- Agreeing their key stakeholders and how they would connect with them.

The workshop then moved from parallel team coaching to inter-team coaching, by first asking each team to present their agreements to the other teams and then receive feedback on what the other teams appreciated seeing in their plans and what further developments they would request from the team.

The teams then re-gathered to digest this feedback and prepare the next stage, where they told each of the other teams:

- what they would offer this team to help it achieve its team goals;
- what they would request from it to help in achieving their own team goals.

This naturally led to some live inter-team contracting, both across the system between clinical directorate teams and between clinical directorate teams and the core functions, and also vertically between the teams and the hospital executive.

This launch event ensured a clear and energetic launch of the new structure and everybody realizing that the reorganization provided an opportunity to collectively develop the culture and rewire the relationships in the senior parts of the system.

The board development

Soon after the launch event we also held a board development event. The initial inquiry and diagnosis had indicated that there was a dynamic that was not only holding back the board from becoming a fully unitary board, but also was negatively impacting on the hospital system and its performance. This was the dynamic where the executives individually took reports, papers or proposals to the board, non-executives then scrutinized and critiqued these, executives then felt criticized and became defensive, and then non-executives became impatient and more critical, doubting the ability of some of the executives. I (Peter) wanted to test out this hypothesis by discovering how the board and the hospital were seen from the perspective of the non-executives.

The board members were asked to fill in the High-Value-Creating Board Questionnaire (see Hawkins, 2021: 350–52) and I also had one-to-one interviews with each of them.

The interviews and questionnaire confirmed the dynamic mentioned above, with the non-executives mainly commenting on the performance of individual executives, the defensiveness of some and the absence of challenge between them. Clearly this needed addressing, along with the emerging pattern that while many executives were in operational fire-fighting mode, the non-executives were mainly focused on scrutiny and oversight of individual problem areas and there was limited sense of vision of where they wanted to take the hospital.

The CEO's vision and aspirations did not seem to be fully owned across the board. Having made inquiries in the larger NHS, I became confident that small district hospitals were likely to be under threat unless they were delivering outstanding service to their locality, with high levels of clinical excellence, patient satisfaction and staff engagement. Running hard to stand still was not going to be a recipe for long-term sustainable success. I became interested in some of the limiting beliefs that were holding the board back from leading the hospital into the future and in what was preventing the CEO from getting his vision more widely owned. I explored these with him and we embarked on a short series of individual coaching sessions which focused on how he could develop how he led his executive team from being a ‘hub and spoke’ team, dependent on him resolving issues one-to-one with his executives, and often acting as a go-between and mediator between conflicting executives, to a shared leadership team. We also explored how he could better engage the board in more future-focused strategy creation.

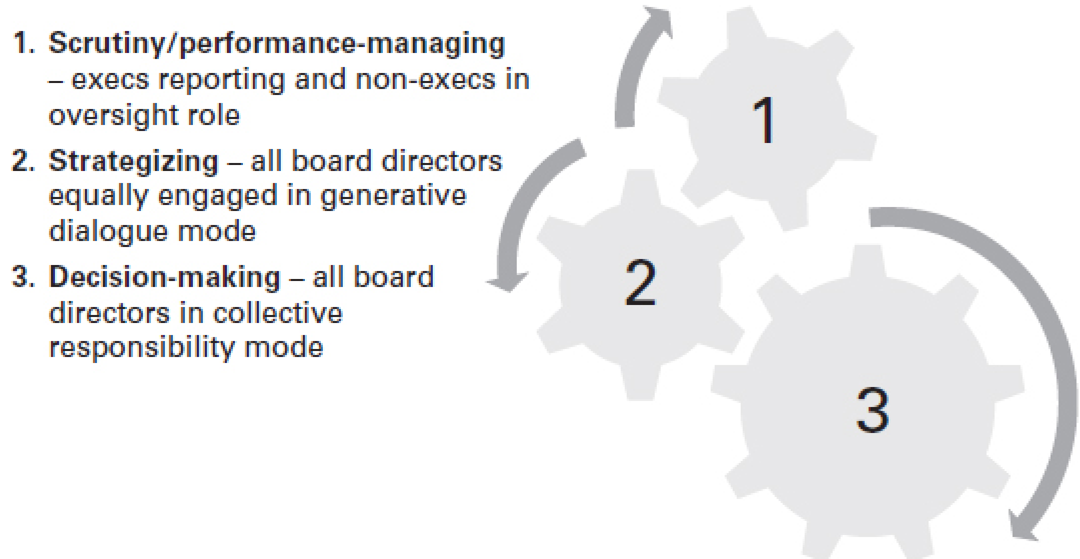
The possible limiting beliefs that the CEO and I explored included:

- pedalling harder to struggle to meet targets set by the government and the central NHS, which was limiting a sense of ownership of the strategy and strategic objectives;
- reputational risk – the board members were mindful of the often hostile media environment within which the NHS functions and were concerned to avoid any potential risk to the good reputation that the hospital had developed and their role in this;
- seeing neighbouring hospitals solely as rivals and competitors rather than potential partners for mutually beneficial collaboration.

At the board event

The board development event was a whole-day offsite meeting and, as with the executive team, it began by presenting the themes that had emerged from both the interviews and the questionnaires. This led to a facilitated dialogue between the executives and non-executives that included what they valued about the role the other subgroup played, what they found difficult and what they would like to see different. As coach, I asked what needed to happen differently in the space between the two subgroups for the board to become more truly 'unitary'. This led to the board deciding to restructure its agendas, adopting what I later termed the three-gear approach (see Figure 6.3): that is, having the first section of time for board scrutiny of performance, the second time period for strategic discussion and dialogue on issues of strategy, and the final section for decision-making. In the first period the non-executives clearly need to hold the executives to account, whereas in the second section, where the whole board are co-strategizing, it is important that they are engaging as equals, each bringing their independent thinking to bear and bringing in perspectives from the wide range of stakeholders that form the wider system. In the final section they also engage as equals, taking equal and several responsibility for the decisions the board makes. Creating this three-act meeting structure allowed the board to move between different ways of thinking and relating to each other, as well as ensuring that more time was given to future and outside focus.

Figure 6.3 Introducing the three gears



▶ Figure 6.3 details

Following the board event, the CEO and the strategy director created a strategy map which showed the range of interconnecting strategy issues that needed addressing, and all board papers showed not only what strategy area was being addressed, but how it connected to other areas of strategy. This led to board members feeling they had a much greater grasp of the whole system, rather than battling through an enormous agenda of separated issues.

Also, as a result of seeing how low they had all scored the board on the discipline of ‘core learning’, they collectively decided that they needed to build greater reflection time into their meetings. They introduced a meeting ‘review’ to take a live sounding on how the board meeting went and the effectiveness of their collective contribution.

Possibly the biggest breakthrough in the board event was when the board were debating the trouble they were having meeting the financial targets set by the National Health Service to make 4.5 per cent savings annually. As the team coach, I challenged them on how they seemed stuck chasing a target set for them and asked why they did not set a much larger savings target so that they had an investment fund to develop their own services and operations. Somehow this galvanized the board into taking charge of their own future and shifted their focus from being centred on how to avoid failure to how they can create success.

Connecting with the wider system

One of the major outcomes from the board development event was a collective recognition that the board needs to spend a greater percentage of its time focusing externally and on the future. This led to the board deciding on a major refresh of the strategy and in particular a concerted and deliberate 'partnering' strategy aimed at developing a range of relationships. Gavin writes:

> We established regular chair/CEO meetings with counterparts in neighbouring trusts, also set up a regular non-executive director meeting between ourselves and Taunton, the nearest larger district hospital. A practical benefit of this was greater trust and beginning to see each other as potential partners rather than competitors and this underpinned the establishment of a joint venture to build new pathology laboratories with a private sector third partner, which would not only lower the costs of pathology tests for both hospitals but also generate income through selling its services to other hospitals and GP practices.

Another realization, which many individual board members had but which had not yet been adopted into the collective discourse of the board, was that many of the hospital challenges could not be resolved within the boundaries of the hospital operations. A good example of this was that the hospital's figures on length of stay for patients who had suffered a stroke were much higher than the national average, despite focused attempts to improve the service within the hospital. Making a quantum step in improving this performance area could only be achieved by collaboration with the whole community of GPs in both preventive work and early diagnosis, and improvement of social care to ensure that there were alternatives for discharge for those who were not well enough to return home. The board began to think about how they could be proactive in partnering with other bodies to ensure greater nursing home and social care in the locality as well as how to improve their joint working with the primary care community.

One of my colleagues, Peter Binns, then worked with the strategy director on coaching the relationship between the hospital and its wider health community, identifying issues that neither the hospital nor the primary care community could solve by itself, but which together they could successfully collaborate on to resolve. So often, inter-agency meetings become transactional negotiations with two-way criticism. Partnership and effective collaboration are only achieved if both parties recognize a compelling challenge that neither party can resolve by itself, but which all parties recognize they are essential to addressing (see Hawkins, 2021: 244–49).

Further work with the executive team

Following the board meeting I continued to coach the executive, both through individual meetings with Gavin, the CEO, and the occasional meetings with the wider team. One of the processes the team found most helpful was critical reflection on a systemic process to which they had all been party, but which had not been as effective as they both needed and wanted it to be. By collectively mapping out the process and seeing the pattern of what happened over time within teams and between teams, the executive could move from either blaming individuals or teams, or rushing into fix the problem themselves, into systemic organizational learning and deciding how to orchestrate and build better organizational processes.

Some teams are stuck

One of the realizations that came from the critical reflection dialogues of the executive team was that the divisional teams performed very differently from each other and two of the three teams were really struggling to step up to the new challenges and responsibility that they now had. It was decided that they should choose what team development support they had, which in retrospect was a mistake, as when they became flooded with urgent operational issues, they found it very hard to step back and focus on their development or ask for help. The teams' performance was critically dependent on the working relationship between the clinical director, who in 1.5 days a week needed to provide the leadership, the general manager and the chief nursing officer.

Again in retrospect, these teams needed greater joint training in how to operate as a leadership team, their different roles and their collective focus. Without the clinical director taking clear and strong leadership, they failed to get the clinical buy-in from the other consultants who were major role models in the culture of the hospital. However, if the clinical director tried to manage everything in just 1.5 days a week, they were doomed to fail or become 'burnt out'. They needed to build a strong working team and rely upon them to manage. In later work, both Peter and Gavin have adopted the analogy of the clinical director being like the executive chair of the division, with the general manager as the managing director and the chief nurse as the chief operating officer. The analogy does not completely work, but it helps the team to realize that they all need to take independent and joined-up leadership.

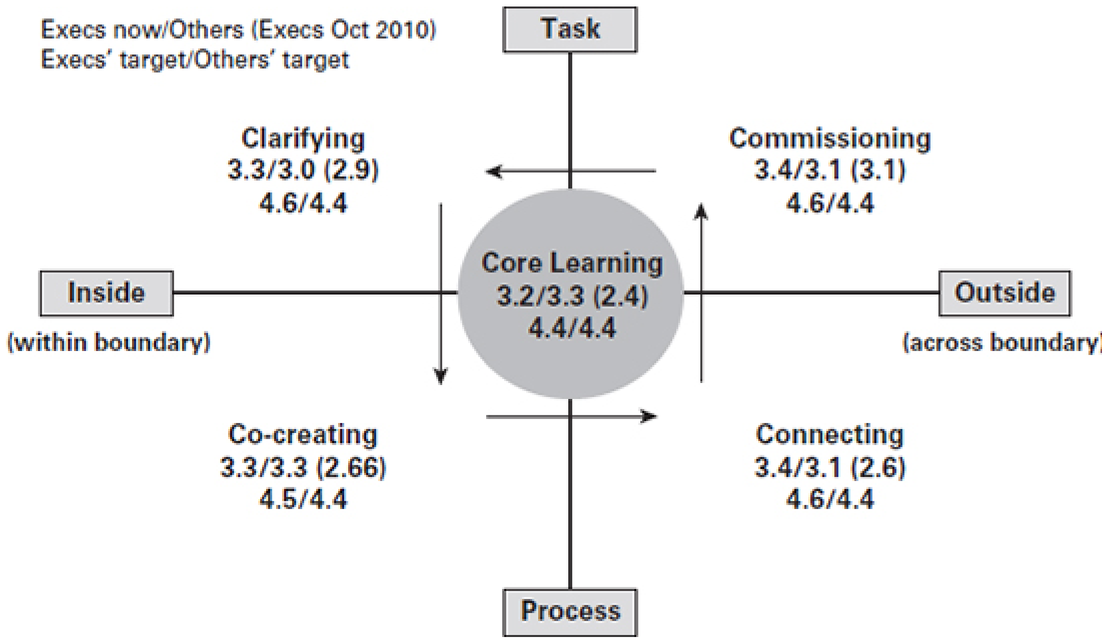
It also became clear that many issues that were inter-divisional were being delegated upwards to the executive to resolve. The CEO recognized through coaching that several hours of his week were taken up with being referee, mediator or go-between between the different divisions or the divisions and the central functions, or indeed between the different central functions. We explored together how he could set a challenge and architect some enabling processes that would effectively change this pattern. He challenged the three clinical directors to work out between them what were the most important areas that needed addressing that required more than one division. Once they had developed this prioritized list, he then asked what forum they needed to create to address these and who needed to be at the meeting and how it needed to be structured. The clinical directors set up a monthly forum, which also involved their general manager, chief nursing officers and several clinical leads. One of the clinical directors took the initial lead for chairing the meetings and ensuring follow-up, and this forum reported back to the executive on what issues they were addressing and how they were resolving them.

The follow-up

Nine months on from the initial event which launched the new structure, we asked the executive team, the three clinical division teams and the group of central function heads to fill in High-Value-Creating Team Questionnaires both on their own team and also on how they saw the other teams.

This was then shared with the teams at an offsite event. With the executive team we had scores pre the team and inter-team coaching as a baseline and there were two pieces of good news. The team consistently scored themselves higher than they had nine months previously. Second, the other teams scored them higher than they had scored themselves originally. However, the other teams had scored the executive team lower than the executive team had scored themselves now, suggesting that there was lag in how the improvements were being seen externally (see Figure 6.4).

Figure 6.4 The five disciplines of high-value-creating teams: executive scores and scores by four other teams (July 2011)



▶ Figure 6.4 details

The scores for the clinical divisions were, as expected, very variable and for two divisions were quite confrontative. They had to face the fact that not only had the executive team indicated in their scores that they were underperforming, but so had their peer teams in the other divisions and central functions. This became a wake-up call that could not be ignored or brushed aside and led to both internal changes in both teams' members and ways of operating in these two divisions.

There was also a follow-up session with the board a year after the original workshop with the board, at which the board was facilitated in sharing the areas in which they believed they had made significant progress and areas that required further development. The board was confident that not only did they see the process of their own meetings and functioning as having greatly improved, but they also viewed the executive much more positively.

As the external coach, I was struck by the greater participation of all board members, non-executive and executive alike, on all issues and not just on those where they had specific responsibility or expertise. This may also have been affected by the appointment of a new chair of the board, the previous chair having come to the end of their second period of office. The board reported that both the selection and induction of the new chair and the speed with which they were able to step into leadership had been greatly assisted by the board coaching.

Reflections and conclusions

A year and a half after this work began, the chief executive had accepted a new job as CEO of a larger hospital elsewhere in the country (Chesterfield). Peter provided some transitional coaching for the finance director, who became acting CEO, and then completed his work.

Gavin writes of the learning he took with him from this period of transformation at Yeovil District Hospital into his new role:

> The key learning for me was the value of adopting a consistent coaching approach with each of the different layers within the new structure, from the board through to the divisional leadership teams. The time spent co-creating the new arrangements and particularly the relationships between the different groups was critical. A clear understanding of each element's role and responsibilities to other parts of the structure was essential. With hindsight one area we could have paid greater attention to was the level of personal development support offered to the new divisional directors and indeed their wider teams. A number of

> individuals were taking on new and challenging roles at this level and although support was given, on reflection this could have been more.

Peter's reflections are that most of the literature, models, research and teaching on systemic team coaching focus nearly entirely on the team as a distinct entity and pay scant attention to how to provide inter-team coaching between: the leadership team and the board; the leadership team and the teams that report to it; the horizontal relationship between those teams; and the leadership team and the wider stakeholder groupings. My belief is that the whole field of inter-team coaching will become increasingly important and that this will require a new creative blend of team coaching and organizational development. This will also require drawing on the new thinking and research on partnership working (Pittinsky, 2009; Hawkins, 2021: 244–49), collaboration (Williams, 2010), networks (Katzenbach, 2012) and intergroup dynamics (Moss-Kanter, 2011; Hawkins, 2021: 237–42).

Since carrying out this work with Yeovil District Hospital, I have successfully adopted a similar approach to working with two other district hospitals, a health education regional body and two commercial companies. However, I believe we are still only in the foothills of discovering what this approach of inter-team coaching can deliver and how best to practise it.

Further progress

Peter Wyman, who became chair at Yeovil District Hospital soon after the team coaching was completed, reflected that over the subsequent two years, building on the foundations laid by Gavin, the management has developed into an extremely effective group. The board functions as a cohesive unit able to concentrate on strategy and on the big issues, individual executive directors have the confidence and expertise to carry out their responsibilities efficiently and effectively, and the next tier of management is increasingly empowered and able to carry out their role having bought in to the goals and values of the trust.

Update: from inter-team coaching to ‘team of teams coaching’ to ‘ecosystemic team coaching’

Since working with this inter-team approach at Yeovil District Hospital, Gavin went on to be chief executive of Chesterfield Royal Hospital. He invited Peter (supported by Alison Hogan, co-author of Chapter 15) to also use this approach of coaching multiple teams that were leading various aspects of the hospital at the same time and thus coaching the relationships between them. Gavin has since gone on to be chief executive of the Royal Derby Hospital as well as chair of the NHS East Midlands leadership body. In 2021 the current CEO of Yeovil District Hospital is Jonathan Higman, who at the time of the team coaching was the operational director.

Peter and Alison further developed this work over several years with North Bristol Hospitals Trust, helping to integrate two hospitals (Frenchay and Southmead) into one organization with a large, brand-new hospital.

There has been a growing recognition that the major challenges of hospitals cannot be resolved within the hospital walls, and that hospital organizations need to become orchestrators of the wider regional health ecosystem, from self-care in the home and the work of the general practices in the community, right through to the social care back in the community that is necessary to enable many old people to leave hospital safely. The approach of inter-team coaching has itself transformed and become a ‘team of teams’ approach (see Chapter 7), where the goal is to build as an effective collaborative partnership between teams, as team coaching does within teams.

The demands on the health service globally are growing exponentially, for not only is the world’s population still growing at a fast pace, but the number of people over 85, who are the biggest users of health facilities, is growing much, much faster.

For the health services throughout the world to cope with the growing demands, partnership working will become more and more essential. That is, partnership between front-line agencies, between GPs and hospitals, between hospitals and social care, and between patients and health practitioners, with individuals and their families becoming more active participants in their own health management. Increasingly we are adapting team coaching, not only to a team of teams approach, but to an ‘ecosystemic team coaching’ (Hawkins, 2021: 227–61) – an approach that works with all the health agencies across a local region, including patient groups and the voluntary sector, to create effective partnership responses.

07

Coaching the team working with its core learning

SUE COYNE AND JUDITH NICOL

Introduction

We have worked together as systemic leadership team coaches with boards and senior leadership teams in organizations of different sizes and types across a wide range of sectors. Each of our leadership team coaching programmes begins with a team performance appraisal based around the five disciplines diagnostic (Hawkins, 2017: 324–26). In reviewing the diagnostic results for all of our clients, we were interested to note that the score for core learning was consistently the lowest score of all the five disciplines at the start of their journey.

So in this chapter we focus on core learning and we will explore what happened when we coached a leadership team to increase their team learning and in the process improve their teamworking and collective leadership of the business. The team were the executive leadership team of Bruntwood, a privately owned, medium-sized company in the property sector.

We will reflect on core learning at a number of levels:

- how we integrate it into the design of our leadership team coaching programmes;
- how we model being a reflective practitioner as we deliver the programme;
- how we enable our clients to integrate reflection and learning into their modus operandi in a sustainable way;
- how we integrate core learning into our modus operandi in a sustainable way.

The Bruntwood case study

The organizational and team challenge

Looking back, the CEO of Bruntwood described the context for our work with the leadership team in early 2011 as follows:

> Bruntwood fundamentally had a good culture and set of values. It had a longstanding and loyal leadership team and the business was loyal to them in return. The team had developed informal ways of working which were often not articulated but were 'understood' as in a family that has been together for a long time and grown up together. Team members had become tolerant of each other's shortcomings and quirky ways and found ways to work around them without confronting them. There had been a series of attempts to evolve the ways of working but none of them had got any traction. As long as the business was successful, it was easy to feel that there was no need to change. The burning platform of the economic downturn meant that the way the business was led needed to change. More clarity was needed around what was expected of the leadership team and around the processes supporting the business. If the team could do this work during the downturn, the business would be able to take advantage once growth returned and not repeat the mistakes of the past.

The team leader's desired outcomes for the team coaching journey were:

- personal development of individual directors (13 in total) to broaden their leadership skills to ensure they meet the future needs of the business;
- team development – more collaboration, operating in a joined-up way resulting in a joined-up organization and operating as a team so that the whole is more than the sum of the parts;
- the directors playing their part in building the new culture by living the values.

> What I want for this team is that they aspire to be business people (not just experts in their profession) to broaden their horizons, be more accepting of each other, value difference and grow. They need to develop their competence in leadership, but the desire doesn't always seem to be there.
>
> (Bruntwood CEO)

Engagement and contracting

Following discussions with the CEO and chief operating officer (COO) of Bruntwood, the team coaching programme was commissioned in March 2011. However, as we needed to ensure that all members of the team were fully engaged, we met with the whole team in April 2011 to contract with them for the journey ahead. This is part of all of our team coaching programmes and the CEO reflected that getting the buy-in of the leadership team up front was one of the factors which meant that this programme succeeded where previous programmes had failed. We built credibility with the team in this session and started to build trust. We explained what team coaching would involve, agreed appropriate confidentiality and got their agreement to take part in the initial diagnostic phase and from there to co-create the coaching journey with us. They got a clear understanding that this was not something that was going to be done to them, but with them.

The inquiry, discovery and design phases

The inquiry phase in May/June 2011 consisted of each director completing the Five Disciplines Questionnaire and taking part in a one-hour face-to-face discussion with Judith or Sue. They also did a DISC assessment (a behaviour assessment tool based on the DISC theory of psychologist William Marston and developed by John Geier, 2004) followed by an individual face-to-face feedback session.

While all of the directors were open and frank during the diagnostic interviews, we realized that having open and honest conversations was not a feature of team meetings and people were leaving those meetings feeling drained and demoralized as opposed to energized. We shared the results with the CEO and COO and decided that the focus of the first team session should be on building trust and creating a climate in which people felt safe to express their views openly.

As with all of our other clients, the lowest score of 1.9 out of 5 was for core learning. There had been a lack of individual (score of 1.7 out of 5) and team development (1.7 out of 5) and the climate in meetings was not one in which people could give each other feedback in the moment (2.3 out of 5). Rather than a balance between support and challenge, there tended to be more challenge and competition between the directors. They were an action-oriented board rather than a learning board (see Kakabadse *et al*, 2013, and Chapter 15 in this book):

> 'The whole idea of standing back is alien, we are all too much into the detail.'

> 'We are very poor at feedback. There is more challenge than support and sometimes the challenge is not appropriately made.'
>
> 'In our meetings behaviour is rarely discussed and challenged.'
>
> 'We need to appreciate each other more, how talented and competent we are and what great people we are.'

How the work unfolded

THE PROCESS

At the *first team session* in July 2011 we opened the session by introducing how we expected them to reflect and integrate their learning:

> This is not a 100-metre sprint! We will be practising a little today and then ask you to go away and practise some more. We'll review next time we meet and practise some more. Embedding learning is like exercising a new muscle at the gym; it takes time. Be kind to yourselves.

We gave each director a reflection journal and they started to use it immediately as part of the contracting for the session: 'Use your reflection diaries to note down what success would feel and look like for you today.' We used the reflection diaries throughout this first session and subsequent sessions.

At the start of the session the team generated a 'Way We Work Together' agreement comprising a set of behaviours that would enable them to work effectively together and that we would adhere to during the session. Part way through the session we introduced them to a 'TOOT' (Time Out of Time) (Oshry, 2007), in which we modelled and practised a way they could build reflection into their meetings. We explained that this is not about reviewing the content of their meetings but the process and behaviours. We asked two questions during the 'TOOT':

> ‘What has been useful in the first part of the workshop?’
>
> ‘Name one thing you would like to be different in the second part of the workshop.’

At the end we reviewed how they wanted to take this agreement forward into their team meetings.

We contracted with the team to send the complete and unedited diagnostic results to them all individually the following day. As part of the work on trust, we were able to do some contracting around confidentiality with regard to these results. We also explained that we wanted the team to engage with the data and specifically to prepare for stakeholder role-plays in the September session.

Right at the end of the first session we established action and review processes (see Hawkins, 2021: 101–3). These would become a routine for future sessions:

- a commitment to individual and team actions to embed specific learning;
- a review of what had been good about the session;
- opportunity to appreciate others for how they had behaved in the session;
- feedback to the coaching team – what worked well? What could we do differently next time?

Our aim with this was to model the importance of reviewing at the end of meetings and also to give them practice in giving appreciation and feedback.

Following the first session we had a *review meeting* with the CEO and gave him feedback on how he had showed up in the session.

Between the team coaching sessions each director had a *one-to-one coaching* session with either Sue or Judith. Our aim here was to support the individual development of each director, which would enable them start to integrate their learning from the team session in order to make the fullest contribution to the team.

The *second session* started by reviewing how people had fared with the commitments they each had publicly made as individuals and as a team in the previous session. They had been asked to email us with their priorities for the team coaching journey having read the diagnostic, and also to prepare for the stakeholder role-plays. We then moved on to developing a common purpose for the team using a 'collective build' method (Hawkins, 2021: 114–16). In the 'collective build' we asked people to complete the sentence 'the fundamental purpose of this team is…' on Post-It notes. We asked each person to do this between three and five times to get beyond their 'top of mind' responses. As people gave their responses, they put their Post-It notes onto a flipchart, grouping them in clusters with similar themes. These themes were then summarized and made up the key components of their common purpose. At the end of this session, we did a 'TOOT' specifically around embedding learning in the organization and getting value for money from the programme. We finished with people recording their learning from the session in their journals and also any commitments that had been made.

We circulated the actions to all team members by email with the accountabilities that had been agreed.

We then started to do some work with the CEO, COO and CFO as a separate subsystem. In order for the wider team to be joined up, we realized that this smaller group needed to set the tone. We invited them to give feedback to each other as a triad and to discuss and agree their modus operandi as a threesome and as a key leadership group within the wider team. They came to an agreement about what was needed by way of consistent responses from them and also what meetings and systems were needed to support the monitoring of the business while at the same time giving team members scope to grow as individuals.

All individual team members were asked to produce personal development plans (PDPs) for discussion with the COO, based both on their one-to-one coaching conversations with Judith and Sue and the emerging leadership competencies being developed by the COO.

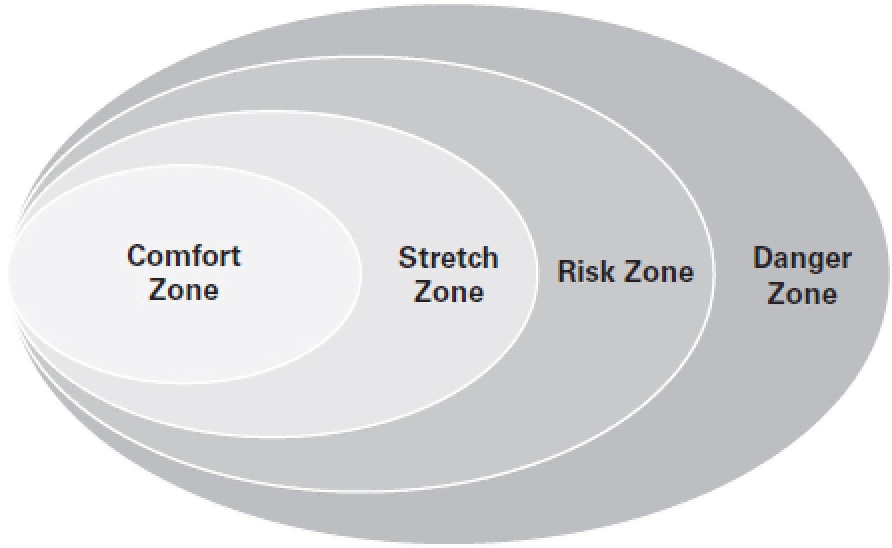
There was then a gap from November 2011 until March 2012. The one-to-one coaching sessions were completed and the business continued to go through challenging times.

In the *third session* in March 2012 we focused on finalizing the mandate and the common purpose, plus agreeing the leadership competencies needed to achieve this. We also took the first steps towards working with the group on how to give each other feedback. We used a flipchart approach to this where each director had a sheet showing what they should stop, start and continue doing, which was filled in by the remaining members of the team. Each individual responded to their sheet by saying what they planned to focus on. Most took the feedback really well. In addition, we asked the team to consider how it celebrates success and to consider its progress since we started working with them. They drew before and after pictures that clearly illustrated the progress made. Reflecting with us in preparation for writing this chapter, the CEO recalled the before and after pictures, saying: ‘An important moment was when we did the before and after pictures – the one showing the snakes and ladders board brought home to me that the key is to take two steps forward and only one back if we are to make progress.'

The *final team session* of this phase was in May 2012. The session focused on releasing the creativity and potential of the individuals and the team and giving some practical tools that could be taken back into the workplace.

We started with a 'TOOT', which by now the team were very comfortable with, that looked at where the group was now in terms of its learning about behaving like a team. We then did some work on 'comfort zones' (see Figure 7.1) (White, 2008) (this is where people are doing something familiar as distinguished from their stretch/learning zones, where they are developing their ability to do less familiar/new things) and on friends and enemies of learning, which enhanced their awareness about where some of the blockers might be. We introduced some content around generative dialogue, building on the work we had previously done around listening. We introduced coaching skills and finished with some work on creating win/win agreements using 'the third alternative' (Covey, 2011).

Figure 7.1 Comfort zones



We concluded with a group discussion on next steps for the team's development and agreement to do one more one-to-one coaching for each individual to help them work up their PDP.

What worked?

Once we had the Way We Work Together agreement, we started every session with it, both contracting around it between ourselves and reviewing how they had done against it since the last session.

It was important to keep close to the CEO and constantly talk to him about his role as the leader of the team, his responsibility for the learning and how he could enable everyone else in the team to take their responsibility for their own learning and for the shared learning of the team. We were able to reinforce this via the one-to-one coaching sessions for the CEO and for the other members of the team. We gave clear feedback based on our own observations of them as individuals and at the team sessions.

This is a team that is very hard on itself, working in a system that was full of tough challenges, and so offering encouragement and constructive observations was very important.

Giving each individual a journal was symbolic of giving them responsibility for their own learning. There were moments of lightness, as on the second session two people had lost their books: one had the book eaten by the dog! But most people in the team had used the reflection diary and found it helpful.

This is a team that works hard and plays hard, so injecting some fun was important. Although there was initial resistance to untried new things, they role-played, drew pictures, made models and did team sculptures, which were all activities that increased the energy levels of the team (for further explorations of embodied and creative techniques, see Chapter 17).

Holding people to account and the team to account every time we met was powerful. The first time we did that, not only had people not carried out the commitments they had made, but they had forgotten what they were. Over time, the team got used to the fact that we would ask and learned to follow through to a far greater extent. In fact, when we met up with them to review progress in preparation for writing this chapter, we sent them all a questionnaire to fill in and without exception everyone had done so. Definite progress!

Unexpectedly, the ‘TOOTs’ were very powerful, although there were many raised eyebrows initially and suppressed smiles. We used the ‘TOOT’ as a vehicle for us to share our reflections about the group and also to have conversations with the group. We did a fishbowl with spare chairs and invited people to join our conversation. The intimacy of the circle within the circle seemed to help people express unspoken thoughts. This approach also helped the team move from action to reflection and content to process, and introduce periods of reflective learning in the midst of their busy business.

Once the leadership competencies were defined, we encouraged the CEO to push responsibility down to individuals for developing their PDPs and planning the meeting with him to explore them. This meant that there was a long pause before meetings were arranged, but when they did finally happen the quality of the thinking that individuals had done about their own development was rich and powerful. By giving them clarity around what the business expected of them and some support to raise their awareness, they were able to own their personal journeys and not wait to be told!

What didn't work?

There were times when we felt we were spending more energy on keeping the learning process going than the team was. This was not a team that had been used to making time for reflection and the demands of the day job dominated their available focus. Working by email across such large numbers proved difficult, particularly when we were asking for responses that required some thinking. While team members were engaged in the sessions, we quickly lost contact with them as soon as they went outside the room.

We spent too long on trying to get to the perfect common purpose. We colluded with one of the team's patterns in relation to corporate projects, which was to get lost in process and not complete things. Getting to a working version of a 'collective endeavour' that was then refined as the team went forward would have been less draining on everyone's energy! Having reviewed this with the CEO, his view on how we could have done it differently is:

> We needed a straw man rather than trying to create the collective purpose from scratch. You could have collected information about this from individuals during the diagnostic and used it to develop the straw man. The team could have worked together then in the session to optimize this. It needs to be good enough to stand the test of time and I need to feel inspired by what is produced.

Generally the team worked better in smaller subgroups. In particular, working on abstract concepts or processes as one big group didn't work well. Using the 'collective build' technique worked well until the point that the team had to decide what to do with the output! Again, the pattern of getting out of process and having to have things perfectly documented got in the way. Eventually we all declared ourselves bored of the process of trying to perfect the mandate and the common purpose, and the COO did the final editing.

The team had a pattern of not completing and following through on corporate projects, which was a hard one for them to interrupt. We put too much effort in initially into trying to join things up for the team but realized that because it was a large group, they had to have a subsystem within it that would drive consistency, clarity and connection. Hence we started working with the sub-team of the CEO, COO and CFO.

There was too long between the November 2011 and March 2012 sessions. The team had momentum in November and then heavily committed diaries got in the way, culminating in too long a gap. We spent a lot of time in March 2012 ‘tying up loose ends’ of things that had been started but not completed. We were mirroring what happened in the team and the energy levels were not as high as in the previous two sessions.

Getting the competencies agreed was like pulling teeth and became a bit of a technical exercise. This slowed down people being able to articulate their PDPs and also meant we had to stall the individual coaching, as the framework was not completed.

At times there was too much content in our session due to the fact that the team had had limited leadership development prior to this programme.

The outcomes

We asked the team to rate themselves on the three core learning attributes from the Five Disciplines Questionnaire, which showed that definite progress had been made in core learning.

The results are in Table 7.1.

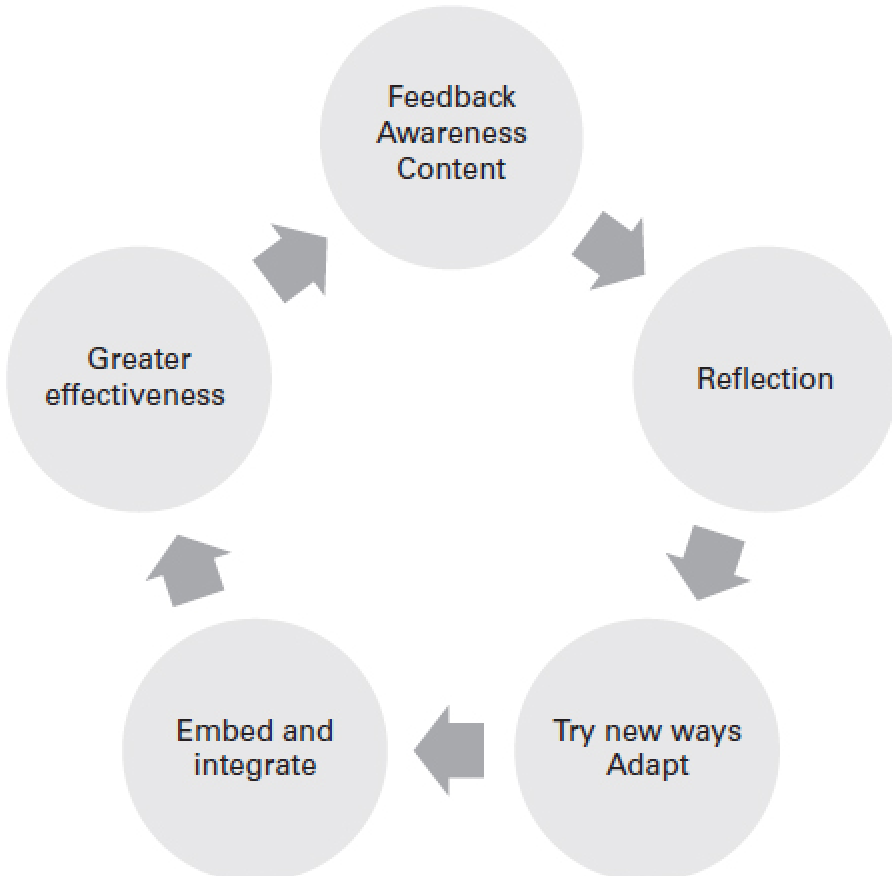
Table 7.1 How the team rated themselves on the three core learning attributes

Skip table

	April 2011	October 2013
The team regularly and effectively attends to its own development	1.7	3.1
The team regularly and effectively attends to the development of each of its members	1.7	3.1
All team members give good real-time feedback and provide support and challenge to each other	2.3	3.1

We then asked the team to think about our Cycle of Learning model (Figure 7.2) that we had described to them and to consider what, if anything, had changed in the personal and team processes to enhance collective and individual learning.

Figure 7.2 The Cycle of Learning model



1. FEEDBACK, AWARENESS, CONTENT

This is the extent to which the individuals and the team have been able to seek out, give and receive feedback, assimilate content and increase their awareness. Most of the team felt that they were now comfortable seeking out and receiving feedback one to one. Several have sought formal feedback from their own teams, which they have shared with the CEO as part of their PDP. Several said they are continuing to read leadership articles and actively embrace new leadership models. The team has also done a joint session on situational leadership (Hersey, 1985), which, combined with the growing awareness among them, has had a powerful impact. The initial DISC profiling gave them a common language and an awareness of self and other differences which have had ongoing impact on how they interact. The team has since done a basic neuro-linguistic programming coaching course, which has given them additional skills to interact with each other and with their teams.

The work we did with them exploring comfort zones (White, 2008) means they are constantly thinking about where the stretch is for them, where the learning edge is. Simple tools like the stop/start/continue (Silberman, 2005) exercise (we set up a flipchart for each team member and other members wrote on the sheet what the individual should stop doing, start doing and continue doing) have remained with them and help them think about their activities day-to-day and week-to-week. The CEO said the PDP sessions he has recently run were richer than he could ever have imagined. At the recent annual company weekend, time was made for group feedback and it was hugely valuable.

Overall, the team felt that their awareness had grown, but there is still scope for further development. In particular, being able to be an observer of their own behaviour in the moment is still something they want to work on.

2. REFLECTION

All of the individuals in the team felt there was an acceptance of the importance of reflection and an understanding of how this is key to the learning cycle. Most felt there were fewer instances of 'reacting without any thought', though they acknowledged that this is a work in progress. Most felt they reflect more on their impact with the rest of the team and with their own teams. If things don't go well, they ask themselves why. Often after a meeting, they will ask themselves how it went and what could have been done better. As part of team meetings at the beginning, people are actively asked to reflect and given time to consider things without being interrupted by others. Given the pace of the business, most find it hard to keep this reflection integrated into their day-to-day activity. The team meets in smaller functional or business-focused units and, in these gatherings, there is time specifically given over for reflection. The team feels that there has been considerable progress here but they need to keep actively working at it.

3. TRY NEW WAYS/ADAPT

The team all felt that they listen more to each other and to their teams. The impact of this is that they can encourage best thinking and not rush into premature solutions or decisions. They ask more open questions, inviting exploration of possibilities. There are fewer instances of individuals dominating meetings, which means conversation is freer flowing and more thoughtful. Team members feel they are able to trust their team more as a result of greater engagement with them. The team have largely dropped preconceived ideas about each other and have re-programmed how they interact with each other. Many felt they were more aware of blind spots and were actively trying new ways of thinking and doing in response to this newfound awareness. Many talked about increased confidence to step into new roles and ways of being. Several said they felt, as a result of this, able to ask for help and not feel they had to know everything! Several talked of an increased tolerance and a feeling that constructive criticism was not taken personally, leading to greater openness and honesty among the team. The HR director said, 'Whereas two years ago a project team would only have thought about WHAT needs to be done, now they think about HOW it needs to be done. This is a significant shift.'

4. EMBED AND INTEGRATE

This aspect felt like a work in progress to the team. Several new behaviours described above felt as though they were embedded and integrated, though interestingly the team had an awareness that they had to keep working at it. Everyone felt they had made considerable progress since the work started and that there was real forward momentum in their learning. Most felt that there was still work to do to spread the learning down the organization; this had started but needed still further energy and focus. The team felt they appeared much more united to the rest of the organization and to their stakeholders rather than being a series of individuals. Most felt that they would benefit from some external support to refresh their learning and to keep working on how to apply the learning and embed it. The HR director reflected:

> I think everyone's confidence has grown as they have taken on board the learning. My confidence has grown. We are more comfortable sitting around challenging each other, knowing it is not personal, and on the way back from meetings to our offices, quickly asking each other what we could do to make things even more powerful, how things could be done even better. If people don't want to eyeball each other and give each other feedback, there are other ways to do it. People are thinking much more about their impact and how they are likely to react in advance of sessions.

5. GREATER EFFECTIVENESS

The feeling was that the work the team has done has resulted in greater effectiveness for itself and for the rest of the organization and its stakeholders. However, there is still work to do to help their respective teams become even more effective and, in particular, to make people feel supported and able to give of their best. A recent process to refinance the business demonstrated how they can present a very effective and powerful united picture to the external world. As the HR director said, ‘We received great feedback on how we projected ourselves as a strong, coherent and capable team.’

The CEO reflected on how the greater effectiveness in the leadership team has impacted each of its stakeholder groups:

> *Shareholders*: ‘Directors have more awareness now of the need to understand their audience. The quality of the papers the shareholders are getting from directors is better as a result.’
>
> *Team members*: ‘It is a more positive environment to work in; they look forward to meetings instead of dreading them and they feel inspired.’
>
> *Staff*: ‘It is early stages but there is less politics among leadership team members. Working in a political environment saps people’s energy. Also, leadership team members are more energized and interested and there is more engagement and involvement of their people as a result.’
>
> *Customers*: ‘No question that the impacts on staff ripple through and have a positive impact on customers.’
>
> *Wider business community*: ‘We have been clearer with leadership team members about their responsibilities here and they have taken on board positions I used to have. Again, to be effective they have to think about their audience.’

Everyone felt that the ability for this team to have constructive, challenging dialogue has had a major impact on effectiveness. In conclusion, a board member reflected: ‘The starting point for this work was that the team should be in a position to grow the business once economic conditions allowed. We are now absolutely in a position where we can do this. We can absolutely see the impact.'

Because the team has much more productive meetings and catch-up sessions, when they emerge into the wider business, the ripple effect is doubtless a lot more positive than previously. Because things are going well at the senior team level, the learning and development team have been able to start manager forums for the next level down, which encourage peer learning and discussion of options and challenges.

Threaded through all of this is increased clarity about individual journeys: what are we trying to do? What support do we need? How can we embed our learning in the teams below?

Key learnings

We took the opportunity with the Bruntwood CEO to develop some shared key learnings, particularly about how we might enhance our approach for the next phase of development for the leadership team. A key area of focus in our discussion was greater integration with HR to embed and integrate the learning between sessions:

> We introduced Sarah from HR into the process towards the end. She worked with the directors on how they work with their teams. The work you did positioned them so they were ready to work with her. We could have set this resource up from the beginning and used it during the whole of the programme to help get things embedded.

The Bruntwood board has identified growth opportunities for the business going forward, and the leaders themselves need to grow in order to continue to meet the growing requirements of the business: 'If we are to continue to grow and get the most out of our people, we need to continue on this journey.'

Given that the team currently rate themselves at just over 3 out of 5 for core learning, the CEO asserts: ‘My ambition is to get to between 4 and 5 in a year’s time. A lot of things need to happen to make that possible.’

Our learning

The learning of the team is only going to be maximized if we as a coaching team of two were also learning. Therefore we built reflection and development into our own process. We identified that a learning edge for us both was being able to learn in the moment and adapt our process/approach there and then, as well as giving feedback to the team in the moment. We supported each other in this and by the end of this programme it had become almost second nature.

We reflected together regularly during the programme and also had regular supervision to ensure we were being as effective as possible.

Some of our key learnings are:

- Build greater collaboration with HR/team leader into the design to support integration between team sessions. We could also do more to support this by offering shadow coaching or observation of her work with the next-level teams, to give feedback in the moment.
- Don’t introduce skills/content that is too far in advance of the current level of leadership capability.
- One-to-one coaching is key as leaders are not self-aware enough at the start to do their own reflection in between team sessions.

- There is a pace to the coaching programme that fits with the team. It will establish its own rhythm and it is better not to force the pace. The pace changes throughout the journey. Phase one is more pacy and has more progress; the team then settles into the journey and it can go slower while integrating learning. There needs to be sufficient pace and frequency to ensure the energy behind it doesn't dwindle away.
- It is often better to work with a real business issue rather than use an abstract exercise – this is like learning on the job, so it more relevant to the day-to-day and easier to integrate.

Conclusion: 'we have had an incredible journey'

This was the collective conclusion of the Bruntwood team. We would conclude that if you really want to embed learning:

- It doesn't happen overnight.
- It doesn't happen in one intervention.
- It doesn't happen just at a collective level, but needs to happen at an individual level as well.
- Attention to how the learning will be embedded and integrated is the red thread that runs through the design and delivery of the whole coaching programme if it is to be sustainable and have impact.

In assessing whether a team is ready for team coaching, paying attention to their attitude to learning is key. Some useful questions to ask as team coach are:

- Do they have a development mindset?

- Does the organization have the capacity and capability to support them in embedding the learning?
- Are they ready to collaborate and work with the coaching team on their learning journey rather than expecting the coaches to do it for them?

If the answer to these questions is not yes, the team will end dissatisfied with the process and blame the coaching team for the failure.

In order for this to be successful, you need a senior champion for the programme – ideally the team leader, who understands about making the sort of changes that are required.

Continuing to learn and grow is the only way a leadership team can ensure it stays fit for purpose and relevant in the long term. Organizations in which we have worked where the leaders haven’t grown at the same or a faster pace than the organization have found they have a capability gap which is impossible to fill quickly.

Reflections three years on

We re-contacted the CEO of Bruntwood and asked for an update on the team that was the subject of our case study.

We asked him, if the team was 3/5 three years ago on reflecting and integrating the learning into how they operate, where are they now?

He replied:

> You could say that we are 5/7 now… we’ve certainly developed; however, the demands on the senior team have also evolved significantly too. Overall, though, I am happier with where we are. One of the main catalysts for driving this change has been our widening the leadership team to our top 90, then using this group, particularly the younger ones, to drive the evolution of the leadership model of the business. We have

> organized this group as a nimble team of teams, rather than a fixed hierarchy. The group of 90 is governed by its leadership ‘board’ of 30 people, with a tight corporate board of five steering the agenda for the leadership ‘board’. Our colleague strategy continues to be driven by creating an environment of autonomy for all, one where everyone feels that they are moving forward, learning new skills and deepening the engagement of everyone with our purpose of making our great city regions greater.

Bruntwood continues to have an innovative approach to leadership and creating a positive learning environment for all continues to be at the heart of the culture.

We also met together and reflected on our board and team coaching work over the last three years. We realized that our experiences of how these teams have worked with their core learning have a lot of common threads.

We concluded that learning and embedding the learning remains possibly the greatest challenge for leadership teams and boards. We feel that this is partly due to increasing ‘overload’ issues and the demands to do ‘more and deliver higher quality, with less’. Also, there is ever more focus on value for money and cost reduction, which means that partners and suppliers are bought on ‘how cheaply’ they can do something. In terms of team/board coaching, this can mean that making the intervention sustainable by helping to embed the learning is ‘costed out’ of the intervention. We see little sign that this will change in the immediate future.

As a consequence, this can lead to a tick-box mentality rather than a focus on making sure the interventions are truly making a difference by way of increased learning resulting in things being done differently and better.

The overload issue can mean that the headspace that is required for people to try new approaches and behaviours is not there. In order to keep delivering at pace, it is easier to keep doing what you have always done and focus on ‘business as usual’.

Working with a team coach over a period of time starts to create the habit of reflecting, identifying what needs to change and then embedding that change. However, we have noticed that many teams are not creating the time for ongoing team coaching. They are instead just having team events, rather than engaging in full action learning cycles of reflecting on what is happening, creating new collaborative meaning, planning new experiments and then reflecting and learning from how these succeeded and failed in action.

As a result of the above, boards, leadership teams and execs are spending more and more time in Covey Quadrant 1 (on things that are important and urgent) and not enough time on Quadrant 2 (important but not urgent), which is where reflection and embedding learning sit.

Only where there is a burning platform or a crisis do we see organizations really thinking hard about commissioning high-quality and therefore higher-cost interventions likely to produce lasting change, as they have no choice at this point: the alternative is not a risk they can take.

So in the midst of this ‘pressured’ environment, what is the key to teams identifying their core learning and integrating it so that they continue to grow, develop and improve in order to better meet the future needs of their organizations?

It comes down to the team or board leader. The leader is vitally important in setting the tone with regard to attitudes towards learning, as is evidenced by the quote from the CEO of Bruntwood. Where he or she is prepared to role-model the importance of reflection and learning and to integrate reflective practices into the team's modus operandi, it is more likely that the team or board will have a growth mindset and be committed to embedding change in a sustainable way. We are finding that where our work begins with the CEO or leader of the team, it is more likely that he or she can role-model and champion the change that is needed of the rest of the team, due to a greater personal understanding and commitment.

08

Systemic team coaching: Co-creation by four teams

A Japan case study: Kyoto Toyota Motor Company

HIDETOSHI TAJIKA

> *I am fond of the Zen saying 'The answer is within the question.'*
>
> *Each question already contains an answer reflecting from the clinical experiences of the questioner. What makes it interesting is that my answers are not the end but the start of new questions. The question-and-answer session continues endlessly.*
>
> *This is what the mind is all about.*
> HAYAO KAWAI, JUNGIAN PSYCHOLOGIST

Introduction

In April 2019, we organized a three-day systemic team coaching workshop in Tokyo with Peter Hawkins, whom I knew through translating his book *Leadership Team Coaching* into Japanese. The workshop participants were members of the Japan

National Team Coaching Federation, all of whom are certified team coaches in practice. Participants were amazed by the insightful learning and Peter's gentle, warm personality and his respectful being. I was also inspired by Peter and reflected on my own being as a team coach. Recognizing the relatively rigid and strict style I had taken in the past and learning from interacting with Peter, I was able to adapt myself to leading teams with humour and a fun atmosphere.

In this chapter, I will introduce a team coaching case from the Japan automobile industry. This case was led based on the Five Disciplines Model and in fact took place soon after Peter's visit.

Future CEO on board

Masahide Haga was the executive vice president of Kyoto Toyota Motor Company, an affiliated sales channel of Toyota Motor Corporation. Masahide is the son-in-law of the company owner and CEO. He resigned from working for a major life insurance company and joined the family-owned business. His path to becoming the next CEO in line was set as he stepped on board.

In November 2018, Toyota Motor Corporation announced its plan to transform its sales channel network in Japan. From May 2020, all of Toyota's affiliated sales channels and car dealers would be able to sell the entire Toyota range.

Toyota Motor had the largest automobile range in Japan. Being able to handle the entire Toyota range would enable flexibility to sell models that best met customers' needs, not missing out any opportunity. However, the downside was that other Toyota-affiliated distributors would be able to compete for customers. Taking wrong measures would lead to severe business crises for the Toyota dealers.

Masahide was highly aware of the possible chaotic impact this could bring to the company, especially given the coincidental timing overlapping with his business succession. Nevertheless, he embraced this challenge as an opportunity to bring together the leaders as one team to successfully overcome the crises and business succession at the same time. To do so, Masahide made the decision to implement team coaching, not only with the top management leadership team, but by simultaneously implementing team coaching to three car dealership teams.

Kyoto Toyota Motor Company's team coaching journey kicked off, first with the top management leadership team in autumn 2019, followed a month later by team coaching with three car dealership teams: Area Block A, Area Block B, and Area Blocks C+D. The four area block leaders were participating in the management leadership team coaching sessions and played an essential role in sharing and communicating the company-wide directions and policies among the teams. Two members from each car dealership were selected to participate in their area block team coaching sessions to co-create and to determine the front-line sales tactics to be carried across all car dealerships within each area block.

Background of Japan automobile market

Japan's automobile market reached its peak at 7.77 million new cars sold in 1990 and dropped to 4.6 million new cars sold in 2020. Toyota's number of cars sold had also declined from 2.5 million units in 1990 to 1.47 million units in 2020.

In response to the shrinking market, Toyota made a transformative decision to switch its channels strategy from ‘segregation’ ranges to an ‘All Toyota’ full-coverage approach aiming to maintain its total sales volume in the market. The current ‘segregation’ approach dedicated each sales channel with specific range models selling exclusively to a selected client target segment. The new ‘All Toyota’ full-coverage approach would lift that segregation restriction, allowing all sales channels and car dealerships to carry the full range of Toyota cars to sell across all customer segments.

While the ‘All Toyota’ channel strategy might gain the market share from Honda, Nissan and other competitors, it was also predictable that battling for customers within Toyota-affiliated dealerships would arise.

Systemic team coaching using the five disciplines

In the inquiry phase, preliminary interviews were conducted with 12 top management leadership team members of Kyoto Toyota Motor.

The intent was to brief and to create excitement for team coaching and to get their awareness of the business challenges the company was facing. As a result of the discovery and diagnosis of the interview reports, I have conceptualized the lines of questions based on Hawkins’ Five Disciplines Model in combination with the Team Life Cycle Model.

The narrative below shows the overall flow of the systemic team coaching that was done for the Kyoto Toyota Motor management leadership team.

Commissioning

The first session started in October 2019. There were 12 participants in the management leadership team, including the executive vice president Masahide and sales executives. At the beginning of the session, most of the participants were wary and close-minded. I asked them the question, ‘Who are we?’

After an hour of discussion, they defined themselves and concluded in one statement: ‘We are the management leadership team responsible for the execution and results of Kyoto Toyota Motor’s winning strategy.’ They then reiterated the annual numerical targets that had already been determined. In particular, they confirmed that they would focus on achieving the sales target for Crown, the flagship model of the Toyota range. Since the sales leader of each area block participated in the management leadership team sessions, they agreed to be the ones in charge to ensure the decisions made by the management leadership team would be accurately communicated to each divisional team (area blocks).

Clarifying

In the ‘clarifying’ phase, we looked at the team’s current situation from a variety of perspectives and explored the true causes of the current situation, both good and bad. From there, the management leadership team explored what shaped the current situation and reached its conclusion:

> We were irresponsible. We did not share our vision and strategy. We turned ourselves away from the reality. We feared making waves and left the nexus of communication clogged up in the air.

When the members conceived and accepted this ‘truth’, their faces changed and appeared somewhat relieved and refreshed.

The team members were more energized and further confronted the fact that all of them were hesitant to speak up and anxious of being judged by others. Never once had they had a frank and honest discussion about the forthcoming unprecedented change in the business environment that the Toyota channel restructuring was about to witness in six months’ time. There was an ‘aha’ moment for the executives. They noticed that they had been ignoring the significant environmental changes which could endanger their company’s existence. This was nobody else’s business. This top management team had to face it head on and own this challenge.

From that point on, the team members turned their focus to the present as well as the future and began to formulate survival strategies.

The Kyoto Toyota Motor had been the only dealership selling the Crown model in Kyoto Prefecture since the company was established in 1955. In Japan, the Crown model was more than a luxury car. It was a symbol of high social status and a successful businessperson. Customers who came to the stores for Crown models were people who dreamed and planned to own a Crown. For dealers, the Crown model was truly the best Toyota range to sell for the clear and solid customer targets and the high profit margins.

In their discussion, the management leadership team stated a theory that when Toyota channel restructuring happened, all Toyota-affiliated dealers would be eager to go after luxury car owners, ie the types of people who drove Crown and Alphard models.

After further exploration of various perspectives, they outlined the company's fundamental principle as follows.

> Our noteworthy strength is that we have Crown users; and we have outstanding inspection technology for hybrid engine vehicles.

Based on that principle and theory, they had formulated a game plan to revisit and re-establish the relationship with their existing Crown customers by the end of March 2020. They launched a strategy called 'Winning without Fighting' in October 2019. By the time other Toyota dealers were coming after the existing Crown customers beyond April 2020, individual Crown users and corporate customers had already signed the agreements with Kyoto Toyota Motor for car inspections and replacement purchases. There was no room in the Crown user market left for other dealers to enter, which would result in the loss of morale for other dealers. Hence winning without fighting.

The management leadership team had set Crown sales volume as the most critical number target to focus on. In terms of the actual sales activity plans, it had been passed forward to the three area block teams' coaching sessions to discuss and to determine.

Co-creating

The flash report of the *Crown Sales Order Contest* conducted by Toyota Motor for the 49 Crown dealerships nationwide came in right before the new Toyota channel restructuring took place. Masahide shared the January 2020 preliminary result with the management leadership team. Kyoto Toyota Motor ranked 32 out of 49 dealers. When this result was announced, the management leadership team members were all calm and showed neither regret nor disappointment. Apparently, this company had a history of similar contest scores and the employees were all accustomed to it. The team coach presented the fact to the team that there was no winning culture in this company.

That was the moment when the team members really started to get serious. They initiated the GROW meeting and committed to execute a plan to boost sales. Instead of blaming others or looking for excuses, they focused on one thing only: 'What can we do now to achieve our goal?' The executives who had been avoiding competition until now gathered their courage and determination to compete and to win over their rivals across the country.

In February 2020, during the final session of the management executive teams, the contest result came in. Kyoto Toyota Motor ranked in sixth place in the *Crown Sales Order Contest*. Hearing this news, the director of the corporate sales department, a unique and capable person, spoke up:

> We did grow the number of Crown sales volume, but our sales margins are dropping. Sales volume is of course an important target. But considering the possible chaotic impact caused by the soon-to-come channel restructuring and the future development of this company, I think we should revise our policy to focus on driving for profit margins and increasing cash flow.

Most of the team members listened and nodded silently.

This is called the 'structural conflict' that occurs in an organization (Fritz, 1999).

While the whole company was in the process of battling to win over the sales volume race, all of a sudden the justification in shifting the focus from sales volume to sales profit margin was emerging. This psychological structure bore a resemblance to diet rebound. The fear of the unexperienced victory makes people scared and want to step on the brakes. Very often, there are secondary gains hidden underneath. Thus, the back-and-forth between the goal and the current stage makes it difficult to achieve the goal.

I, as the team coach, expressed my view with the team that if I were in their shoes, I would not bend to the idea and would stick to the Crown sales volume game until the end of March. Being a team coach, I knew this intervention was slightly questionable. But I also knew if I let them hover there, it would lead them back into the losing pattern. My judgement told me that I needed to strengthen the team's alignment to their goals.

Another critical consideration was how this would affect the three area blocks' final sessions that soon followed. If the area block teams saw the wobbly direction and wavering commitment, most of the dealers and stores in the area blocks would crumble, fall apart and lose trust in the management leadership team.

After thorough discussions, the team solidly reconfirmed their direction: 'We must win the battle for Crown sales volume by the end of March,' and were able to link their determination to the area block teams' final meetings.

Connecting

The final sessions for the three area block teams followed. If the direction for driving Crown sales volume had been altered to increasing sales margin, without a doubt, disconnection and distrust would arise within each area block and towards the management leadership team. Area block sales executives played the key roles here to bridge among the teams and unify all sales units to continuously focus on the path to achieve team objectives and company-wide goals.

The final team session with Area Block C+D took place in mid-March. The result of the *Crown Sales Order Contest* ranking was announced. Kyoto Toyota Motor ranked second out of 49 dealers. All area blocks had not yet achieved their sales targets. The exhaustion and anxiety started to creep in. But they were all convinced that they needed to do this and were committed to win.

As a result, they made history and became number one in the *Crown Sales Order Contest* with the highest target achievement rate and won the victory over all 49 contestants across the nation!

Core learning

The reflection and learning process based on experiential learning theory was highly valued throughout the sessions. 'Pit-stop meetings', as in motor racing with the team taking time out of the race to improve their performance, were conducted regularly and had contributed to the organizational and personal leadership development. The time they spent on working as a real team over the past several months had had an impact on company culture and the organizational being.

Kyoto Toyota Motor's FY2020 business outcome was favourable compared with other dealers. Despite the face-to-face sales activity restrictions due to the pandemic, their market share in Kyoto Prefecture went up from third place to number one as of the end of March 2021. Under the competitive environment caused by the new channel scheme, Kyoto Toyota Motor hit a dramatic comeback in only one year and sold about 1.5 times as many vehicles as they did a year before. They ranked second place by achieving 125 per cent year-to-year growth rate in sales volume competing against 269 Toyota dealers nationwide. This result strongly supported the idea that it is possible to create a winning company simply by changing the meeting approach with systemic perspectives.

Peter Hawkins stated in his book:

> I would argue that team coaching needs to help a team move round the whole learning cycle of reflection, new thinking, planning, and action and back to reflection. The team coach not only needs to be able to help the team reflect on its recent past but enable the team to create new ways of thinking, including shifting the frames of reference they are using to make sense of their collective experience (Hawkins, 2011a).

Hawkins' point that experiential learning theory (Kolb, 2014) is incorporated within systemic team coaching is valid and practical.

The Hawkins Five Disciplines Model (Hawkins, 2021) is cyclical rather than linear. What I have learned from leading the teams through this model is that each time that you lead the team, moving from one discipline to another, holding a core learning dialogue session in between to deepen the 'experiential learning' is very powerful for both team and individual development.

The Five Disciplines Model and lines of questioning

So far, I have told the story of systemic team coaching for the management leadership team. Without doubt, the decisions and directions taken by the management leadership team needed to be connected. The following is the team coaching question framework designed for the three area block teams. All three teams were led by exactly the same question set.

'The answer is within the question.' Even though the questions were the same, the answers would vary in accordance with the context. It is the context that creates the meaning. The distinctive characteristics of each market would require different tactics and strategic approaches for each area's dealers.

Commissioning

Q1. Why am I here?
Q2. Who are we?
Q3. What is our collective purpose? Who do we serve?

Clarifying

Q4. What are our notable strengths?
Q5. What are the bottlenecks in our business processes?
Q6. What changes in process do we need to make in adapting to the environmental challenge?
Q7. What are our problems?
Q8. What are the facts that are important to us?
Q9. What is the 'core essence' of our current situation?
Q10. What are the key breakthroughs that will help us win?

Co-creating

Q11. What are the five principles for winning in our area block?

1. What is our principle for creating customers?
2. What is our principle for developing people?
3. What is our principle for customer service quality?
4. What is our principle of quality in automobile maintenance?
5. What is our principle for the operation of dealerships?

Q12. What are our performance targets and action goals?
Q13. What is our plan for success?

Connecting

Q14. How do we connect to each car dealership?
Q15. How do we connect to existing customers?
Q16. How do we connect to prospective customers?
Q17. How do we connect to headquarters and other sales area blocks?
Q18. How do we connect the customer's needs with the product's benefits?

Core learning

Q19. What have we noticed or learned from this process?
Q20. How can we apply what we have learned through this process to our daily business activities?

The questions above are listed in a linear format, which is not how we put them in the live sessions. In practice, the Five Disciplines Model is a cyclical model.

Multiple approaches for team coaching design

While Hawkins' Five Disciplines Model was used as the core framework on this team coaching engagement, I have also incorporated other approaches during the design phase. The following is the list of approaches used and a brief introduction of each model.

The three-step model of 'beginning', 'mid-point' and 'end'

In team sports games, there are three key timings for coaches to intervene with the entire team.

The first step is the 'beginning'. Right before the game starts, coaches will assemble the team to evoke the players' commitment to winning.

The next step is the 'mid-point'. Often taking place at halftime, coaches reflect on the first half of the game and instruct how the second half shall be played. Coaches encourage the team to do everything in their power to win.

The last step happens immediately after the game. The results of the game are reviewed, what went well and what did not go well being identified and converted into learning. The team will hopefully leverage the learnings in preparation for the next game.

From my experience, using team sports as references often helps client teams to better understand what team coaching is about. I used this three-step model and designed the team coaching journey into three sessions: two days at the 'beginning', one day at the 'mid-point', and another day as the 'end'.

GROW model

The GROW model is a basic coaching model introduced by John Whitmore (1992) in his book *Coaching for Performance*. When used with teams, clarifying the common purpose and shared goals and assessing the current situation would articulate the gap between the two in a visual arch-shaped structure to motivate team members. Future-oriented discussions on how to bridge the gap between the goal and the reality would generate solutions. From there, options of resources and solutions can be compiled and consolidated into action plans. Since the plan is created by the team, members will take joint responsibility with strong will to execute and to achieve their goal.

Organizational neurological levels model – aligning levels of changes in a system

The neurological levels model proposed by NLP developer Robert Dilts can be applied not only to individual sessions but also as a model for organizational development. The content can be generated by members through the process of the Five Disciplines (Hawkins, 2021) and mapping into the neurological levels model. I will show how this model could help the top management leadership team see a bigger picture of the whole system, get a better sense of what is really needed to manage the three dealership teams and build stronger commitment in taking responsibilities for their systemic impact.

The meta-positional process model

I have designed and created this model originally for problem-solving coaching purpose. I named this the meta-positional process model. It is quite effective for business meetings and is also encouraged to be used by the members themselves when they feel there is a need to get together for a short meeting during the interval of coaching sessions where the external team coach is not in attendance. This model can be used to assess the present situation, to confirm their direction and to enhance their commitment to their goals. When team members are meeting on their own without a team coach attending, they can become too subjective. Using this model enables the team members to take a step back and be in the 'meta-position', an objective position, to think of new solutions. It is important to remember that 'four eyes see more than two'.

Incorporating the three-step model, team life cycle and five stage of group development model

Having a better knowledge of the processes, the timeline and the expected outcome would help the clients, especially the sponsors, see the benefit and value of time and money they will invest in team coaching. I have set up a basic team coaching programme framework of '2+1+1', that is, two days plus one day plus one day – a total of four day sessions – to be completed within three to four months. The tagline for this programme is 'Making organization change in four days'.

The first two days is the beginning. Teams will share their burning wills to win just like the 'first meeting' right before the sports game. At 'mid-point', teams will review the actions and results up to now and will adjust and apply new strategies to move forward, similar to the 'halftime pit meeting' in sports games. Akin to the team debriefing session after a sports game has ended, there will be the ‘completion meeting’ on the last day for teams to reflect on the ‘game’, to learn and to determine what and how to prepare for next steps before the team adjourns.

Organizational psychologist Connie Gersick introduced a similar concept, the ‘team life cycle’, in her studies (Gersick, 1988). In her research, she found teams have ‘first meeting’, ‘mid-point meeting’ and ‘last meeting’ activity patterns in the passage of time. Motivational coaching is essential for the initial meeting. The halfway meeting requires discussions and advisory coaching, whereas educational coaching and learning is considered effective for the last meeting.

Bruce Tuckman, an organizational psychologist, initially introduced that there are four phases that are necessary and inevitable for a group to grow. In 1977 he and Mary Jensen added a final phase into the original model and published the well-known five-stage model of group development: ‘forming’, ‘storming’, ‘norming’, ‘performing’ and ‘adjourning’.

The basic ‘2+1+1’ team coaching programme, although designed based on the three-step model and Gersick’s Team Life Cycle Model, is consciously interconnected to Tuckman-Jensen’s five-stage model within the framework process. Here is how it has been done:

The beginning

Effective coaching in the 'first meeting' is about clarifying the team's mission, eliciting commitment, setting norms for how work will be done, clarifying team boundaries and the contours of roles and responsibilities, and creating motivation to kick off to a good start. The focus is creating motivation – to build the momentum for teams to drive toward mission accomplishment. Team coaches will lead the group from 'forming', and 'storming' to the 'norming' stage by day two.

The 'storming' stage naturally occurs in the team coaching process when conflicts arise when team members share thoughts, advocate opinions, debate and reach for conclusions. A group will not become a team without experiencing conflicts. Therefore, it is important for team coaches to address and to demonstrate they welcome conflicts and are comfortable with ways of coaching through them.

The 'norming' stage formed by day two only happens and stays in the meeting room.

It is possible for teams to maintain in the 'norming' stage or move towards the next stage when they return to meet at the halfway point.

The halfway point

Commonly, the 'midpoint meeting' often brings teams back to the 'storming' stage. This is where members will often hold concerns about whether they will be able to achieve their goals and whether they are on the right track. In a way, team members at this stage are in a more concentrated state of mind and ready to focus their discussions on strategic issues. There is a need for a team to hear and to learn from members' experiences in the field and to rebuild and reinforce the 'norming' stage once again. Through this process and effort, teams will cross over and jump straight towards the 'performing' stage.

It is often at the halfway point that the team coach notices the shift in attitude and a change in awareness of the team members. Team members start to share the sense of urgency as they realize they have reached the halfway point. Knowing where they are now, where they need to be in order to achieve the missions and goals, and with the time running out on them, can evoke a great sense of urgency in the team.

The end

The 'completion meeting' provides the opportunity for the team to complete its journey. It is usually held near the end of the project. It creates a space for team members to identify what they have learned along the way. It gives time for team coaches to recognize the contributions of the team members and to acknowledge how each member as well as the team as a whole has grown. This is a process for team members to reaffirm their accomplishments.

If the project has not yet reached its end date when the completion meeting is held, it is important for the team to keep the momentum in the 'performing' stage until crossing the finish line with the mission accomplished. If the team has reached the end of the journey timewise, the completion meeting shall be focused on the team's adjourning – looking back to reflect on the lessons learned and future pacing to explore how to apply learnings to further develop organizational and individual leadership challenging for the next level of success.

One may be curious to know how a team coach facilitates the three-step model from beginning to midpoint to end in four days while leading the team circulating around the five disciplines. The secret is in 'general backtracking'. From time to time, repeat and share what the team has been working on and what they have decided in sequential order. This is not only a recap for the members, but more importantly nudges with the question – 'What have we learned or realized in the process so far?' This will invite the team to enter the core learning process.

GROW meetings – starting with fact-searching

The content generated from the 'commissioning' and 'clarifying' disciplines in the Five Disciplines Model comprised the details for the 'goals' and 'reality' frames in the GROW model. The arch-shaped structure between the two represents the gap to be filled.

Having a shared mission and setting up the goals together does not necessarily mean that the team is highly motivated to achieve the goals. In fact, in most cases, teams are lacking in motivation because they do not share the sense of urgency.

One of the moments when the selected team members started to get serious is through the ‘understanding the current situation’ process. People see what they want to see, hear what they want to hear, feel what they want to feel, and interpret what they want to interpret. People believe what they think is true is the truth. The reality is that those are just maps that interpret the real world through people’s cognitive frames. How can we create a space where members are able to share their own facts and accept, if not agree with, the facts from others? We need to create ‘psychological safety’ (Edmondson, 1999) in the team.

To do this, I set ‘ground rules’ at the beginning of the first team coaching session. I told the team to be punctual, to participate in all programmes, and to be honest about what is true for them. I tried to highlight ‘be honest about what is true for you and accept what is true for others’. The questions and the levels of engagement will deepen as the session progresses to ensure members feel free and safe to share their thoughts, which would help to grasp a clear understanding of the current organizational situation. How close we can get to the real truth is significantly important here. If we are only able to obtain a shallow understanding of the current situation, team members will not be able to confront the fact that they are a part of this situation. Only when the team recognized and accepted the real fact that they are a part of the issue would the energy be freed up and motivation increase, and ‘problem-avoidance motivation’ be triggered. This will be the state in which they are ready to answer the question – ‘What is the ideal state that we long for?’

Organizational neurological levels model

What follows is a brief introduction of how to lead using the neurological levels model. Team coaches should address the organizational-level-specific factors as listed below.

Environmental factors determine the external opportunities or constraints that individuals and organizations must recognize and respond to. This involves considering *when*, *where* and *what* value they need to create for *other stakeholders*.

Behavioural factors are the specific action steps taken in order to gain success. This involves *what*, specifically, must be done or accomplished in order to succeed.

Capabilities relate to the mental maps, plans or strategies that lead to success. This directs to *how* actions are selected and monitored.

Beliefs and values provide the reinforcement that supports or inhibits particular capabilities and actions. This relates to *why* a particular path is taken and the deeper motivations which drive people to act or persevere. (See Four Levels of Engagement in Hawkins and Smith, 2013.)

Identity factors relate to people's awareness of their role or mission. These factors link directly to *who* a person or a group perceives themselves to be.

Spiritual factors relate to people's view of the larger system of which they are a part. These factors involve *for whom* or *for what* do we serve the purpose (Dilts, 2003).

Robert Dilts (1996) introduced typical questions for each of the six logical levels:

Desired state worksheet

1. What is your vision?
2. What is your desired identity and mission?
3. What are the core values necessary to support that mission (eg service, quality, profitability, etc)?
4. What are the key capabilities necessary to implement the mission and core values (eg research and development, planning, assessment, etc)?
5. What portfolio of activities (behaviours) expresses and manifests your mission and values (eg marketing, manufacturing, delivery, etc)?
6. What are the significant environments/contents in which you desire to operate (eg USA, Asia, Australia, etc)?

In the process of leadership team coaching with Kyoto Toyota Motor management leadership teams, I have changed the first question from ‘What is your vision?’ to ‘What is the goal needed to be achieved?’, and they were able to answer it. In the final session, I presented one flipchart with the title ‘Overview of Management Leadership Team’s Responsibilities for Winning’, which summarized the neurological levels model of the management leadership team.

In systemic team coaching, information can be complex and intertwined. Showing the systemic big picture to the core executive leaders would help to elevate their perspectives and broaden their horizons.

Some of the team members took a photo of this flipchart (Figure 8.1) and saved it as wallpaper on their smartphone so that they could access it any time. Such a chart can act as an emblem of pride and a sense of belonging for the team.

Human motivation does not rise to the level of an action plan. People are motivated by missions, beliefs and values that they are convinced of and are inspired to contribute to a larger system. People are even more motivated by the opportunity to co-create remarkable results with trusted colleagues rather than working alone.

Figure 8.1 Kyoto Toyota Motor’s organizational neurological levels model summary: the actual output from the team coaching session

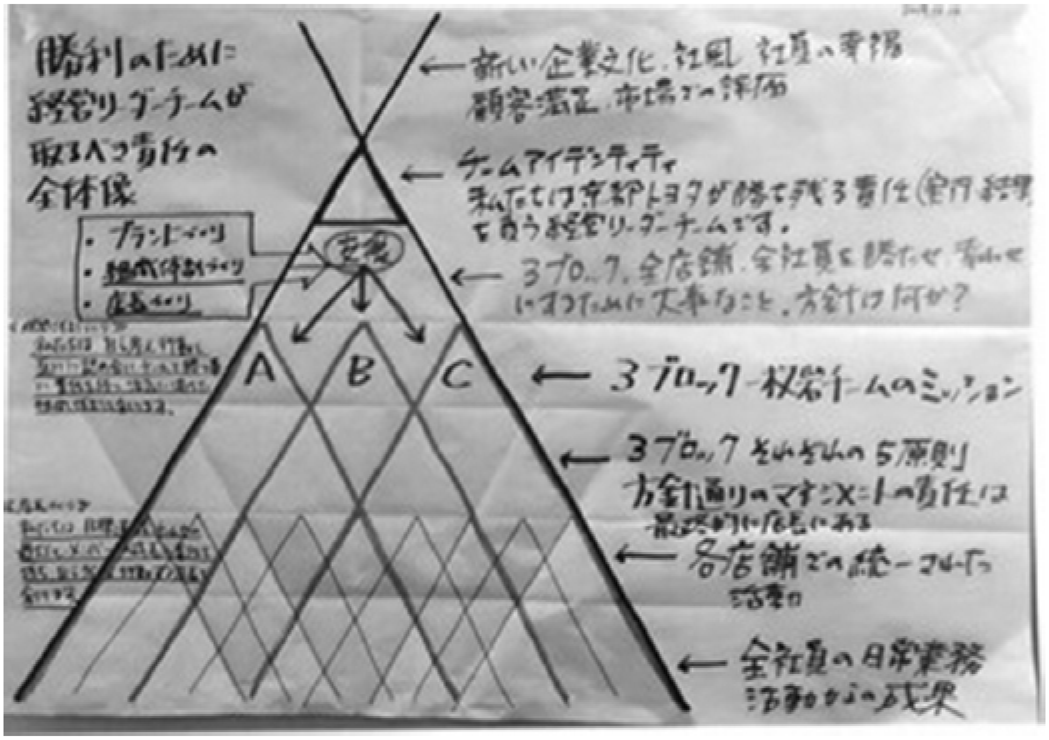
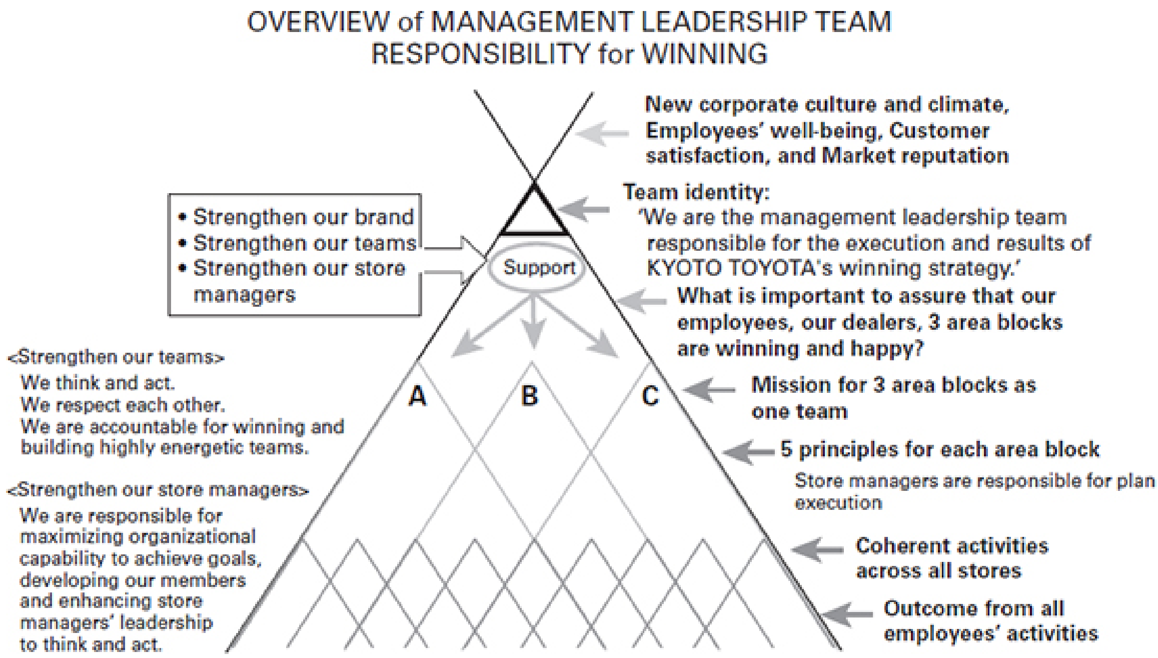


Figure 8.2 Kyoto Toyota Motor's organizational neurological levels model summary (translated in English)



▶ Figure 8.2 details

Meta-positional process model

In motor racing, such as Formula 1, several pit stops are strategically made. The teams change tyres, refill gasoline, etc, within seconds, and then immediately the car returns to the track at full speed. It is a tense and fascinating scene.

Even when an organization is on a mission, sometimes it is necessary to pit stop for a meeting. A pit stop is a way to do maintenance on the team so that they can be running at full speed again and is similar to an 'agile team' having a team stand-up meeting.

Team members usually return to pit stop with the final goal unachieved. Neither have the action items set to be done by then were completed. The team members may have worked hard but are still distanced from the goal. When there is a gap, people tend to make excuses, blame themselves or others, or escape to an easy solution that they would work harder.

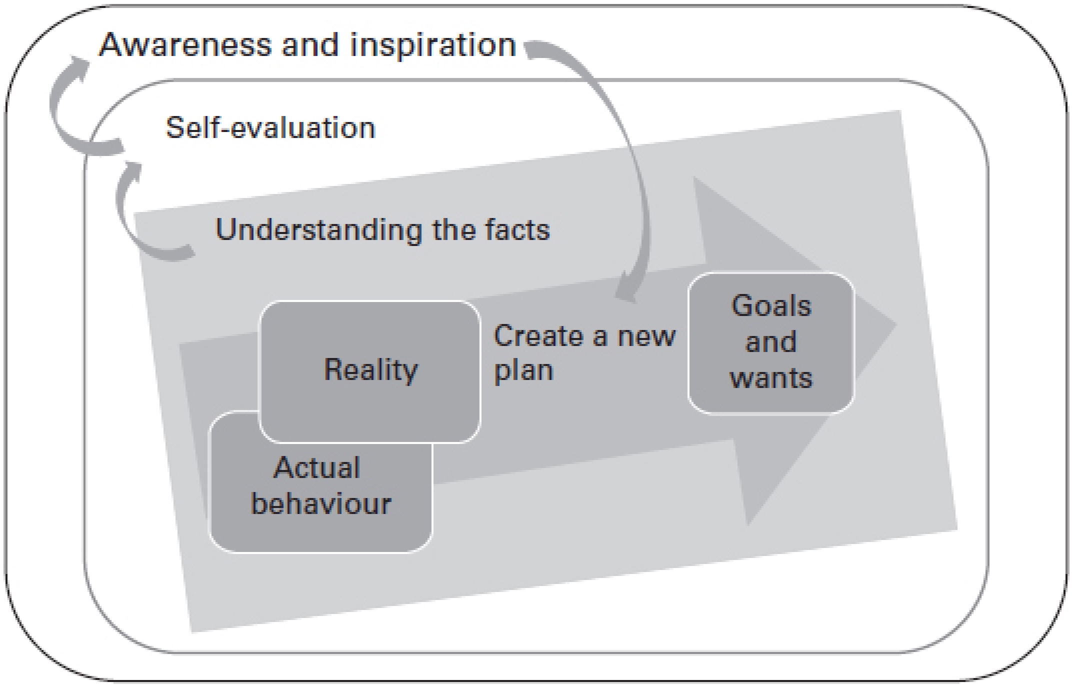
This is where the meta-positional process model comes in. The model will enable us to acknowledge the facts as facts, allow us to take a step back to possess an objective view and help us see the bigger picture of the situation. We will be able to gain new awareness and in turn think of new and different ways of doing things.

If things are not working out, it is important to adopt a different approach rather than trying harder using the same method.

Meta-position refers to the position where things could be perceived objectively. It provides the bird's eye view of the overall situation. People are subjective beings. It is difficult for human beings to be objective. This is one of the reasons why people fall into groupthink. A meeting using the meta-positional process goes through the following steps.

Fact → Evaluation → Discovery → Plan → Decision → Support

Figure 8.3 Meta-positional process model



▶ Figure 8.3 details

A summary of how each step should be done follows. The first step in a meta-positional process meeting is to elicit information about the subjective facts – desires, goals, current situation, and actual actions from the members.

[Step 1: Fact] Frame for fact: Share what the goals, current situation and actual actions are:

- What are our goals and desires?
- What is the current situation and progress?
- How have we been working on it?

Accurately backtrack the facts shared by all members before moving to the next step. Step 2 is the evaluation frame. Lead the team to take a step back to obtain a meta-positioned view and ask the questions for evaluation.

[Step 2: Evaluation] Frame for evaluation: Evaluate the situation from a meta-position:

- What is working and what is not?
- How can we capture this state of progress?

[Step 3: Discovery] Frame for discovery: Backtrack the process to this point, including the fact and the evaluation, and discuss what you have noticed:

- What insights can we gain from our understanding of the facts and our assessment?
- Take a pause and reflect on what can we learn from this.
- What are some ideas for improvement?

With the discovery points being outlined, lead the members to return to their subjective positions and move into step 4 for planning.

[Step 4: Plan] Frame for improvement: Make specific strategies and plans for improving the facts.

- Which of the ideas given so far could be most effective?
- Create and share a plan for accomplishment.

[Step 5: Decisions] Frame for decision-making: Share overall and individual commitments:

- Identify the most important individual action items and deadlines from the overall plan.

[Step 6: Support] Frame for future support: Determine follow-up and support systems:

- Confirm the date for the next meeting.

- What can we do to support each other before the next meeting?
- Is there anyone who needs help?

Team coaches may help the team to get acquainted with a meta-positional process meeting by way of a demonstration. I recommend asking the team to conduct several meetings on their own during the interval between the team coaching sessions and use the meta-positional process to facilitate those meetings. There are two advantages for doing so: (1) team performance is more likely to be maintained during the interval, and (2) it would help to enhance the members' ability to lead and to manage the team independently. With the experiences, even if the team is about to break up or when a team coach leaves, the members would be more likely to stand on their own and move towards the next stage with solid confidence.

Conclusion

This has been my first experience leading team coaching primarily using Hawkins' Five Disciplines Model. My co-coach, assistant and I were curious and excited to challenge and to learn how to effectively incorporate the models and intervention skills we already have into the Five Disciplines Model. We were confident that because the Hawkins model is a frame of disciplines, as long as we follow the structure, various skills and tools can be effectively applied to the process.

I see coaching and team coaching alike, as they are both process interventions. I define team coaching as 'supporting the process of transformation from a group to a team, and facilitating mutual engagement to create a vision, accomplish tasks, develop leadership, and contribute to the larger system (organization)'.

What is a team coach? A team coach is a leader who provides comprehensive coaching through the process of transforming a group into a team in order to empower the team to share a clear purpose and vision, evoke a voluntary commitment from the group to accomplish the purpose, and lead the team to success. The team coach must be aware of the process by which members function as a team and help them to solve problems on their own. In other words, part of the team coach's job is to plan their own departure from the scene.

The Kyoto Toyota Motor case which I introduced is a family-owned company founded in 1944. I have been practising team coaching since 1995, and most of my clients are family-owned companies. The key theme is that the family-owned company needs to know how to ensure smooth business succession and be successful in business transformation.

Japan is a country with many long-lived companies. In fact, there are about 33,000 companies that have been in business for 100 years, accounting for about 45 per cent of the world's total. About 1,400 of these companies have been in business for 200 years, accounting for more than 60 per cent of the world's total. And all of them are world-leading companies (BBC, 2020).

More than 90 per cent of long-lived companies in Japan are family businesses. It is essential for those companies to be able to respond quickly to the changes in the world while preserving their traditions. To do so, they must gather the wisdom of all the people concerned within the business.

As the saying goes, ‘Four eyes see more than two.’ I am passionate about helping people to experience the value of that saying.

Finally, I would like thank Mr Haga for giving me the permission to tell their story. I would also like to thank my co-coaches and assistants for their diligent support. Lastly, I would like to express my sincere gratitude to Ms Deana Peng, who is a team coach, a member of the Japan National Team Coaching Federation and a colleague, for her support in proofreading and refining this chapter into English.

09 Team coaching for organizational learning and innovation

A case study of an Australian pharmaceutical subsidiary

PADRAIG O'SULLIVAN AND CAROLE FIELD

This case study describes how the Australian affiliate of a multinational pharmaceutical company developed a strong discipline of organization learning which enabled them to become more innovative, foster high engagement scores and win prestigious awards. It was achieved through building processes to accommodate sustained learning even when key leadership personnel were regularly changing.

Background

When David took over the reins as managing director for Australia/New Zealand (ANZ), he said: 'While the business is not broken, there are plenty of areas that need to be fixed.' The organization had a proud history both locally and internationally. Prior to separating its pharmaceutical division from medical divisions and then rebranding in 2013, it leaned upon its heritage as being one of the oldest global pharmaceutical organizations, which has grown to employ over 21,000 people in over 170 countries.

The coaching relationship with David started during his previous role in one of the organization's medical divisions. The relationship was then extended to support his 'onboarding' (the process of transitioning into a new role and/or organization) to the role of managing director in the pharmaceutical division. Over time, the one-to-one coaching relationship extended into a team coaching engagement for his collective leadership team and also included individual coaching for team members. This was done in parallel with the team coaching. Initially, a team of four coaches was involved. The individual coaches and coaching relationships changed over time as the needs of the organization changed and as leaders were promoted to international roles.

First insight that learning was being missed

At an initial leadership team offsite meeting where the team was discussing the core purpose and functionality of the team, one brave team member asked a question. The question itself, while relatively simple, shocked the room! The conversation went something like this:

> Leadership team member: 'Now that we are discussing what this team is supposed to be doing, can I ask a question? When we meet every month as part of that other operational meeting, I am not sure what I am supposed to be doing in that meeting. I don't actually understand the figures and so I just stay quiet.'
>
> Everyone in the room: [Silence…]
>
> Team leader: 'I think I might have misunderstood you. Did you say you don't know what we are talking about in that meeting we have every

> month?’
>
> Leadership team member: ‘That’s right. I don’t understand what the meeting is actually about.’
>
> Another team member: ‘Now that you bring that up, can I say neither do I understand that meeting and what I am supposed to be doing in it?’
>
> Everyone in the room: [More silence…!]
>
> Team leader: [Breathes slowly…] ‘First, can I say thank you for your honesty and courage. Many executives would not have been that open.
>
> ‘Second, can I say that as the leader in the organization I am taking responsibility for not having onboarded you both fully into your leadership roles in the organization and on this leadership team.
>
> ‘Third, [addressing the CFO] can you take responsibility in ensuring everyone in this room fully understands the numbers, ratios and questions for deliberation before the next one of those meetings?
>
> ‘Lastly, can I ask, why has it taken so long for someone to raise this need?’

As coaches, we found the level of honesty of those leaders refreshing. Many times in organizations, senior leaders hide their lack of knowledge and understanding for fear they might get caught out and then look stupid. Of course, it is this very fear that prevents learning taking place.

Our experience is that the learning time needed to arrive at a level of competency for a new executive in a leadership team takes between nine and 11 months. If there is a lack of understanding on what that person needs to know and how they go about learning that knowledge, the speed to competency is elongated. Given that the leadership team members are the highest paid in that organization, this makes little sense.

When David asked the question, ‘why has it taken so long for someone to raise this need?’, a great conversation ensued about how learning in the organization happened or did not happen.

Experiences from other organizations were shared. The coaches in the room shared best practice. The outcome of the deliberations was a commitment to ensure that the whole organization focused on learning becoming one of the leadership team's key priorities.

Key questions that guided the team

In the conversation the coaches helped to frame three key questions that guided the discussions and further decisions:

1. How could the onboarding of new leaders to this leadership team and to the organization as a whole be optimized?
2. How can the collective speed to competency in leadership be increased?
3. How can learning across the organization be captured and shared across the organization?

The leadership worked through these questions to develop plans and programmes that addressed their learning needs. These were implemented and over time a range of successes was experienced. Their plans were targeted at both a leadership team level and an organizational level.

Core learning actions at the leadership team level

The team agreed to meet once per quarter to discuss and reflect on how they were functioning and developing as a team, its progress, the way the team worked, and how it needed to improve. Over time, these quarterly meetings ranged from a two- to three-hour session to all-day sessions. They usually involved the external coach.

The leadership team put into place an action relating to their fortnightly Business As Usual (BAU) meetings, involving a quick, end-of-meeting reflection on how well they had performed in that meeting.

Over time, this quick reflection raised questions and concerns and also nipped some potential issues in the bud, such as making sure that all voices were heard and 'groupthink' did not prevail. As new members joined the team, they expressed positive feedback about the end-of-meeting reflection. One leader who joined from another affiliate commented that the fortnightly and quarterly team review process meant that he settled into the team's routines faster than he had elsewhere.

Individual coaching for leadership team members was running in parallel to the team coaching processes. Coachees actively sought feedback and peer input as part of the coaching process. Many of the members actively engaged in sharing learnings from their coaching with colleagues.

Coaches also encouraged the leaders to do more peer sharing and collaborative working. Over time, it became common for leadership team members to actively seek input regarding broader business challenges from colleagues who were previously not consulted about functional concerns. The team was beginning to move from a hub and spoke team to a wheel of greater shared leadership (Hawkins, 2017a: ch10; Hawkins, 2018b: ch12).

The overall outcome was that the active process of being open to asking, reflecting and integrating became part of the natural operating style.

Key initial changes at the organization level

An active process for the induction and integration of new people into the organization and their role was developed to go beyond the existing programmes, which really only demonstrated ‘the basics’ to a new person. Each new hire into the leadership team was buddied up with an existing team member to learn the ‘un-saids’ (the informal cultural patterns and unwritten rules) in order to make them overtly ‘said’. They spent time understanding the processes of how the team worked, the history of the team development and the conversations they had in order to get to this place of success. The rules of engagement were clearly articulated and the expected behaviours of a leader in the team and in the organization were outlined.

Each new leader hired also spent time with an external coach to understand the history of the team development from an outside perspective. The overall process accelerated the learning and ‘onboarding’ of the new leaders into their role but also becoming a leader in the organization. The team developed an understanding of ‘co-leadership’, which meant that they were collectively responsible for the success of the organization. This included collective responsibilities for ensuring that everyone understood their role, their responsibilities and how to make things happen. The style of collaborative leadership remained after the original leaders departed.

The second wave of change relating to core learning was in an organization-wide ‘Rising Star’ programme. This was a leadership development programme aimed at direct reports to the leadership team who showed promise and were considered to have high potential for being a future leader. They were also key influencers across the organization.

Each programme was co-facilitated by a leadership team member and an external coach. Having the leadership team present in each programme ensured that they cascaded learnings down to other levels below the senior leadership team and led by example. The leaders, in opening each session, stressed the critical importance of organizational learning if the organization was to achieve its strategic aims. Concepts such as vulnerability as a leader were discussed and developed. The notion that not understanding something was normal, but avoiding learning about it was fatal, was fostered.

A feedback mechanism was introduced to share learnings from the previous month, irrespective of how major or minor they might seem. These were recorded with the intention of creating a hard copy of organizational learnings on a quarterly basis. A narrative stemming from learnings of the leadership team was created in the organization, with specific phrases used to describe aspiring behaviours and, indeed, unwelcome behaviours.

Given the pivotal role that the ANZ affiliate played across the Asian region, learnings from the local experiences were shared with regional colleagues through the Singapore office. Some programmes that originated in the Australian office were later rolled out in affiliate offices across Asia.

The challenge of being successful in an Asian context

The organization continued to grow. Owing to the success of the leadership team and the overall contribution of the Australian affiliate to the Asian region, the Sydney-based team was considered to be a source of talent for regional and global positions. Over a 24-month period, of the original 11 team members, seven were promoted to regional or global positions.

While these promotions were evidence of a great success story, it potentially was draining the tacit knowledge that led to the successful turnaround of the business. How should the organization both promote great people into senior positions and retain the capabilities and capacities knowledge that had been developed in the original business over the previous years? This was challenging for the next-stage leadership team.

A more robust talent management and succession planning process was cultivated to ensure that the learnings of one generation of the leadership team were transferred to the next. But then came the next challenge when David, the managing director and team leader, was promoted to a global position in the United States.

Resetting the bar

His successor was promoted from within. Katherine had been hired by David a year earlier and was earmarked as a potential successor. Her strong industry experience with another multinational corporation, coupled with her commercial nous, made her an attractive candidate. Given that David was moving overseas with the organization, he was able to hand over in such a way that there was a smooth transition.

All new leaders want to understand their business and go about building the organization with their personal stamp on it.

Katherine recognized that David and the leadership team had built strong foundations, but work was still to be done. She broadened the range of external coaches and experts to assist in the next phase of the journey.

Over a series of leadership team meetings, led by Katherine, the team re-clarified (Hawkins, 2021: Discipline 2) and confirmed the purpose of the leadership team, its core objectives and priorities. This included a focus on innovation for the organization.

Focus on innovation

In this phase of the leadership journey for the organization, a focus on innovation became more important and prominent. Traditionally the pharmaceutical industry is product-led when it comes to innovation. The pipeline of products can be many years. Insourcing products through licensing deals can also take a long time and may be a struggle within the local government regulatory frameworks if new products have not been pre-approved to sell in that country.

The local leadership team decided to look at innovation from a number of perspectives, beyond product innovation. The team was facilitated to address a number of key questions:

- How do we best serve customers?
- How do the current customer meetings take place and how do we improve them?
- What external relationships could be formed that would add value to the customer relationship?

A range of other questions were raised and answered.

Cross-functional teams were set up to engage with core questions, work up potential ideas and development strategies. These were all shared. Decision criteria were set to evaluate ideas and strategies as they were developed. As with all kinds of innovation, not every idea was successful, but the learnings from these sessions were shared.

Continued use of external coaching and other experts

When David commenced the leadership team journey, he realized that he needed external support and hired the authors to assist in the process. Initially a team of four coaches worked on the project. Over time, the need for coaching fluctuated and therefore so did the number of coaches. Individual coaching continued for specific needs and outcomes. Over time, this fluctuated depending on needs.

When Katherine took over the reins, she continued the use of external coaches and other related experts. Matching specific expertise to specific needs became more prominent and appropriate. As an example, team coaching for the team as an entity decreased but on occasions an external team coach was asked to facilitate a leadership team discussion on particular topics, such as engagement scores. Other specific interventions included using coaching for 'onboarding' new expatriate leaders to Australia, 'New Leader Assimilation' sessions for new functional leads, functional team offsites when deliberating how to cascade down organizational strategies and content sessions such as innovation skills.

Both leaders recognized that for a leadership team to transform itself, using expertise on a regular basis was important. The temptation during belt-tightening times is to do away with external support. This can often be a short-term strategy that saves initial costs but slows down the transformation.

Top 30 award for most innovative organizations in Australia

Business Review Weekly (*BRW*) is the premier business magazine in Australia. It covers all business areas, such as leadership, innovation, technology and gadgets, politics, and the financial and commercial markets. It also hosts a number of lists such as the Top 500 companies in Australia, the Top 75 fastest-growing companies, the young rich list and the Top 30 most innovative companies.

In 2012 this organization was recognized as one of the most innovative companies in Australia. According to Kate Mills from *BRW* in December 2012:

> Although this list focuses on the end point of innovation – the product or process that came from the innovation – the 30 companies all displayed an understanding of the culture and processes required to support innovation. Whether it was a weekly ideas meeting, or building innovation into key performance requirements, or giving out awards, each of the Top 30 had something in place to foster innovation. They also understood that driving innovation has to come from the top and were able to show how senior leaders were involved.

Innovation specialist and competition judge, Dr Amantha Imber, commented at the time: ‘Innovation starts on the inside. The Top 30 companies (listed as finalists) don’t necessarily see innovation as bringing something new to the market.’ She said that, instead, what they had in common was that ‘their leaders took it seriously, they didn’t just pay lip service to the concept of innovation. They were investing resources in building the right culture.'

Dr Imber suggests that innovation rarely bubbles up from the bottom of the organization. 'The senior team needs to unite in driving innovation and setting the tone. It's also vital to embrace different points of view,' she commented in an interview to *BRW* in 2012.

Receiving an award such as the 'BRW Top 30 Most Innovative Companies' award is an amazing achievement by any standard. To achieve that in the pharmaceutical industry, against obvious contenders from software development companies and other industries with fewer barriers to disruptive innovation, is even more striking. There is little doubt that the organization was recognized for many reasons, among them the internal culture built up over time, which fostered teamworking, openness and challenge, which in turn allowed for ongoing learning to blossom and experiences to be shared openly and easily.

Engagement scores that reflect a strong culture

The consulting group Great Places to Work is an international organization in its 21st year of operation, and is one of the world's foremost authorities on workplaces globally. Its lists of 'Great Places to Work' span more than 45 countries on six continents, including regional lists for both Europe and Latin America.

This pharmaceutical organization was listed in the top 50 organizations that were great places to work in Australia in 2012. This is an external award and is strong recognition of its journey.

Highlighting the impact of the leadership team's efforts, the Australian affiliate was shown to outperform its benchmark organizations by an average of 10 points on all the key drivers of engagement. This has been something the team has been actively working towards.

What is marked about this outcome and the team, though, is that the team is not content with the scores. Demonstrating its ongoing commitment to learning, innovation and achievement, it is actively engaging in a process to understand where the areas of potential improvement still sit, identify the root causes of the issues and develop strategies and plans to improve the situation.

Inputs to the process have been gathered from all the relevant stakeholder groups and again demonstrate the commitment to listen, be curious and look for learning. While there is recognition that the areas for improvement are now relatively small, it is making the small ongoing calibrations to fine-tune performance that facilitates the journey from good to great.

Reflections and conclusions

As two of the external coaching experts who have worked with a range of leaders in this organization over six years, it has been our privilege to watch this organization move from being 'not broken but in need of being fixed' to one that is dynamic, innovative, engaging and continuing to build upon its historical successes. In reflecting on the experience, there are a number of considerations relevant to this case study which will be relevant in other organizations.

1. Who has the courage to challenge the status quo?

Leaders who want to maintain their historical success with little eye to the future will eventually lead the organization to a slow demise. The ultimate leader and the leadership team in an organization need to have the courage to challenge themselves to learn, push and strive beyond what might be expected. Sometimes these are intrinsic drivers. Occasionally the leaders borrow this confidence from elsewhere.

2. Have clear and transparent priorities that link to an overall 3–5-year strategy

It is very tempting to continue to do 'Business As Usual' and get caught up in the reactive tendencies of busy organizations rather than taking time to create the future (Parker, 1990). The various leadership teams took time to really clarify and be transparent about the organization's strategic aims and the core priorities needed to deliver on that strategic promise (Hawkins, 2021: Discipline 2).

Leaders have a delicate job balancing the competing demands of global, regional and local stakeholders. There was, and is, a real challenge in maintaining focus when noisy competitive voices demand attention.

3. Set up cross-functional teams to execute on priorities

Cross-functional teams or brand teams are led or sponsored by the directors but heavily involve middle-level leaders to execute on the core priorities. The ability to involve key stakeholders and influencers in the organization accelerates ability to execute. It also demonstrates shared ownership by all parties in the organization in the performance of the business. From a sustainability perspective, involving levels one to three layers below that of the executive also improves the learning experience down the organization. This removes risk of project failure if or when senior leaders get promoted out of Australia.

The sound practice and good intentions with which cross-functional teams are established are not enough to ensure that they actually deliver what is required of them. Ensuring that there are appropriate systems, processes and coaching in place to support effective cross-functional team performance would have been a complement to this programme.

4. Get out of the way!

Many senior leaders feel the need to ensure project success by getting heavily involved in all manner of details. Both Katherine and David commented on the need to set clear direction and then to leave execution up to the players involved. At times, this may mean that execution did not happen as fast/as well/as exactly as they might have wanted or how they felt they could have done it themselves. However, in many examples, execution happened much better than expected and with surprising outcomes.

5. Develop criteria to assess innovative ideas and suggestions

Most organizations that strive to become a learning organization or an innovative organization overlook the basic requirement of answering two fundamental questions:

1. What does innovation mean around here?
2. By what criteria will we recognize and evaluate successful innovation?

Successful organizations in this regard have a leadership team that drives the vision and tone for both learning and innovation. They not only ask and answer these questions but make sure that this is effectively communicated to all others in the organization so that there is a clear, shared understanding.

While the need for this capacity was understood at the initiation of the programme, there was not a clear process or practice in place. This did emerge over time but there would be significant benefit in ensuring that this was established at the outset.

6. Create processes that are not dependent on individual leaders

Many Australian organizations that are affiliates of multinational companies suffer from the challenge of having the managing director and other leadership team members receiving promotions and leaving for overseas assignments, typically into either regional Asian or global roles.

While this is of course a good thing and fits with the career aspirations of many Australian executives, it often leaves holes in the organization's local leadership capability, stalls performance and disrupts momentum, and many worthwhile projects fall over. Creating systemic processes that outlive any individual leader is essential for organizational learning to become a discipline rather than an event.

7. Creating organizational learning across the organization

Learning what works, what was tried, what did not work and why leads to better outcomes for the organization over time. The organizational learning culture is developed by allowing mistakes to be seen as both ‘innovation normalities’ and perfectly fine as long as they are within the agreed frameworks for risk and everyone learns from them so that avoidable error is not repeated. Developing an overall sense that vulnerability is upheld within the organizational structures allows for greater sharing to take place.

Practical applications were seen in the leadership team taking time to reflect on their meeting effectiveness. Encouraging the sharing of this learning through the organization would fast-track the creation of the learning environment.

8. Tailor outcome-focused coaching for individual needs

Coaching, whether provided by internal or external coaches, needs to be tailored to the individual leadership challenges, the outcomes needed by the organization and the individual’s learning needs (Hawkins, 2012). This sounds basic and relatively obvious. However, we noticed how clear David, Katherine and many others on the leadership team have been when organizing coaching assignments for themselves or their direct reports. Coaching within this organization is seen as a tool to develop a leader so that they can fulfil their strategic outputs and clearly defined goals, not as an end point in itself.

9. Use external coaches to increase organizational speed

In every market downturn, organizations naturally cut back on non-discretionary spending. Learning organizations recognize that no matter how good they are, they will never have all the expertise they need in all areas at all times. Utilizing the services of coaches and experts in particular areas can often speed up the overall learning so that the speed to competency in leader effectiveness is maximized. This is particularly true when hiring new functional heads at director level, for example sales director or CFO, into an organization that is high performing.

A team can only go as fast as its slowest team member. Slowing down the leadership team of functional departments to the level of the new hire is not an option worth considering.

10. Re-clarify, reset and recalibrate on a regular basis

Every fitness-related goal involves a regular check-in with progress and a resetting or recalibrating of the outcomes. Leadership teams are no different. Setting three- to five-year strategic outcomes with annual priorities is essential. Taking time to recalibrate the team on what it is working on and resetting how the team needs to work together accelerates the chances of success. This is no truer than when changes in the leadership team occur and members get promoted or leave for elsewhere. The team needs to take time to quickly check in and potentially start again.

This organization is a living demonstration of the excellent performance outcomes that can be achieved through team coaching developing and sustaining a practice of core learning. Investing in the individual and group skills and practices that create core learning enables growth and sustainability at the individual, team and organizational levels.

2021 update

It is rare for a practitioner to work with an organization over a sustained period. Organizations evolve at many different levels, through mergers, takeovers or indeed ceasing to exist. Leadership teams also evolve and change in terms of membership and direction. Strategic imperatives that were once seen as important and therefore catalyzed the initial reason for external consulting support change to a new set of imperatives which negate the need for continued support. Sometimes the relationship between external practitioner and organization just outgrows the need to work together.

In this case we worked with the organization in a minimal capacity between 2016 and 2019 for a range of reasons, including some mentioned above. However, in 2020 a new managing director was appointed from an external organization to take over the reins from our previous client. She recommended to Greg that we might provide useful counsel during his onboarding process. And so commenced another chapter in the evolution of this leadership team and our partnership with them, which continues to the time of print.

The value of a new leader assimilation process

Onboarding a new leader through a structured interview process with their team was first developed in General Electric. The process involves the leader sharing answers about their career background, reasons for joining the new organization, their understanding of what is needed in their role, their preferred leadership style and preferred decision-making process. Their team then shares, via a facilitator, questions they have of the leader and information they want the leader to understand.

Greg asked that this process happen in his first week to accelerate his transition. He learned from his team their collective focus on innovation and organizational engagement over the prior years had won many awards and the affiliate had gained recognition as a top 10 organization in many categories. It was made clear to Greg that this focus on both innovation and engagement was held dearly as part of the organization culture.

What is interesting is the current leadership team has only one remaining member from the one that had originally set the strategic and cultural direction in 2013. Yet the power of clear strategic direction underpinned with aligned leadership development had enabled a long-term impactful focus.

Review, re-clarify, reset and refocus

Earlier in this chapter we outlined a reflection on the importance of regular leadership team conversations to re-clarify, reset and recalibrate their collective efforts. Tsedal Neely (2021) of Harvard Business School suggests that teams regularly need to pause to review their current dynamics and alignment relative to their plan and to ‘actively reset’.

The leadership team under a new managing director took time to review their collective strategy, team principles, ways of working and collective agreements to understand what they wanted to retain going forward. This facilitated conversation allowed the team to objectively assess their prior five years against their espoused aspirations. As the new managing director, Greg was encouraged to ask plenty of questions to understand what had enabled so many aspects of the organization to work as well as it had done over the previous years. It allowed him to also tease out areas of focus that were either no longer relevant, helpful or critical for the organization.

Over a two-day facilitated conversation, the team reset their strategic direction, renewed collective agreements on how to work together and re-align on collective focus areas. The broad strategic direction remained in a similar trajectory to prior years, but the specific nuances of market segment strategies continue to evolve. Greg demonstrated his listening ability by aligning behind core strategies that were held to be both very important to the team members and strategically impactful. He was also able to build on conversations that had illuminated what no longer was helpful and put his initial stamp on the team dynamics by tweaking those specific areas. The team left feeling confident of their collective future.

Timing is everything!

The day after that initial leadership session, the Australian federal government closed its international borders due to

Covid-19 and the country went into a series of lockdowns and state border closures over the following eight months. Greg asked that we participate in virtual leadership team meetings on a bi-monthly basis to help the team navigate complexity on levels the team had not encountered before.

The presence of an external coach allowed the team to regularly review their interactions as a team by offering immediate observations or by raising reflective questions for the team to address. It also enables team members to have permission to experiment (given the complexities caused by the pandemic) and to share learnings as they dealt with ambiguities on a daily or weekly basis. During this period the team lost and then gained two new members who were onboarded to the organization in a fully virtual environment. The organization also concluded a merger that had commenced in mid-2020 but had been delayed due to the pandemic.

Despite the difficulties associated with the global pandemic, inheriting a new managing director and managing changes to the leadership team membership, the organization continued to achieve its strategic imperatives. Individual coaching support for Greg concluded at the end of his first 12 months. The following month, March 2021, the affiliate won 2nd place in Australia for Great Place to Work and 4th for most innovative organization.

10
The team coaching journey with a leadership team in a period of transformation

OLIVIA CHAUVAIN, CLAIRE FOREST, FANNY SENSEN AND CHRISTOPHE MIKOLAJCZAK

Introduction

Team coaching is a journey of inquiry, discovery and change, often in response to wider changes in both the organization and its wider context. This case charts the team journey in response to both organizational and wider changes and how the team coaching helped steer a healthy course of renewal in the team.

Context of the leadership team coaching

The initial request for team coaching was initiated by the technical director heading the technical division of the digital branch of a major group also active in two other, historical lines of business in a major western European market.

Shortly after the initial request, the first Covid-19 lockdown started. We contacted the client in this new context of remote working, and this delayed the first meetings, which initially took place in a virtual setting.

Contracting and inquiring with the technical division director

The first meeting with the technical director focused on understanding his context, request and starting to form the coaching alliance.

This is the initial phase of the CID-CLEAR process (Hawkins, 2021) – contracting, inquiring, co-discovery, co-diagnosing – which we first conducted with the technical division leader.

We met a leader who started by sharing with us the overall business context of the group, which was experiencing a dramatic shift in revenue between its two historical activities: declining steadily for one, and stable for the other, and the digital B2C services which are a strategic priority for the group, and are growing rapidly. In this context, the digital branch was created in 2014 to accelerate the growth of digital services and had experienced rapid growth since then. The technical division, being the technical function powering the digital branch (software development, maintenance, cybersecurity, etc), has also experienced exponential growth over the five years since its creation, having grown from 15 people in 2015 to around 400 in 2020, and continuing to grow. The Covid crisis is further boosting the demand for the digital services of the group. The activity of the technical division is going through a significant shift: for a long time, its activity consisted mainly of build (software development); today this activity includes a significant proportion of run (software maintenance), involving much more pooling and optimization of resources and monitoring of budgets. This was increasing the need for consolidation of processes and structures in the function. Half of the staff in the technical division are external professionals working hand-in-hand with internal staff, posing a challenge in terms of belonging and identity.

The technical director outlined the configuration of his leadership team, which comprised 16 members, some representing the build side, organized by digital service lines, some representing the run side, organized by technical functions, and some dedicated to transversal functional areas (cybersecurity, finance, strategic projects, etc).

The technical director shared five major, interconnected challenges with us:

1. He felt a very important pressure and a certain urgency from his boss for several months, asking him to recruit a second executive to reduce his operational involvement, to allow him to focus more strategically, and to create the best conditions to accelerate the next phase of strong growth of the technical division. He seemed to be weighed down by this pressure, was not comfortable with how to own, lead and give meaning for this phase of development, and had some reluctance in responding to the request.
   At the same time, we felt that he transferred some of this pressure to us, seeming to ask us to find an organizational solution without delay in order to be able to integrate this second executive in his team. This can be seen as a form of parallel process (Hawkins and Smith, 2013: 195–97).
2. Behind this pressure, there was the challenge of preparing and launching the new growth phase of the technical division. He told us about a vision he developed two years ago, and communicated widely internally, which gave a lot

of meaning to the activities of the technical division, but which has since become obsolete. Underlying the pressure to adjust the organization, we identified, through the dialogue with the technical director, a question on clarifying and taking ownership of the updated vision for the next phase of growth, vision which could then give the orientations for a renewed team and organization structure.

3. The third challenge that he shared with us was one of positioning towards the digital service lines, the internal customers of the technical division, which was not satisfactory, not sufficiently partnership-based, with a role/identity for the technical division which does not seem appropriate. We got the sense that the technical division operated in a particularly complex ecosystem within the group. The positioning of the technical division was unclear between the unappealing role of a service provider, the unproductive tension of being in competition with dedicated business line resources, versus the desired collaboration as a partner aligned on a common objective
4. The fourth challenge focused on how to improve collaboration and synergy within the technical division management team, in particular between transversal functions (run) and digital business lines (build) – how to reconcile, as a leadership team, the goals of rationalization/industrialization in established solutions, and innovative development to deliver new value for the digital business lines.

5. The technical director also shared with us his personal challenge, that he would like to have more proactive and strategic influence in the group to develop the digital services. He felt the need to grow his leadership in terms of taking strategic height, acting proactively, co-creating meaning, developing partnerships with stakeholders, and engaging the collective. This connected with our impression that he seemed to carry the pressure and the challenges in a rather solitary way, and to have difficulty to fully engage his leadership to move forward.

Overall, the technical division was facing a context of transformative growth, posing multiple challenges: converging on the renewed vision and organization to prepare for this new phase of growth, while at the same time improving the quality of partnership with some key internal customers and stakeholders, and developing the individual and collective leadership to address these challenges.

The technical director expressed the desire to initiate the collective work by involving a taskforce with three close collaborators within the leadership team, whom he wished to involve in a privileged way to initiate the coaching process.

Key coaching goals for organization and team development

We summarized the five major challenges for the development of the technical division, in the context of evolving in a new phase of accelerating growth for the digital branch overall:

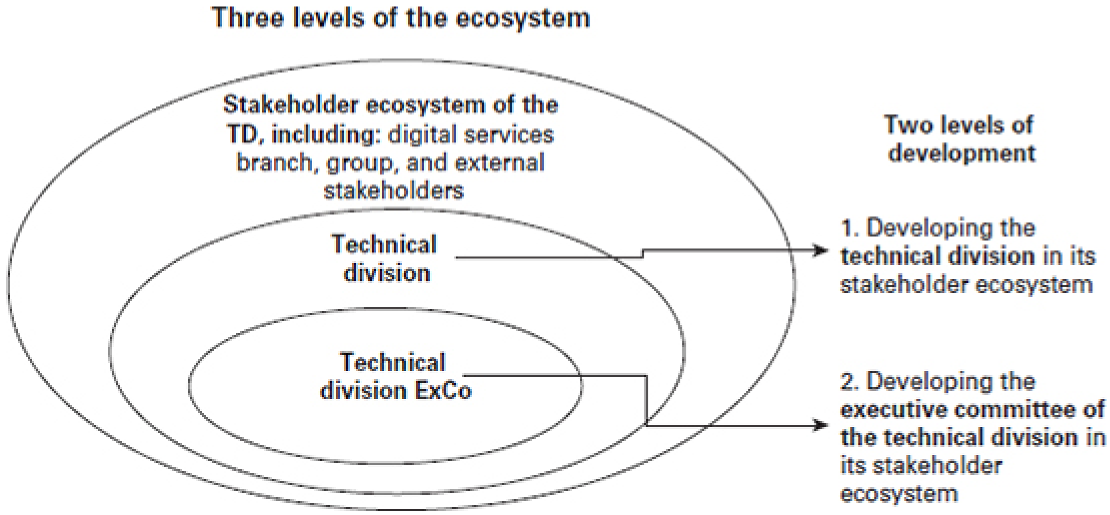
- converging on a renewed shared vision for this new phase, within the technical division and with its stakeholders, including the technical division staff;

- developing the partnership with key stakeholders, especially the digital business lines;
- preparing the update of the organization of the technical division, through a renewed structure based on renewed vision and purpose;
- developing greater collaboration and synergy within the technical division management team, to be able to lead collectively the business transformation;
- supporting the personal leadership of the technical division leader to meet these challenges.

As a coaching team, we reflected on these goals as mobilizing two key levels of development:

1. developing the technical division in its stakeholder ecosystem;
2. developing the executive committee of the technical division in its stakeholder ecosystem.

Figure 10.1 Two levels of development: Coaching the leadership team with the ecosystem in mind

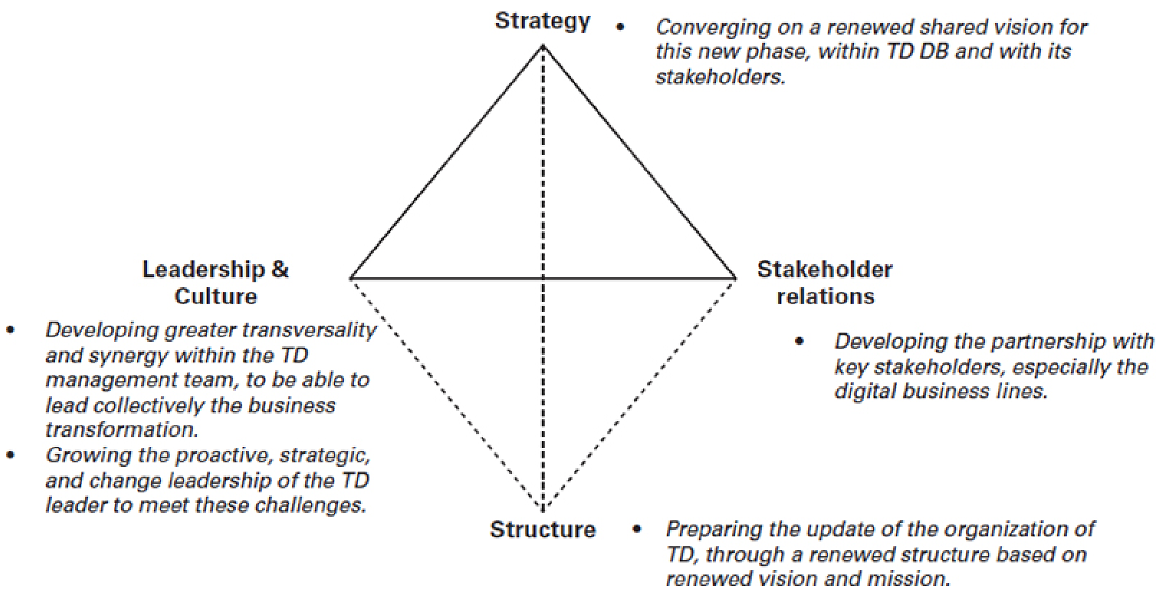


▶ Figure 10.1 details

1. Developing the technical division in its ecosystem

We made sense of the five development challenges as key dimensions of strategic and organization transformation: strategy, structure, leadership/culture, and stakeholder relations, which we illustrate with our ‘diamond of global change’ (Figure 10.2), adapted from Hawkins and Smith (2013).

Figure 10.2 The diamond of integrated organization change



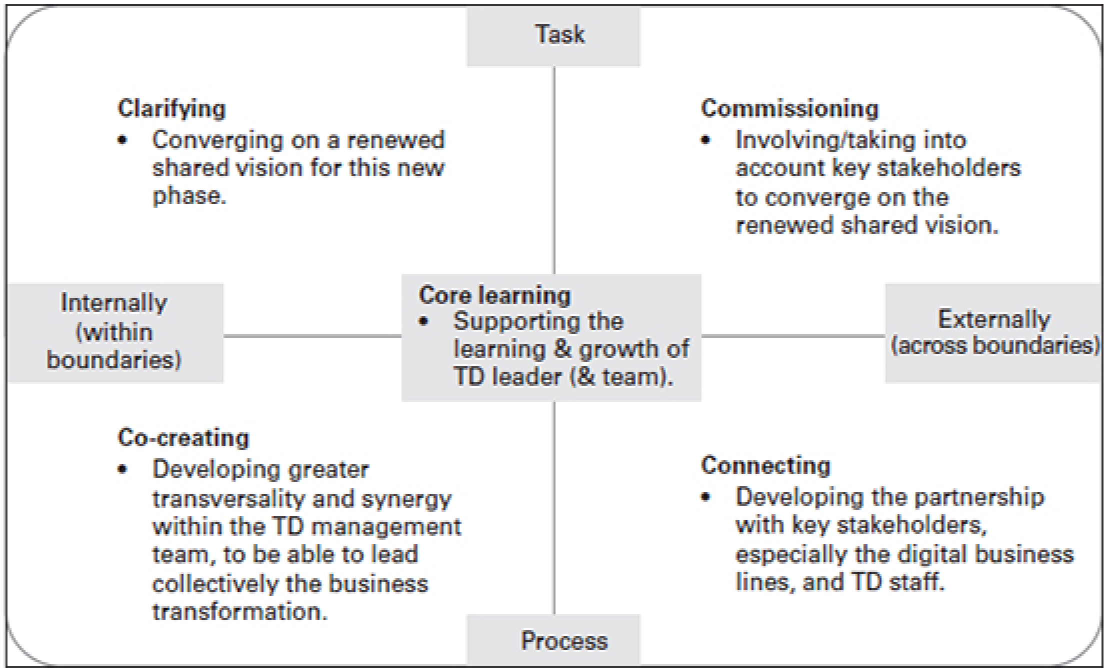
▶ Figure 10.2 details

2. Developing the executive committee of the technical division in its stakeholder ecosystem

We also understood the five development challenges as key dimensions of leadership team development: how can the technical division executive committee (ExCo) develop the next level of its collective leadership to achieve the business and organization transformation that is needed?

We structured these development dimensions with the five disciplines of high-value-creating teams (Hawkins, 2021) (Figure 10.3).

Figure 10.3 The five disciplines of high-value-creating teams



▶ Figure 10.3 details

We saw how the development goals mobilized all of the five disciplines, with a greater initial focus on three of them:

- **clarifying:** converging on a renewed shared vision for this new phase;
- **commissioning:** involving/taking into account key stakeholders to converge on the renewed shared vision;
- **co-creating:** developing greater collaboration and synergy within the technical division management team, to be able to lead collectively the business transformation.

While addressing also the other two disciplines:

- **connecting:** developing the partnership with key stakeholders, especially the digital business lines, and technical division staff;

- **core learning:** supporting the learning and growth of technical division leader and team.

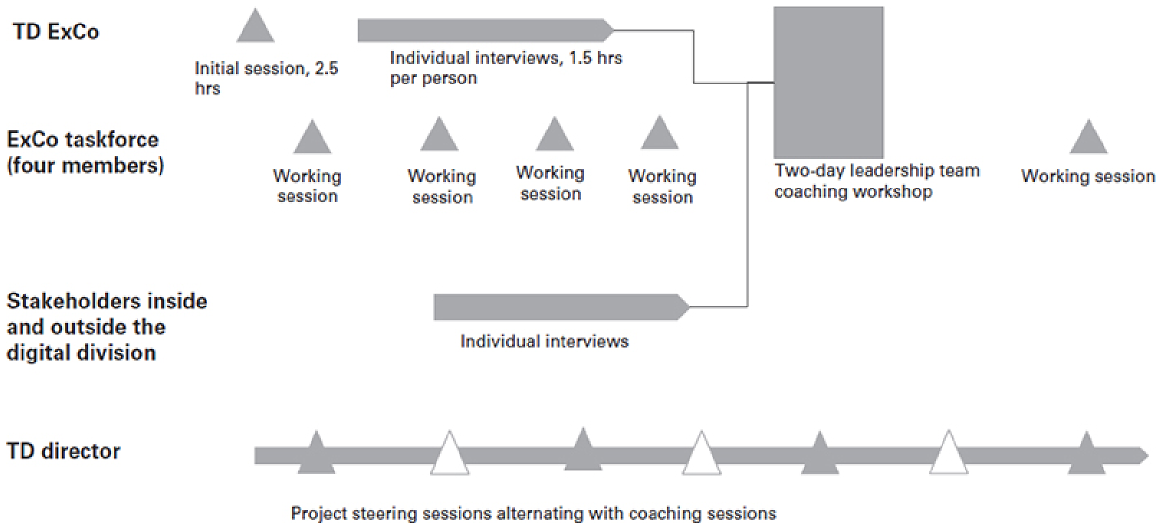
The proposed coaching architecture

To respond to these challenges, and to structure the proposed approach, we offered coaching support at four levels:

- ExCo technical division:
    - an initial meeting to form an alliance and hear the collective needs;
    - individual interviews with each ExCo member;
    - a two-day residential seminar, at the centre of the coaching architecture.
- ExCo taskforce with the technical director and three ExCo members:
    - three or four half-day meetings, spaced between the initial ExCo meeting and the residential seminar, to start the reflection in this small group before the whole-team seminar;
    - one debriefing meeting with the taskforce after the ExCo residential seminar.
- Technical division stakeholders:
    - individual interviews with stakeholders external to the technical division.
- Director of the technical division:
    - individual support sessions alternating with project management meetings.

We represent the approach visually in Figure 10.4.

Figure 10.4 Technical division – leadership team coaching process



SOURCE Adapted from D Grosjean, *Initiative*, 2015

Building on our initial discussions, the technical director expressed his support for this approach, and we worked together to set up the first stages of support, starting with the initial ExCo meeting, and both first meetings with the taskforce, in order to be able to move forward without delay.

Engaging the leadership team in CID, through the initial meeting and individual interviews

We started engaging the ExCo team as a whole through a first meeting of 2.5 hours. This was an important meeting to build the coaching alliance, since all the initial interactions had taken place exclusively with the technical division director, and since we viewed the whole team as the client of the coaching, alongside the team leader.

The purpose of the meeting was:

- getting to know the team and its members;
- hearing from the entire ExCo on the key issues for the development of the technical division;
- developing together the main objectives for the coaching process;
- presenting the proposed approach for the project, and getting feedback on this;
- starting the next steps.

The technical director introduced the meeting, saying:

> We have been growing very fast in the past few years. Over the last months, the Covid crisis has driven an acceleration of our digital activities, which is here to stay. We will continue to grow fast and need to prepare for this continued growth going forward. To succeed in this growth, we will need to strengthen our partnership with key stakeholders and will need to work and grow together as one team. I will be with you in this process.

This intervention set a very strong start for the meeting and the process.

We experienced the ExCo as a group of leaders of quality, character, who were motivated, working mostly in functional and business line silos, but very willing to engage in the process. The proposed overall coaching goals and process were well received, and we experienced a very collaborative session with the team, which further shaped our understanding of the key development challenges for the ExCo and technical division. We sensed that the team was operating somewhat as a collection of individuals (Lenhardt, 2003), yet was open to experiment with other ways of operating.

The next steps that were proposed included:

- the individual interviews with each ExCo member;

- the formation of the taskforce of the director plus three others to pioneer the collective work;
- the individual interviews with stakeholders;
- the planning of the ExCo offsite.

The individual interviews with ExCo members were the next CID step with the ExCo. These were 1.5-hour-long interviews with each member of the team, split across members of the coaching team. The overall goal was to listen to team members, build the coaching collaboration, and gather further understanding of the context and challenges for the team and division.

These interviews highlighted their shared motivation to participate in the future of the technical division, as well as the concerns of some that nothing would change following the coaching. To do this, we proposed interview guides that addressed seven key topics:

- the technical division at its best – successes, resources;
- the opportunities and challenges in the technical division ecosystem – opportunities, challenges, stakeholder needs;
- the technical division – strategic priorities, strengths, development areas;
- the technical division ExCo as a team – strengths, development areas, key roles;
- your leadership as a member of technical division ExCo – strengths, development areas;
- the leadership of the technical director – strengths, development areas;
- coaching and seminar – priorities, needs.

The interviews largely achieved their goal of building the relationships with team members, and providing a rich understanding of the context, opportunities and challenges for the ExCo, as well as individual feedback for the technical director.

We collected aggregated and anonymous verbatim comments from the interviews, to be shared with the technical director and taskforce ahead of the leadership team seminar, and with the ExCo during the seminar.

Key steps in the team coaching – coaching sessions with the taskforce

The first meetings of the taskforce were scheduled quickly following the initial meeting with the ExCo.

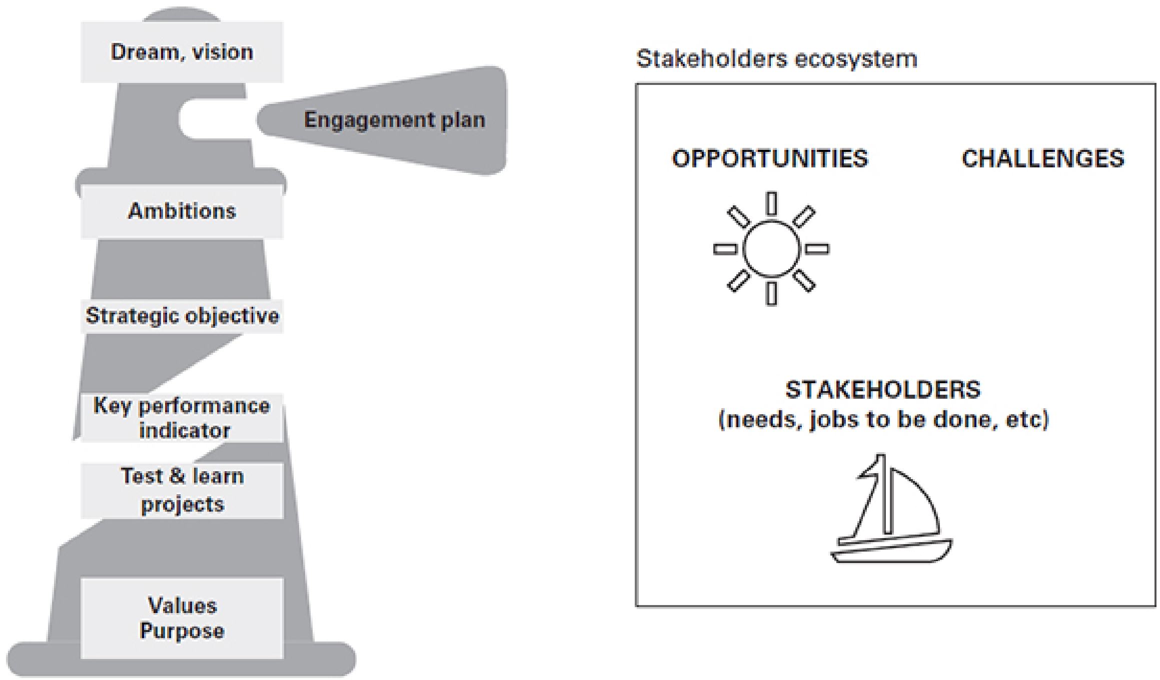
These meetings, imagined by the team leader, were an important part of the approach. They aimed to allow the taskforce of four to pioneer the collective work of renewing the vision, and to build their convergence on the essential issues.

We suggested that they structure these meetings around a shared vision process, based on a collective intelligence approach, with an appreciative orientation. This is linked to the strategy dimension in the diamond of integrated change, and the commissioning-clarifying disciplines in the Five Disciplines model.

We facilitated these meetings with a coaching stance, with a check-in phase at the start, establishing shared principles, and creating participative dialogue spaces so that the group can develop its own thoughts and solutions.

The shared vision approach was structured around the metaphor of the lighthouse, with its foundations, its stakeholder ships, its external opportunities and challenges (weather), the light of the dream, then its translation into ambition, objectives and projects (Figure 10.4). This 'shared vision' approach has been inspired by the learning organization (Senge *et al*, 2011), the lighthouse visioning model of Daniel Grosjean (www.danielgrosjean.com/), the future search approach (Weisbord and Janoff, 2010), the visionary leadership model (Dilts, 2017), the Theory U process (Scharmer *et al*, 2018), and appreciative inquiry (Cooperrider *et al*, 2008).

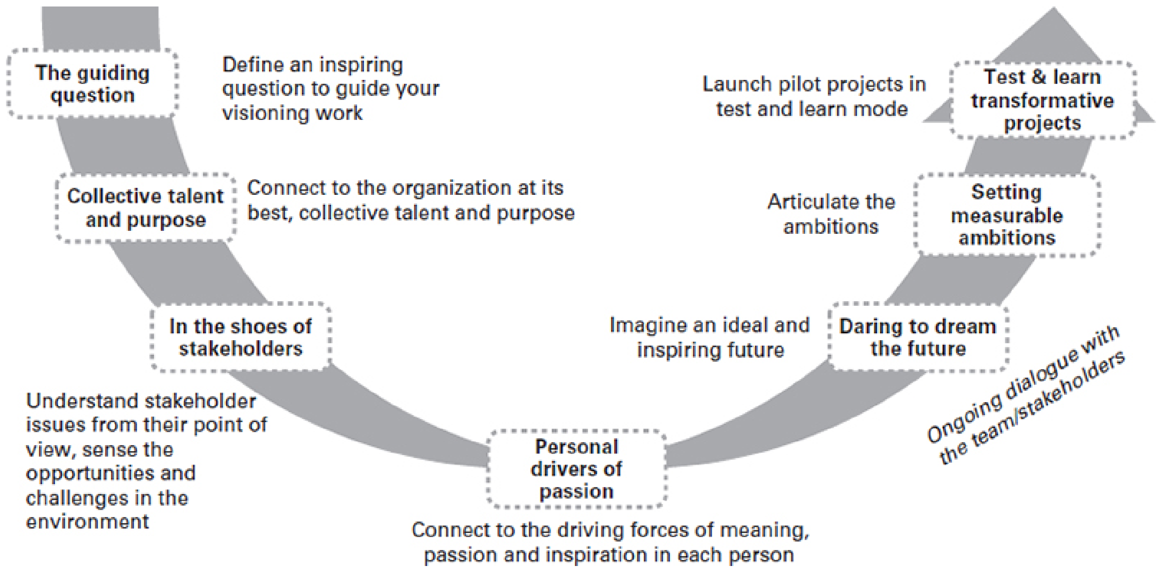
Figure 10.5 Co-creating your inspiring vision – the lighthouse model



SOURCE Adapted from D Grosjean, *Initiative*, 2015

The approach was translated into seven stages of collective work (see Figure 10.6), which punctuated the first three meetings of the taskforce. The fourth meeting was dedicated to the debriefing of the ExCo interviews and the preparation of the ExCo seminar.

Figure 10.6 Seven major steps to develop an inspiring and shared vision



▶ Figure 10.6 details

This approach for the shared vision provided a structure for the process in a way that generated progress on the key goal of renewing the vision in a co-creative dynamic.

There were four meetings in total before the ExCo workshop, each lasting half a day, in the two business months prior to the ExCo offsite, with a month of holidays in between. Two were conducted in person and two in hybrid format (some in person, some remote). There was then an additional meeting after the ExCo offsite (hybrid).

The agenda followed the visioning process, then included the debrief of interviews and preparation of the ExCo seminar (Table 10.1).

Table 10.1 Focus of each ExCo taskforce coaching session

Skip table

Meeting	Key focus
First	• Forming as a group • Aligning on intention of visioning work • The technical division at its best • Voices of our stakeholders
Second	• Personal drivers of passion • Dreaming an inspiring future – individual vision
Third	• Consolidating collective vision • Setting ambition
Fourth	• Reviewing ExCo and stakeholder interview feedback • Drawing implications for the ExCo
Fifth (after ExCo workshop)	• Reviewing the feedback and impact from the ExCo workshop • Next steps for leading change

Each of these meetings was facilitated in a team coaching dynamic, including checking in, shared principles and participative working processes, among others (see Hawkins, 2021: ch6, 19).

These meetings were an opportunity to step back and reflect collectively in a way that went beyond the usual practice, sharing strategic questions, reflections and mobilizing collective intelligence in a way that set the stage for the work of the ExCo.

This also built confidence among the taskforce with regard to the process, which was a different approach compared with more traditional consulting. It was also an opportunity to broaden and deepen our coaching alliance beyond the initial relationship with the technical director. It allowed the leader to rely even more on the other three members of the taskforce. In this dynamic, it was a quartet that addressed the key questions together, and no longer an isolated leader, creating a strong sense of mutual support. The taskforce also experienced and appreciated that participative approaches could yield concrete outcomes after each session.

The meetings gave rise to strong group coaching moments, such as the moment when the group of four presented their collective vision and ambitions for the next phase of growth, moving forward with a sense of empowerment on one of their key development goals and needs.

Inquiry and diagnostic with stakeholders through individual interviews

One of the key goals of the coaching trajectory was developing the partnership with key stakeholders, especially the digital business lines. This had been integrated in the visioning process, by inviting the members of the taskforce/ExCo to step into the shoes of their stakeholders in a projective/systemic way. Beyond this, we had also suggested that we would interview a set of external stakeholders of the technical division, as part of the preparation for the ExCo seminar. This is an element of the approach that received strong support from the technical director.

Together with the technical director, we identified 10 external stakeholders, including:

- seven members of the digital branch ExCo, of which the technical director was a member, including:
  - the general manager of the digital branch (n + 1 of our main direct clients);
  - leaders of the finance, HR, strategy functions;
  - the leaders of two digital service lines – one with whom the collaboration was strong, and one with whom it was challenging;
  - the leader of a technical function at digital branch ExCo level.
- three key stakeholders at the level of the group:
  - the group CIO;
  - the CTO of the group;
  - the group director of innovation and big data.

The interviews were split and conducted by all members of the coaching team.

We worked through interviews with them to inform them of the approach, to involve them in the approach, to listen to their perspectives and feedback, and to enable them to give input into the work of the technical division ExCo. These interviews with stakeholders responded to our bias to work in a systemic orientation, involving the main stakeholders of the technical division. The interviews were also a way of circulating feedback, and of making the technical division and stakeholders accountable for their collaboration.

These were one-hour interviews, based on a structured interview guide covering as topics:

- introduction;

- your experience of working with the technical department of the digital branch: forces and points for improvement;
- your point of view on the challenges and priorities for the future – in your job/function for the digital branch and the technical division;
- your expectations and contributions for future collaboration with the technical division of the digital branch – the technical division and the role of your function;
- feedback on the leadership as technical director.

We took advantage of the interviews to ask for feedback on the leadership of the technical director, to nurture his awareness of his impact on stakeholders, and the development of his leadership, which turned out to be a rich reflection for him.

This made it possible to take stock of the sometimes significant differences in perception and to make an inventory of the collaboration with the stakeholders and develop hypotheses that guided the preparation of the ExCo seminar. The interviews allowed the most opposing people to speak in a frank manner. It also helped to see where the resources and vulnerabilities were in the collaboration, and to get a sense of the strategic stakes from another vantage point.

The results of the interviews were eagerly awaited by the members of the taskforce. We provided an aggregated and anonymous synthesis of verbatim feedback from stakeholders during the fourth session, which was dedicated to this step and fed into a rich collective work session.

The restitution of the main ‘verbatims’ of the stakeholders was then also made during our ExCo seminar – one of the highlights of this event, during which the participants were able to read, discuss and build on the feedback that was sent to them.

The interviews contributed to a reciprocal ‘setting in motion’. We had direct and indirect feedback that the dynamic of the collaboration was evolving. Some rather opposing stakeholders subsequently came with constructive proposals vis-à-vis the management of the technical division. And the technical director took the risk of opening a dialogue on essential issues in a digital branch staff meeting.

Individual coaching of the technical director

Another key goal in the coaching journey was to support the personal leadership of the technical division leader to meet these challenges. We included individual coaching support for the leader as a resource to be able to work on the issues for his leadership in this process. Symbolically, it was a way to emphasize that the change process involved individual leadership work for the leader, in line with the key principle that ‘change starts with each of us’.

This combination of executive team coaching with individual executive coaching for the team leader was conducted by different members of our coaching team: one coach provides the individual executive coaching as well as team coaching, the others intervene for team coaching. This was an application of our twin coaching model (www.trajectives.com/lempreinte-tjv/), combining these two modes of coaching to be able to coach the team leader, the team, and the relationship between the team and the team leader.

There were four dedicated individual coaching sessions, over a four-month period, in parallel with the taskforce sessions and the interviews.

These sessions supported the technical director to elaborate his aspiration for his own leadership development, to articulate his personal vision for his organization, to deepen his perception of the key issues for his organization, to debrief the personal feedback received from the ExCo and stakeholders on his leadership, and to prepare his leadership interventions at the start of ExCo meetings and seminars. These sessions provided a valuable space for the leader, in which he was able to delve into questions involving his leadership style, his drivers and his vision for his organization.

As mentioned, we had taken advantage of the interviews to ask for feedback on the leadership of the technical director. This made it possible, once all the comments were aggregated, to provide 360-degree feedback on his leadership, from stakeholders within and outside the technical division. We dedicated a coaching session with him to debrief these comments and work through the most significant feedback.

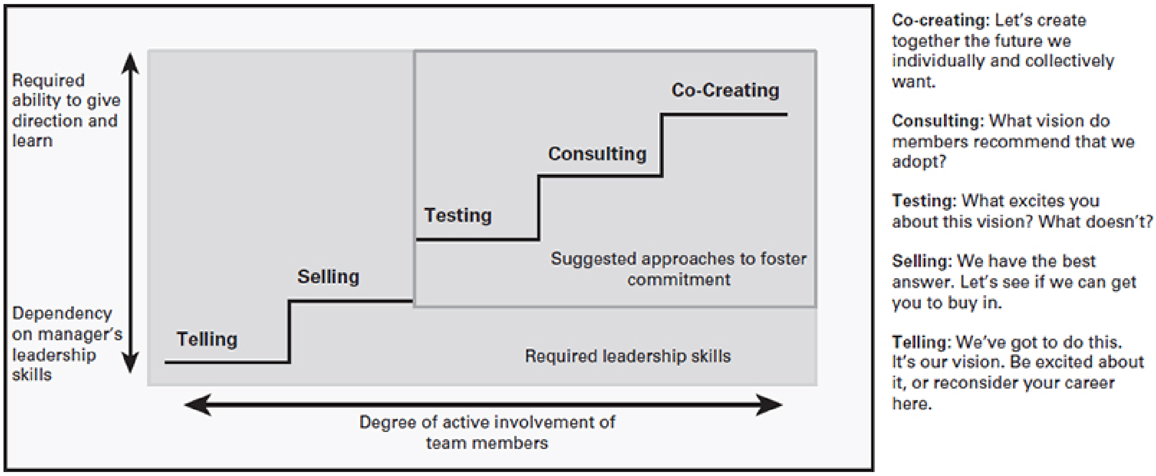
The technical director showed strong leadership in his ExCo interventions, with a strong commitment, a very collaborative style, and an inspiring vision. We also heard of an evolution in the stance of the technical director in the digital branch ExCo meetings, where he opened up key issues of the technical division, by soliciting the opinion and discussion with peers, which produced a very constructive and collaborative dialogue. This opening was new in his stance, and in the dynamic with his peers.

Making the transition from the taskforce coaching to the ExCo coaching workshop

In our final taskforce coaching session, we discussed the design of the ExCo workshop, to codesign it with our clients. Given that the taskforce had made strong progress on shaping their vision for the technical division, and developing their co-creative dynamic, we paid particular attention on how to leverage the work of the taskforce, how to onboard the rest of the team, and how to generate a strong co-creative dynamic in the whole team. This was shifting the focus partly to connecting and co-creating at the boundary between the taskforce and the whole team.

We used the model from Peter Senge (Senge *et al*, 2011), which differentiates five modalities for engaging teams for change, posing the question: which modes did the taskforce want to use to engage the whole team of 16 on the visioning work (see Figure 10.7)?

Figure 10.7 Five ways to engage stakeholders for change



SOURCE Adapted from P Senge, 2011

▶ Figure 10.7 details

By framing the question in this way, we landed on a testing approach for the vision/ambition itself, and a co-creative approach for all the other steps/elements: connecting to the voices of stakeholders, co-assessing the organization, prioritizing ambitions and shaping transformative projects.

We converged with the taskforce on the main orientations of the seminar:

- develop a shared perspective of challenges and opportunities in the technical division environment;
- allow the taskforce to present its vision, and hear feedback from the ExCo (testing method);
- onboard the ExCo to the shared vision;
- co-create common ambitions;
- develop the action plan as a team;
- reinforce the collaborative and co-creative capacity of the team.

We based our seminar design for the seminar on these goals.

Technical division leadership team coaching workshop

The ExCo leadership team seminar was a high point of the coaching trajectory. Four streams of prior coaching led into it: the sessions with the taskforce, the individual interviews with the ExCo team members, the interviews with the stakeholders, and the individual coaching with the technical director.

This was a two-day, two-night offsite seminar, taking place in person, as it was planned just between the first and second Covid lockdown periods.

The actual agenda that we facilitated is shown in Table 10.2.

Table 10.2 Agenda flow of the ExCo team coaching workshop

Skip table

	Day 1	Day 2	Day 3
Morning		• Check-in (self-managed) • Dynamic World Café on SWOT of the technical division • Presentation of vision-ambition by the taskforce • Feedback from the team • Connecting to personal drivers of passion • Prioritizing key ambitions *(all clarifying/strategy)*	• Check-in • Self-manage team workir sessions • Communica with stakeholder • Next steps t succeed *(co-creating/ connecting)* • Check-out

	Day 1	Day 2	Day 3
Afternoon	• Welcome • Introduction by technical director • Check-in • Shared principles • Stepping into the shoes of stakeholders *(commissioning)* • Check-out & needs for tomorrow	• Self-leadership: managing your batteries as a leader (core learning) • From key ambitions to transformative projects: ◦ group work ◦ plenary presentation ◦ feedback & discussion *(clarifying/co-creating)* • Check-out & needs for tomorrow	
Evening	Team dinner	Team dinner	

This was a combination of the foreseen design, with in-the-moment adjustments.

The methods and approaches that we used in the seminar included:

- team coaching: inclusion, paradoxically shared principles, participative sessions, self-managed sessions;
- systemic: stepping in the shoes of stakeholders;
- collective intelligence/dialogic OD: SWOT strengths/weaknesses in 1/2/4/all;
- shared vision-ambition process;
- appreciative inquiry;

- delegated coordination of inclusion by ExCo members on D2;
- introspective breaks;
- targeted contributions: batteries by Jim Loehr;
- ExCo self-managed teamwork on the action and communication plan;
- co-construction of the next day's agenda with the team;
- creative modalities: drawing, etc.

We regularly reconnected and debriefed as a team of coaches to share our impressions of what we sensed from the team, and to adjust the approach.

Highlight of three key team coaching practices experienced during the team coaching seminar

We highlight three team coaching practices as illustration of the team coaching approach:

- stakeholder conference – commissioning;
- DEC: divergence–emergence–convergence cycle – co-creating;
- delegated roles – co-creating.

STAKEHOLDER CONFERENCE – COMMISSIONING

- **The purpose** is to connect the team to its stakeholder ecosystem, to bring the perspective of key stakeholders into the room, so as to inform the work on shared visioning from a systemic perspective.
- **Five Disciplines focus:** this focuses primarily on the commissioning discipline (and connecting).
- **The process** involves:

- mapping the key stakeholders of the team ecosystem, eg using a sociogram;
    - prioritizing five to six key stakeholders;
    - subgroup work: two to three team members prepare to represent each of the five to six key stakeholders, using first-person statements: 'what will change for us as stakeholder of the ExCo in the coming year is…'; 'what we will most need from the ExCo is…';
    - plenary engagements by each group of stakeholder representatives to the rest of ExCo;
    - feedback and dialogue from the rest of the team, starting from open questions: 'What feels important for this stakeholder? What would you like to add?…';
    - after hearing all stakeholders, prioritization of key stakeholder challenges/opportunities that the ExCo needs to address.

- **Impact:** This is a powerful process that orients and connects the team to its ecosystem. The team is surprised to rediscover how much intelligence it holds about the needs of its stakeholders. It also tends to energize the future collaboration and interactions with stakeholders.

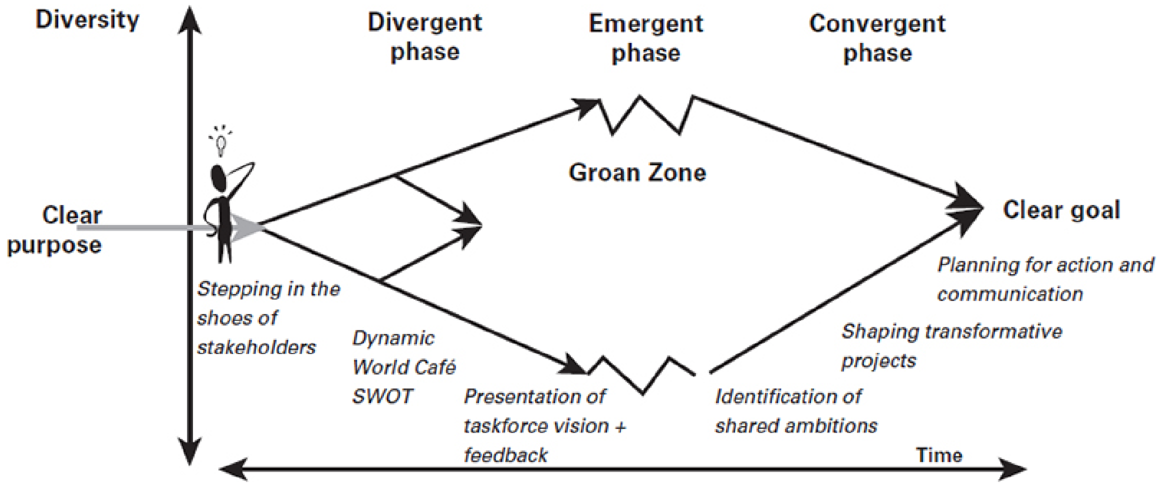
THE DEC: DIVERGENCE–EMERGENCE–CONVERGENCE CYCLES – CO-CREATING

- **The purpose** is to facilitate the collective intelligence of the team during each team intervention, especially for interventions involving a multi-stakeholder system.
- **Five Disciplines focus:** this focuses primarily on the co-creating discipline.

- **The process** involves a double-funnel diamond: an opening funnel and closing funnel, forming a diamond shape:
    - starting: aligning on a key mobilizing question for the team;
    - divergence: inviting the team to listen to multiple perspectives on both intellectual, emotional and meaning levels, and starting to hold a space for multiple, individual perspectives to co-exist;
    - emergence: holding a space for multiple perspectives to co-exist, and for new ideas, voices and perspectives to emerge in the light of all the perspectives that have been expressed;
    - convergence: facilitating a process to identify priority topics and areas for action, make decisions and plan for actions;
    - closing: reviewing progress, debriefing the process, harvesting the learning;
    - designing cycles of starting–divergence–emergence–convergence–closing through the seminar: a succession of DEC cycles forming an overall DEC cycle for the team coaching session.
- **Impact:** these cycles create effective conditions for collective intelligence.

We illustrate in Figure 10.8 the DEC cycle for the overall team coaching seminar, with an indicative mapping of key sessions.

Figure 10.8 The DEC cycle: divergence–emergence–convergence



SOURCE Adapted from https://artofhosting.org

▶ Figure 10.8 details

DELEGATED ROLES – CO-CREATING

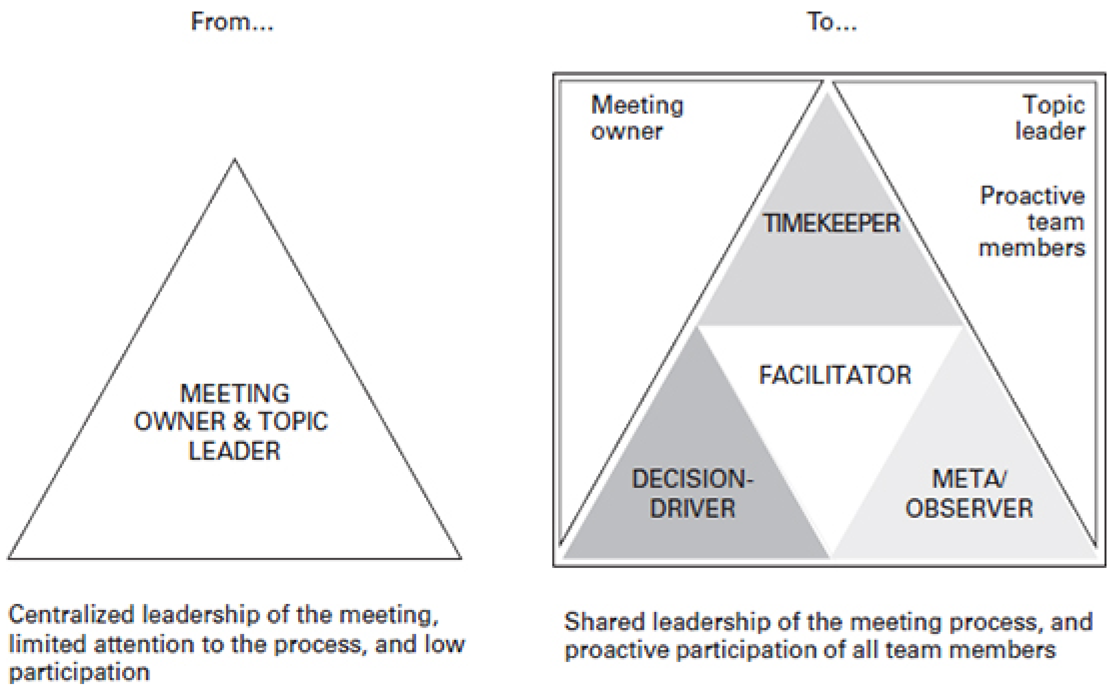
- **The purpose is:** to enable the team to experiment with a different way of working together that goes beyond the expert-driven or boss-driven dynamic, but rather to work autonomously and effectively as a collective
- **Five Disciplines focus:** this focuses primarily on the co-creating discipline.
- **The process** involves:
  - identifying an important issue for the team to address;
  - recruiting a facilitator in the team (if needed, highlighting the role of facilitator in the team);
  - the facilitator recruits three complementary roles: timekeeper, scribe/decision-driver and meta;

    - conducting a team working session in a self-managed way (30–45 minutes);
    - reviewing the team working session for the task and the process, and identifying key strengths and learning points;
    - providing further meaning of the exercise by referring to the stages of growth in the team, the need for collective intelligence and collaborative working.

- **Impact:** The team can operate in a self-managed way, take on the role of facilitator and all key roles needed for collective intelligence, and engage a continuous learning dynamic.

We illustrate in Figure 10.9 the tool of delegated roles for co-led meetings.

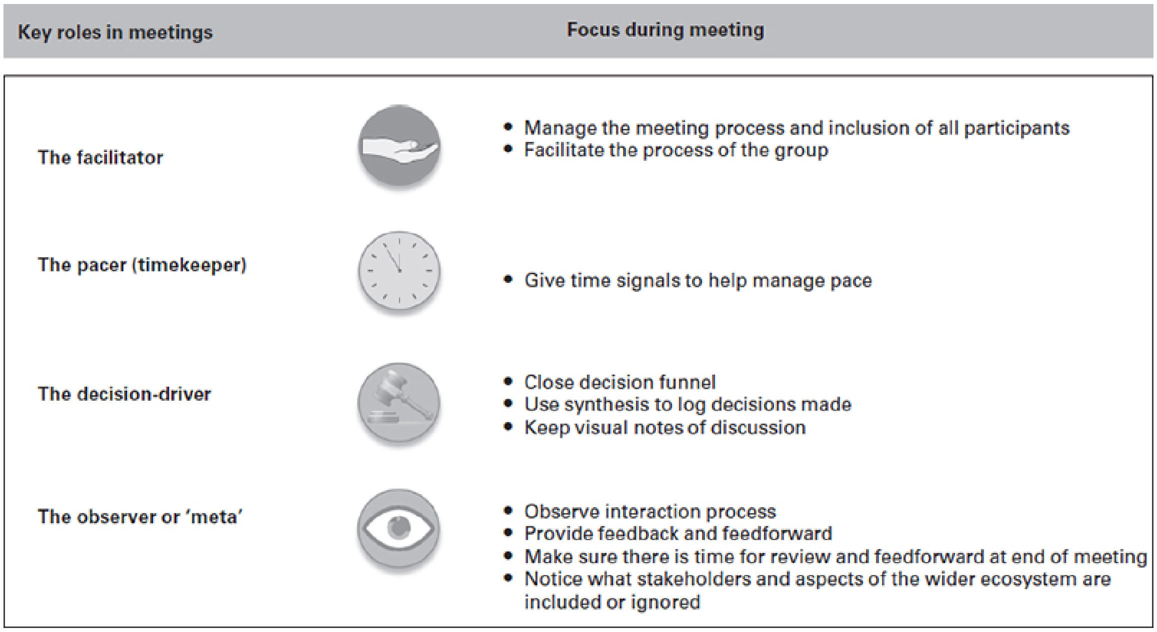
Figure 10.9 Facilitating a meeting using delegated roles



SOURCE Adapted from O Pelleau, Turningpoint, 201

▶ Figure 10.9 details

Figure 10.10 Experiencing co-led meetings/delegated roles



Key roles in meetings	Focus during meeting
The facilitator	• Manage the meeting process and inclusion of all participants • Facilitate the process of the group
The pacer (timekeeper)	• Give time signals to help manage pace
The decision-driver	• Close decision funnel • Use synthesis to log decisions made • Keep visual notes of discussion
The observer or 'meta'	• Observe interaction process • Provide feedback and feedforward • Make sure there is time for review and feedforward at end of meeting • Notice what stakeholders and aspects of the wider ecosystem are included or ignored

SOURCE Adapted from F Koch-Lesaicherre, Trajectives, 2017

▶ Figure 10.10 details

The amount of work carried out by the ExCo was considerable, all done in a dynamic, coaching style. Multiple social moments were foreseen to allow the ExCo members to spend time together informally.

Final debriefing session with the taskforce and summary of impact of the team coaching

We ended with a debriefing meeting with the taskforce of four, approximately four weeks after the residential ExCo seminar. This made it possible to take stock of progress and challenges, to support the group in a dynamic of action and progress, and to close this phase of support.

We gathered feedback on the impact of the team coaching in several ways: the questionnaire distributed at the end of the seminar, the personal feedback from the team leader, our own observations, and stories of impact shared by the taskforce members.

In summary, we identified a number of areas of progress and impact by the client for each of the major coaching goals defined. Some of these were direct outcomes of the team coaching, some benefited indirectly from the team coaching (Table 10.3).

Table 10.3 Progress of the ExCo versus the initial development goals

Skip table

Initial development goals	Progress and impact by the client
• Converging on a renewed shared vision for this new phase, within technical division and with its stakeholders, including the staff	• ExCo aligned on shared vision, with six ambitions • Launch of transformation programme • A consulting audit conducted in the weeks after the coaching confirmed 95 per cent of the shared vision work
• Developing the partnership with key stakeholders, especially the digital business lines	• Renewed dialogue with key stakeholders (business lines) • Some stakeholders with whom there had been tension re-engaged in a solution-focused joint dialogue • Reinforced outward orientation: one of the axes of the transformation is stakeholder relations
• Preparing the update of the organization of the technical division, through a renewed structure based on renewed vision and mission	• Recruitment of right-hand executive completed shortly after end of coaching engagement • Updated ExCo structure, including smaller group of eight, and extended ExCo of 16 • Technical division taking leading role in merger of two branches, and corresponding technical divisions

Initial development goals	Progress and impact by the client
• Developing greater collaboration and synergy within the technical division management team, to be able to lead collectively the business transformation	• Reinforced cohesion of leadership team, across different functions • 'Something happened during the seminar, so that there will be a before and an after. The word "pack", which was meant to describe a close-knit team in my introduction, has ceased to be a word: it has become a mode of operation, a reality.' (team leader) • Experience of working co-creatively • Progress towards working as a more effective team • Perception by key stakeholders that the technical division ExCo has 'momentum', that something happened
• Supporting the personal leadership of the technical division leader to meet these challenges	• Taking the lead in the launch of the transformation programme • Greater confidence, proactivity and strategic focus • Greater openness and collaboration with peers • Leading role in merger of two branches

Contributions of coaching supervision

We had coaching team supervision sessions throughout the coaching trajectory, with two supervisors with significant experience in executive, team and organization coaching, one with expertise in systemic coaching, and the other with a speciality in humanistic and social systems coaching.

Supervision represented a privileged space for our team, with the main contributions in particular as follows:

- reflecting on the architecture of the coaching with the contribution of supervision;

- have another space, a third space, to find ourselves as a team of coaches;
- the possibility to talk about how the relations among us are evolving;
- giving ourselves permission to talk about what frustrates us in the collaboration;
- challenging ourselves, thinking about the possible blind spots of the mission, taking a step back;
- preparing the last debriefing session with the client, the end and mourning of the mission.

Conclusion

Lessons learned from this coaching engagement

What worked, among others:

- starting the coaching with the taskforce ahead of the ExCo;
- involving stakeholders;
- focusing on shared visioning to structure the work;
- coaching the team leader individually, including feedback, in combination with team coaching
- mobilizing collective intelligence throughout;
- engaging the leadership team in CID before starting the coaching interventions.

What we learned that we can take into future team coaching assignments:

- We may have had a tendency to be mainly supportive and convergence-oriented, and to reduce too much the level of challenge.

- We may have focused on a ‘task’-oriented team coaching and may need to focus even more on coaching the process.
- The coaching was limited in time over a five-month period, and the enduring impact is a point of attention.

Starting a new phase of the coaching

Eight months after the end of the coaching process, we had the opportunity to engage a new phase of coaching with the technical division ExCo and wider technical division and digital branch organizations to support the transformation process.

11

Systemic team coaching combined with a leadership team coaching programme

Peel Police Canada

HEATHER CLAYTON, CATHERINE CARR AND NISHAN (NISH) DURAIAPPAH (CHIEF OF PEEL POLICE)

The role of police within our communities continues to change as police organizations attempt to reconcile new global crime and public safety realities, seemingly intractable public policy issues, and the need to secure and retain public support and legitimacy (de Guzman *et al*, 2017). It is clear that police cannot solve societal issues alone and that more comprehensive, cross- and transdisciplinary collaborative crime responses are necessary (Blomberg *et al*, 2016). It is suggested that a team coaching framework be used to facilitate the shift from a traditional organizational 'inside–out' focus on tasks to an 'outside–in' focus where collaboration with stakeholders is a primary focus, knowledge is shared, and core team and organizational learning can take place (Hawkins, 2021; Abrahamson, 2018: 497).

The storm

In 2020, the Canadian Peel Regional Police felt the ricochet from a kaleidoscope of events, including a pandemic, Black Lives Matter, the 'defund the police' movement, and the tumultuous US election. Within this storm, the Peel Regional Police Board took a hard look at their own operations, hired a new progressive chief, Nishan Duraiappah (Nish), and two out of four new deputies. They believed that it was crucial to change the story about policing in the community and align more clearly with their mission: to protect the rights and well-being of all through service excellence and community engagement. Chief Nish said:

> It would just make sense that we create an evolution from high-performing like a linear metric, to value, which is amazing because then you're just opening it up, from a leadership standpoint, to giving employees space to thrive and develop in so many different spaces.

The commitment

Peel Regional Police committed to looking at their own executive management leadership practices, and to developing the next tiers of leaders and emerging leaders. Chief Nish wanted to construct a transformative leadership development programme that reached from rookie to chief and included both uniform and civilian members. He wondered, 'How do we empower staff by entrusting them to look at and do things differently? We can't keep doing it the way we are.' He said:

> So, we began to create a coaching culture that allowed members of teams to feel like they had autonomy. This can't happen unless they legitimately feel like when they get the car keys, it's truly theirs to drive. They need to see their supervisors making a shift to allow them the freedom to apply this new model of policing, problem-solve and really explore all those amazing qualities we've hired them for that have been stifled.

To appreciate the scope of this work, Peel Regional Police serves approximately 1.4 million people on the edge of the greater Toronto area, and almost 50 million passengers that pass through the Toronto Pearson International Airport every year. Peel region has 62.3 per cent visible minorities with one major city at 73.3 per cent. The population includes 234 ethnic origins, 89 languages and over half of the population being born outside of Canada (Region of Peel, 2016; City of Brampton, n.d.). Chief Nish and his team also recognized their unique position and responsibility as a large policing organization (fourth largest in Canada), to embrace innovation and thereby influence policing at a provincial and national level.

Scaling up leadership capacity to create systemic change

Chief Nish had a clear mandate: empower the over 3,200 employees to transform policing's traditional top–down hierarchical environment of paramilitary-styled communication, decision-making and promotion. Most police organizations did not have a transformative leadership development and a coaching culture roadmap. Peel Regional Police made a formal commitment to grow leadership capacity at the individual, team and organizational level, to truly serve and add value internally and to aspects of their community:

> The new strategic vision of Peel Regional Police was to be the most progressive, innovative and inclusive police agency in Canada/North America.

Policing was being challenged to deconstruct its longstanding system archetypes of reoccurring, ensconced patterns and structures that had guided practice for hundreds of years. As coaches, we knew that a culture change of this magnitude required a systemic strategy that touched all levels of the organization and had internal and external stakeholder support. We also knew that culture change attempts often fail, or lead to more of the same, so we were mindful of future–back thinking (Hawkins, 2021; Watzlawick *et al*, 1974). What could we not see that was on the horizon of tomorrow (Sharpe *et al*, 2016)?

Chief Nish understood the gravity of change needed and commissioned his coach and internal leadership staff to design a systemic team coaching and leadership development programme using Hawkins' five disciplines and his 'creating a coaching culture' model.

> A coaching culture exists in an organization when a coaching approach is a key aspect of how the leaders, managers and staff engage and develop all their people and engage their stakeholders, in ways that create increased individual, team and organizational performance and shared value for all stakeholders (Hawkins, 2012: 21).

When the ground started to shift

Policing is complex. There are two kinds of intertwined cultures: organizational culture and policing culture (Cockcroft, 2014). Both forms emerged early in the team coaching: the tenacity of the deeply embedded paramilitary culture and the unquestionable notion that training was done for promotion. Policing works through a top–down hierarchy and, while respectful, it rewards discipline, structure, and giving and following orders. This both helped the initiative and was an inherent challenge. Chief Nish stated:

> Our leaders, our officers are all well versed with their traditional roles and functions. But what we're trying to do is also shift our model of

> policing. And the problem with shifting is we were still using a directive leadership and operating model: 'here's a problem, go do this.' We needed to figure out how to empower all the intersecting points with the public and community through a different lens, to apply a different model of a more upstream, collaborative approach. That is a shift to a pro-public health model, which is informed by the needs of a diverse community versus repeatedly chasing the symptoms.

Leaders started to feel – and not necessarily comfortably so – the emerging tension between the invitation to engage staff and still operating in a space that was commanded.

Leadership in policing is very tightly tied to promotion. Historically, people sign up for leadership initiatives and training, with the hope that it will lead to promotion. Yet the ladder to the top gets very narrow and disappointment abounds. There are 'in' groups and 'out' groups, allies and allegiances. As much as coaching was positioned as being about 'lead from where you are', people thought participation signalled 'promotion worthy'. Indeed, many people coached in year one of this programme were promoted.

Lessons for coaches: Not everyone outside of a new leadership programme will trust the leader or hop on board. That's good to know. It's easy to get caught up in how amazing the participating leaders feel. Value the voice of the 13th fairy who challenges the system…and your programme (Hawkins, 2021).

Preparation for the work

Thinking systemically, the team coach hired a research and practice supervisor to ensure that her work best served what the community needed from her and her client and to help 'see what she could not see'. She invited the supervisor to partner in ongoing action research (cycles of reflection, learning, design and writing) (Zuber-Skerritt, 2011) and to help demonstrate the return on expectation and value of the programme (Adelman, 1993). Case study descriptions and research often miss tracking pre and post outcomes and business impact, and don't include data that is not anecdotal and self-report outcomes (Carr and Peters, 2012; Hawkins *et al*, 2018; Peters and Carr, 2019). We endeavoured to build in all of these elements over year one and two.

Commissioning

Outside–in perspective with an inside–out approach

In learning systemic team coaching, coaches are encouraged to gather input from external stakeholders in the commissioning phase. Chief Nish didn't look externally for a good reason. This work began one week after George Floyd's death. To be too public about this seemed insensitive and might appear insincere. This was bold enough: steering a brand-new team and declaring a brand-new leadership programme. Chief Nish wanted to launch quickly, create a believable new direction, and build inner momentum before going public. He deemed that approaching the board too soon would be risky, so he waited until the end of year one.

Lesson for coaches: Clients sometimes don't want to engage external stakeholders at the beginning of an engagement. Consider whether this is in line with their usual way of thinking and needs encouragement to proceed, or rather it is wise and warranted to rally first within.

Mark the start

After completing executive one-to-one interviews, the coach co-designed a one-day launch that included coaching the chief management group (CMG) for half the day and including stakeholder representatives in the other half (all internal except for one). The coach collected individual and team data, and her own reflections from the beginning to the end of year one to 'tell the compelling story'. In addition to qualitative interviews with the CMG, she used a leadership self-assessment questionnaire (Clayton and Carr, 2021), the High-Value-Creating Team Questionnaire (HVCTQ) (Hawkins, 2021), and did a stakeholder interview matrix based on the Kirkpatrick method. The Kirkpatrick model was used to guide overall programme development, evaluation and research. Keeping 'the end is the beginning' (Kirkpatrick Partners, n.d.) in mind, the coach and research consultant aimed for level 2 and 3 – learning and behaviour change – in year one, with further level 4 impact in year two.

Table 11.1 Stakeholder interview matrix

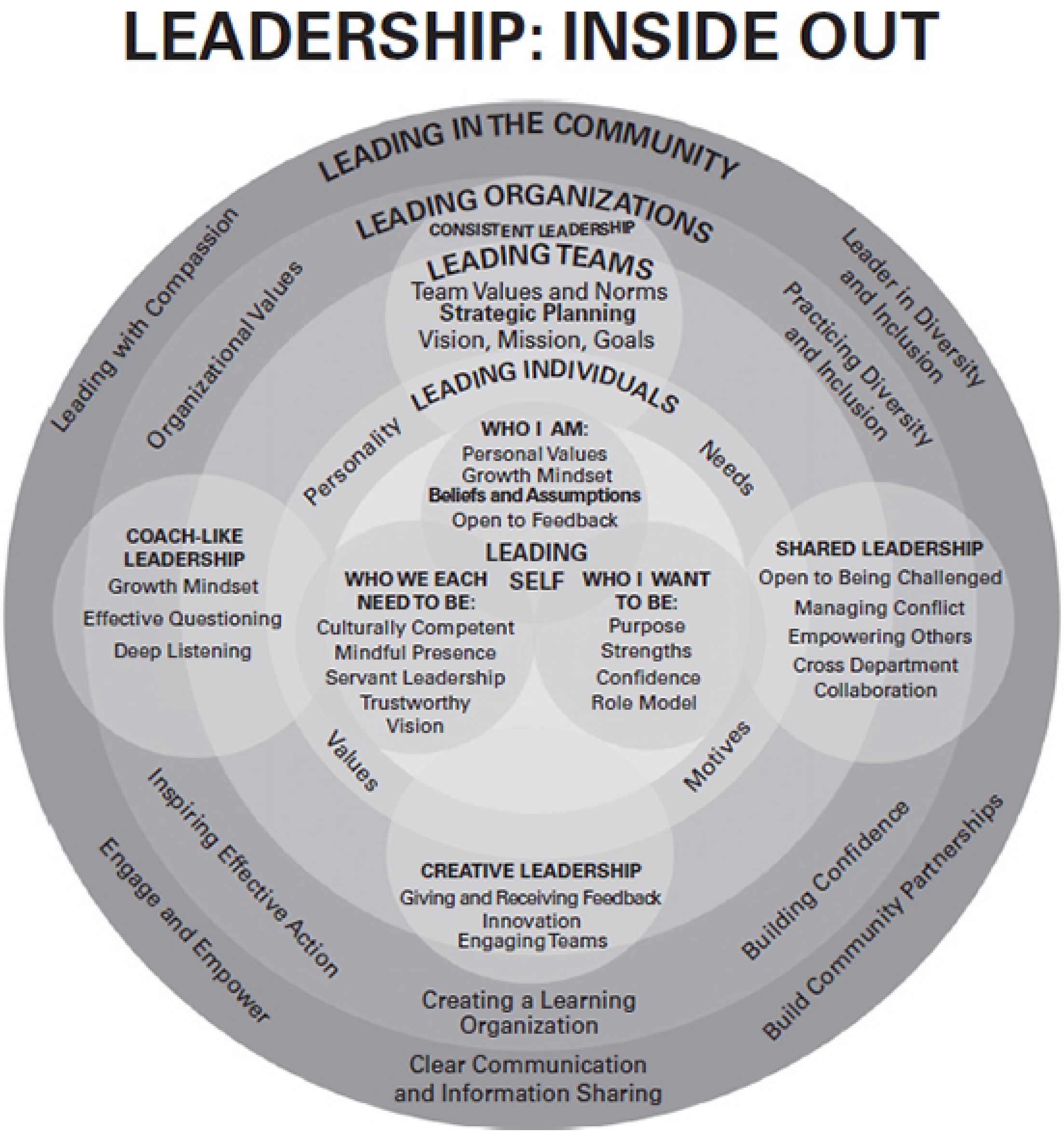
Skip table

Kirkpatrick model	Matrix questions
Reaction	What are two/three things we need to do to make this leadership work relevant and engaging?
Learning	What are two/three skills, knowledge or attitudes that leaders at Peel Police will need to move forward?
Behaviour	What are two/three attributes that you want leaders at Peel Police to demonstrate and be known for?
Impact (results)	What are the two/three ways that we want this leadership work to impact Peel Police and the community?

The coach themed matrix responses along with the qualitative interview, self-assessment and HVCTQ data. In addition, we adapted the Hay Group's (2005) best practice list for leadership development programmes to embed evidence-based elements into programme design (see Appendix A at the end of the chapter). While all seven of these leadership practices played a role in the work, our focus initially was on experiential learning, opportunities for self-assessment, and one-to-one coaching.

Based on the data collected in the inquiry process, the coach proposed a Peel aspirational leadership framework (see Figure 11.1) that was adopted as the leadership blueprint for the whole organization. It consisted of several components in each of five rings. Ongoing adaptations included a 'leading individuals' ring, as much of policing is done in a coach/mentor one-to-one role.

Figure 11.1 Leadership – inside–out framework



SOURCE Clayton (2020)

▶ Figure 11.1 details

Lesson for coaches: Be bold. Create a compelling visual systemic model.

Co-design the grand plan for year one

It became evident that achieving the organizational leadership goals would require multiple initiatives running parallel while also being responsive to emergent needs and challenges. As such, the first year included:

- 16 leadership team coaching sessions with the chief management group (CMG);
- 12 coaching sessions and meetings of the LDAT team;
- four sessions with executive leadership (SLT) – 22 sworn and civilian leaders;
- two group sessions with female leaders from across the organization;
- one-to-one leadership coaching with 14 leaders (eight sessions each including initial and final joint sessions with supervisors);
- dyad coaching for eight (four dyads) – leaders from multiple tiers of the leadership team who wanted to improve their coaching skills.

The timeline for this multi-layered approach is shown in Table 11.2.

Table 11.2 Peel Regional Police leadership development programme timeline

Skip table

Timeline	Activity
Months 1–2	**Three sessions of systemic team coaching** for the CMG. Included commissioning with internal stakeholders, clarifying team charter work, co-creating around collaborative practice, connecting with others in the organization (the formation of the LDAT team), and ongoing reflective learning.
Month 3	**Two days of team coaching** with the senior leadership team (SLT). Project manager hired to support the leadership development advisory team (LDAT) team.
Months 3–11	**Monthly parallel learning sessions** with CMG, LDAT and SLT to build common language, skills and leadership practices.
Month 4	**One-to-one coaching** (eigth sessions) for 10 more top leaders (Chief Nish and deputies were already engaged in executive coaching). **Team of external coaches hired** to work with senior leaders. Included supervisor contracting (three-way sessions) at session 2 and at the completion of eight sessions. **Coach 'business as usual' team meetings** at three points over six months to consider approaches, build alignment and discuss high-level themes.
Month 6	**Optional dyad coaching** – four pairs of leaders on real-time challenges. Intentionally grouped across uniformed and civilian staff.
Month 9	**Two online forums** on women in police leadership. Open to all women and self-identified women. Included a review of recent research themes.
Months 9–11	**360s** for two key leaders. **Exit interviews** with two retiring senior leaders.
Months 5–10	**Joint meetings with a consulting organization lead** creating recommendations on Peel Police culture.
Months 10–11	Wrap-up – LDAT and CMG using interview matrix Wrap-up with SLT Close-out team coaching session for CMG – coach and researcher/supervisor present Presentation to the board

The flow of five disciplines

As this 'leadership dance' emerged, there was an 'instep' feel forming through aligned and parallel activities, common leadership language and skills. The bulk of the work in this first stage focused on the first, second and fifth disciplines of the Hawkins model – commissioning the scope of work and co-designing the programme, clarifying shared purpose, and creating a team charter, and weaving in core learning throughout. While we started with commissioning and moved to clarifying, the reality was that we often danced between two or three disciplines in any given session.

Lessons for coaches: Start at the teams' developmental edge. Leverage their strengths and continually link to vision and purpose. This will create a transformative learning experience and practice.

LDAT organizational vision

The Peel leadership development advisory team (LDAT) took on the full leadership framework as their responsibility to roll out. It was not only beyond the scope of the coach, but for true change to occur, Peel Regional Police needed to own it as theirs. Early on, the leadership development programme that was being created still felt more like a promotional pathway. To truly understand the second-order change (Levy, 1986) needed to create a coaching culture, this group needed external support to see what they couldn't see. Hence, the coach commissioned for the LDAT group to engage in a similar experiential, team coaching programme to the CMG. Three to four months later, the LDAT team said, 'That's the old way of doing things. We are doing things differently now.’ Indeed, the leadership team felt that a new message – leadership starts upon hire and continues until you retire – needed to be created and reinforced, upending many beliefs and practices of the existing culture.

Chief Nish repeated a mantra that helped create the leadership development framework and became quoted frequently by members of the service: ‘If we are not good on the inside, we will not be good on the outside.’

> *Lesson for coaches:* When you are like a school of fish swimming together in water that you can’t see, it is helpful to have a coach illuminate the currents, tides and markers.

Leader coaching – thinking systemically

The challenges:

- What did the future of tomorrow need them to rise to today?
- What was the risk of not changing?

The CMG selected some promising leaders for one-to-one coaching. Why them, asked the coach? Despite best intentions, the CMG was operating ‘the old way’ by appointing candidates, and instead reconsidered their selection process to consider candidates more broadly. *What did the system as a whole need from the leaders of today and leaders of tomorrow?* Historically, training programmes had emphasized conformity, even offering points for completion, all with a slant toward promotion. That led to compliance, not deep learning and application, and it increased challenges in building an organization that honoured and reflected the diversity of the community it served. In addition, leadership had been strongly equated to title, and the promotion process reinforced this. As a result, some in lower ranks in the organization cynically commented, ‘I wonder how long this change will last,’ and, ‘is this the new way to get promoted?’ To respond, the coach brought in the concept of being a learning organization with a coaching culture and juxtaposed that with the old way of compliance and box-ticking. Shifting the collective mindset to *learn to lead and lead to learn* was an ongoing challenge we knew would take persistent and consistent effort from multiple sources and organizational levels.

Lesson for coaches: Build partnerships from the start that will create hope, commitment and momentum. Stay the course. It took a while to get to where they are – plan for concerted, persistent and consistent effort to get to where they need to go.

Equity and diversity and the 13th fairy

Amid all the positive coaching work that was occurring, the new equity and diversity lead (who also had one-to-one coaching and sat on the leadership development advisory team) spoke the voice of the unheard 13th fairy (Hawkins, 2021). She shared her own lived experience of pushing for democratic change, and that of staff across all levels that were not being heard. Amid strong and dominant discourse, the ‘old culture was holding on’. Culture holds in a myriad of ways, one being the use of language:

> So, it was Covid – March 12th. By March 16th, the message was only the essential people are going to stay, and all the non-essentials are going home… I know it was meant for all the right purposes… But right off the bat people are already concerned about what is going to happen to their job, and then you hear that you are non-essential to the service. It really puts people on edge. As well-meaning as it was and absolutely correct to make sure that we were keeping people safe, the terminology itself was not helpful.

She co-led a new Women in Policing Forum and informed the leadership coaching programme from her diversity and inclusion perspective. Holding the vision as the most progressive, innovative and inclusive police organization meant that her perspective and 'beat' was critical to instilling long-lasting culture change:

> We need to be the premium, leading police service. We have the capacity and people to do it, and currently we have the resources and the kind of leadership that will support us. But this process, and I'm using the word very carefully, cannot be done in the silos of senior leadership team or middle management or other separate groupings. I know new front-line staff walk in and they're very excited to be part of this organization. But it becomes challenging when they are not supported. What ends up happening is we get people that are well rounded, or that we assume are well rounded, but we technically start shaving off bits and pieces of them because they need to fit in. And it's just part of what happens with culture.

The equity and diversity lead wanted the new leadership messages discussed by women through Peel, so she created the Women in Police Leadership Forum. Research shows women need mentoring and coming together to feel confident and see themselves as leaders. Limited to online by the pandemic, there were two online 'fireside chats' on relevant research on women in policing leadership, the barriers and opportunities. These forums engaged women in dialogue and learning together and were well received:

> What is needed in year two? There are the people who were ingrained in this culture for the last 20 years. They only know one way of doing business, and now suddenly, we're asking them to shift. So, for people who have been continuously used to not giving autonomy or to micromanage, they're still going to continue to manage us the way they were taught to. And it doesn't matter if the chief is saying, 'hey, I'm making you the chief in your area.' The old culture will continue to assimilate and absorb the new ideas. It will take courageous leadership to enable the shift to take hold and become the new culture at Peel Police.

Action research and practice supervision

The coach worked with the research and practice supervisor; they gathered data – at the beginning, middle and end of the first year of the programme. This data was summarized and shared with Chief Nish and teams, to support and encourage their learning, to validate their worthwhile investment, and to inform evidence-based planning for year two.

Research was key to year one. From the beginning, the supervisor positioned the assessments, and conversations, to maximize the 'story' that was unfolding. Next, the coach shared the feedback and processes with the CMG. This took on a positive feedback loop as Chief Nish greatly appreciated external feedback in whatever form it took (supervision and research data, and rolled-up coaching themes), so the coach began providing even more feedback.

As the supervision unfolded, other parallel processes and systemic themes emerged. The coach saw that she was 'too deep in' to see the full picture at times. Themes included the seeping in of traditional decision-making, power dynamics, in and out groups, and the sceptical voices of the 13th fairy. The supervisor challenged the coach to be kind and bold, practical and progressive. This in turn allowed and empowered the coach to continuously challenge and support the teams.

As the coach, it is important to continue to hold up the significance of the organization's work, because the leaders are so 'in the thick of' it. The supervisor reminded the coach who reminded Chief Nish that this programme was unique, ground-breaking and would not only lead this organization and support their community, but also could contribute to the field of policing and coaching in this sector.

Chief Nish was very curious and responsive to feedback that the coach relayed from the coaches and from the supervisor. As the chief, he didn't always get clear feedback from those around him, but he knew it was incredibly valuable.

Lesson for coaches: Imagine you will capture this learning journey from the beginning. What is the team's compelling story? What are the competing narratives? How will you listen for the transcendent third position, not just the polarized 'either–or'?

Accelerating co-creating shifts through live supervision

The coach built in some live team coaching supervision during a couple of team coaching sessions. In the first joint session, the supervisor participated in three ways: (1) introductory acknowledgement of the powerful work they were doing in service of their community; (2) narrative methods whereby the supervisor sent the coach questions and prompts by text during the session; and (3) live dialogue with the coach at the midpoint.

One observation the supervisor shared was that the coach was settling into a hub-and-spoke model with all inputs going out from and back to her. This paralleled the team's usual style. The coach pivoted and successfully encouraged the team to dialogue and 'resource' within the team rather than through the coach. In the close-out session at the end of year one, the supervisor attended, offered a summary of the Peel Leadership Programme research, and offered some thoughts on external promotion and transformational change research that signalled potential directions for year two. She also led some live participatory research using metaphor. Metaphor was chosen as it can powerfully illustrate current state, future state and the path forward.

> *Lesson for coaches and supervisors:* It turns out that within a few months of a leadership programme, the coach too starts to take swims in the water of the organization. No one is immune. The supervisor needs supervision on supervision as well!

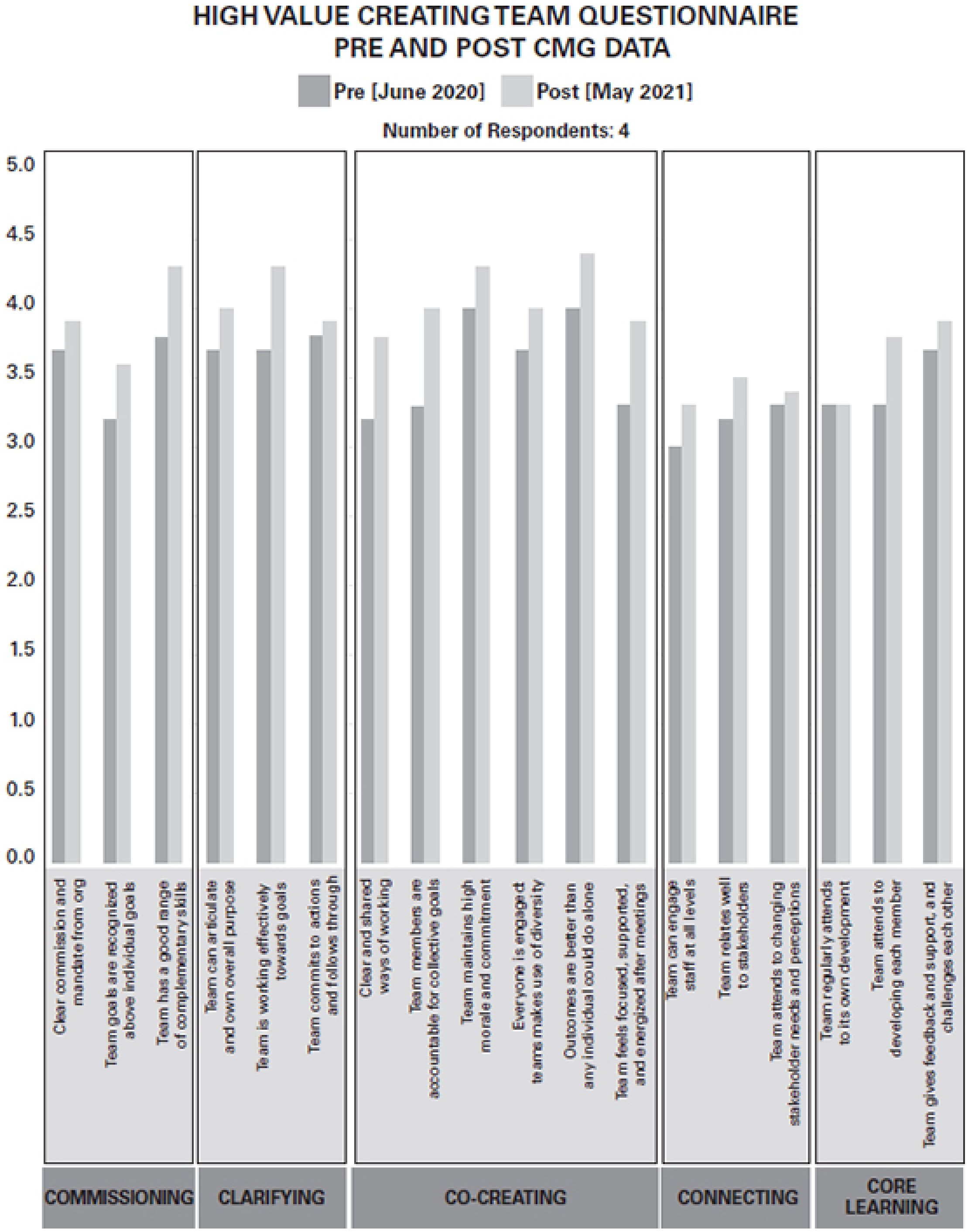
Closing year one

Data at end of year one: pre- and post-HVCTQ

The results of the pre- and post-HVCTQ (High-Value-Creating Team Questionnaire) for the CMG leaders are shown in Figure 11.2. There was growth in every discipline and every data point, except for clarifying: the team regularly attend to their own development, which stayed the same. The team started high (all scores above three out of five). The CMG team's highest score was, ‘outcomes are better than any individual could do alone’ (co-creating in meetings). Their lowest score was ‘team can engage staff at all levels’ (connecting with staff). The greatest improvement was in co-creating: ‘team members are accountable for collective goals’.

Several felt that the pandemic, which ran the course of this work, impacted their ability to connect and engage more fully with their stakeholders. In supervision, the supervisor wondered what the coach knew about how the community was being shifted. What did ‘more fully’ look like? The coach took this to her final year one session with Chief Nish, who had already decided that he was ready to present the programme to the Police Governance Board.

Figure 11.2 High-Value-Creating Team Questionnaire: pre- and post-CMG data



▶ Figure 11.2 details

Lesson for coaches: Ask the obvious questions. Timing can make an obvious question a game-changer.

Year one – CMG final session

At the end of year one, it was clear that this would be a three- to five-year culture and leadership change project. The chief management team of five executive and the 35 senior and emerging leaders were all highly engaged and enthusiastic. The leadership self-awareness questionnaire pre and post scores indicated significant individual change in mindset and skillset had occurred. However, anecdotal reports suggested that individual change had not cascaded through the organization. We were not surprised given the size of the organization and typical time and scope needed for culture change. We had already received agreement in principle to add in a proposed influential leaders programme in year two. Indeed, we knew soon into year one that this programme required scaling up and a multifaceted project plan to be successful. At the same time there was only so much that could be rolled out in a first year amid a busy policing organization.

The ladder – metaphorical reframing

In the closing session with the CMG, we began with an image of a ladder. What did they see? They saw a climb that only a few could take. They saw that people want to align with others who are already climbing. They realized the ladder narrowed at the top and few could get there. We asked them what else they could do with the ladder. They said it could be a different kind of ladder where more people can climb. They could be more aware of who they didn't see and who wasn't being invited onto the ladder.

Then we brought in a second-order change. We asked, 'what if you could do anything you wanted with this wood? What then?' They got excited and had many ideas, including making a wider bridge that everyone can cross, a bridge that goes from where we are here to where we want to get to. Bring everyone along. Save some of the wood for tiki lights to light the way. Chief Nish offered that he would either make a wooden coat of arms and hang in the hall to inspire everyone, or he would break the ladder up into 3,200 toothpicks, so everyone had a piece, felt like they belonged, and were all supported as leaders.

Beyond feeling good: return on investment and value-add

The average satisfaction rate on evaluations was 4.5/5. The teams identified behavioural shifts, and the impact those shifts had on themselves and others. Behaviours mentioned most often were listening more deeply, taking time, asking questions and squelching the habitual desire to give advice (Bengay Stanier, 2020). The impact on self was to be more attuned and aware of themselves and others, more thoughtful in their engagement. The impact on others was an increase in trust and comfort, and increased confidence in the leadership, and increased capacity in teams. Broader themes included increased awareness, more 'coach-like' skills, improved engagement and performance of teams, increased trust across ranks and between what had historically been siloed roles.

Perhaps the greatest impact, mentioned most frequently, was the desire to enlist the expertise of people, to increase their capacity for solutions, and to offer multiple opportunities for deeper thinking and greater ownership in the work.

The teams involved in this leadership development programme clearly reinforced the theme that the modelling from the top–down had a significant impact on the buy-in, and the desire to really engage the whole organization in this work. It was also suggested that a key piece going forward is broader communication through the organization to identify why this work is important, and how it benefits teams and individuals. Finally, the need to stay flexible and responsive to what emerges and to create choice (and not make participation mandatory) was underlined as key to continue building momentum.

Because we collected data at every team session and rolled up individual session data, we had to decide how to distil what mattered (see Appendix B at the end of the chapter for a list of behavioural impact data collected, and Appendix C for the six top themes, sub-themes and representative quotes). Across three groups (CMG, LDAT and SLT – totalling 34 people), we did a thematic analysis of frequently used key words and phrases that corresponded to six behavioural shifts: showing up as a leader, using coach-like behaviour, listening for impact, having a learning orientation, applying knowledge of communication styles, shifting teams and culture, and conveying aspirational leadership vision.

Lesson for coaches: 'If one doesn't see themselves as a "leader", can we expect them to lead effectively, if at all?' (Skinner, 2020: 18).

Identity as a leader was the most prevalent theme in this case study, supporting research that claims sustainable leadership development is central to successful programmes and 'enabled through deeper level changes which incorporate the individual's sense of self, their leader identity, as well as their skill development' (Hammond *et al*, 2017; Miscenko *et al*, 2017 as cited in Skinner, 2020). One needs to both claim that they are a leader and be validated as such by others. Further, organizations have norms that act as enablers or derailers to leadership identity. We stayed mindful of the system, asking, who is expected to lead, and not to lead, and what needs to change about that picture to reach their aspirational vison?

Outside–in and inside–out

Chief Nish made two observations:

> I have become aware of how critically interdependent the work of *leadership development* is with attempting *culture change* and how team coaching is a force multiplier for achieving my organization's aspirational vision of being innovative, flexible and progressive. I have also learned that even just in one year, the investment in leadership development is resulting in significant individual and team growth. Without a doubt, my executive team is becoming a high-impact/high-performing team as seen in the outcome of the work we do.

As Chief Nish reflected on three large consecutive protests that happened six months into their work, it was striking how differently the first one was handled from the third. In the first they responded from typical operational silos. By the third protest, they had clearly articulated strategies which they continue to use, including sharing perspectives, recognizing opportunities within the crises, seeking more appropriate resources for help, making corrective adjustments each time, showing vulnerability as they owned and corrected mistakes, and finally, engaging the ‘naysayers’ to be part of the solution.

Chief Nish’s perspective was that coaching facilitated change because ‘as leaders we are taught to look outside (to the environment) and given strategies to manage these external challenges. Coaching provided a discipline and a framework to unleash intrinsic potential.’ Without coaching it would have been difficult to further the agenda of modernizing policing, which required significant operational changes. He said, ‘This coaching work has set up much success, and we are only a year in.’

Connecting: board supported investing in leadership

After year one, the work had grown so significantly that Chief Nish decided he was ready to share the progress made in leadership development and gather feedback from his primary stakeholder – the Police Board. The coach and the LDAT lead crafted a presentation, highlighting the layers of the work and positive responses from within the organization. Chief Nish set the stage and fielded questions. The board was enthusiastic. One member said, ‘This is the right direction to go strategically – to focus on leadership. I love the motto, “Leadership matters” – it’s so key, so critical.’ Another echoed, ‘You, Chief, were hired to change culture and *therefore morale*, and you’ve done that with a strong team around you… and more importantly, you are developing “bench strength” too.’ They endorsed year two, increasing the impact across the organization and, ultimately, the field of policing.

Year two

Circling back to commissioning: leading others and teams

The year two theme is: leading others and teams to foster trust, openness and share feedback to evolve as a learning organization. Year two launches with Peel Regional Police having a team coaching 360 done with the CMG.

We will develop a clear project plan with these programmes:

- leading others for SLT members who have participated this year in the leading self programme and all other of the 80 staff who did not participate;
- piloting a ‘middle leaders’ programme;
- continued one-to-one coaching for leaders;
- more intentional support for women to rise in leadership.

After action review: core learnings

> **Chief Nish Duraiappah** – My biggest learning was to be clearer and more structured from the start about what we were trying to accomplish. We gave them the visual model of the inside–out. We could add a clearer project or programme development frame from the beginning.
>
> **Lead Coach (Heather Clayton)** – My biggest learning was being open and paying attention to what was going on throughout the system to try and make connections, build on strengths, and create powerful learning spaces. Continuing to learn personally about systems, and their impact, has been invaluable to this work. Within this system perspective there is a recognition and respect for what the system articulates. There are times

when they ‘know best’, and letting go of the vision I had was crucial. For example, the timing of looping in the police service board was ‘delayed’ in my perspective. Yet, it was exactly as it needed to be. The way we presented to the board was guided by Chief Nish and the superintendent. Again, through listening and revising, it ended up being the best way forward.

Research and Practice Supervisor (Dr Catherine Carr) – My biggest learning was around the culture of promotion. I could see that great leadership work was being done, the occupational culture of promotion created a gravitational pull towards traditional organizational culture. Indeed, the research shows promotion culture is firmly embedded in the culture of policing, almost as a series of rites of passage (García-Izquierdo *et al*, 2012; McKinney *et al*, 2013). Research also offers that what matters most is transparency. Near the end of year one, I realized that promotion, as it stood, wasn’t going away, and needed to be honoured and incorporated into the solution. How can there be a culture of promotion that retains its proud history and purpose while also welcoming a new way of ensuring diversity and inclusion? How can there be maximum transparency in the promotion process? I offered this feedback to the CMG on the close-out of year one.

Supervisor of Supervisor (Peter Hawkins) – In reviewing this work, I suggested that Heather and Catherine pay attention to what was being co-created versus ‘tell and sell’. How could they emphasize the co-creation and partnership in the process versus ‘drifting out the change’ into the community (Chief Nish’s language)? How could this drift go both ways?

The positioning for promotion theme was fascinating. Peter recommended exploring the metaphor of the ladder further. There are many ways to unpack it that correspond to different orders of change. The first level is to simply see the ladder as it is and invite them to reflect on how it represents their organization now. The second level is to use the metaphor to unlock learning and creativity. How can they see the ladder differently? They spoke about being aware of who else was on the ladder or not. Going further, what if the ladder was wood that they could take apart or use anyway they wanted to? Chief Nish said, make a toothpick for everyone. Everyone is valuable and part of the change. Let's go further, though. What can they do with those toothpicks? How could they use the toothpicks to unlock the 'prison' of the traditional mindset?

How would the diversity and equity lead rework the ladder?

There are endless ways to powerfully work with metaphors in team coaching and team coaching supervision. Yet another is to consider that the ladder is not sustainable, and many organizations are clearing out the middle rungs. Also, what does the wider community, ecology and future generations need from Peel Regional Police?

Concluding and continuing

It has been such a privilege to journey with this organization and its leaders. Leadership work is system work; it's experiential work, it's powerful work, it's hard work. Ultimately, leadership work is mindset work – when we can see differently, we learn and grow. A few reflective statements from police leaders, gathered at the end of the work of the first year, say it best:

> I used to think that leadership was instructing… Now I think it's listening and empowering.
>
> I used to think that leadership was overrated… Now I think the power of leadership is underrated. It creates unlimited potential in self, teams, organizations and the community.
>
> I used to think changing leadership, mindset and culture was an ominous or ambiguous activity to achieve in an organization… Now I can see that with the appropriate investment in leadership development and coaching, it is possible to start and achieve the shift in a relatively short time.

Appendix A: Leadership programme development and impact

Skip table

Number	Leadership principles and practices	Primary Kirkpatrick level
1	Purposeful focus to create capacity to deliver on the mission and create the desired culture	Impact
2	Development is aligned and incorporated with other practices and policies, ie recruiting, selection, promotions and successful planning	Impact
3	Experiential learning is key – leaders get opportunities to practise desired behaviours and apply their learning to their work	Behaviour
4	Connects the value of certain behaviour to achieve organizational results	Impact
5	Opportunities for self-assessment and feedback from others to identify strengths and challenges	Learning
6	Individuals participate in creating a tailored development plan	Learning
7	One-to-one coaching takes place during the process. Coaching offers support for ongoing learning and development tailored specifically to the individual	Learning

NOTE Adapted from Hay Group (2005, as cited in Holt, 2011).

Appendix B: Qualitative and quantitative data collected

Launch

QUALITATIVE

- interview with Chief Nish;
- leader and stakeholder interview matrix – current state, future state and the components needed to get from here to there.

QUANTITATIVE

- leadership self-awareness questionnaire – pre (Clayton and Carr, 2020);
- High-Value-Creating Team Questionnaire (Hawkins, 2021) for Chief Nish's team – pre;
- post-session evaluation.

Throughout

QUALITATIVE

- Data was gathered at every session (we have too much!). We used numerous reflective strategies to foster reflection, empower participants and gather qualitative individual and team reflections (eight points in time). For example, we collected journal entries for *I used to think… now I think* at the midpoint and end of year one.
- One midpoint and one endpoint session with the one-to-one coaches, producing a roll-up of themes.
- Women in police leadership fireside chat reflections.
- Midpoint CMG session on ROI metrics.
- Liaison and linkage with external organization and internal leads on a culture study.
- External stakeholder interviews – Sir Craig Mackey, former Deputy Commissioner of Metropolitan Police

Service, London, UK; Charles Payette, National Manager, Public Safety and Justice, PWC, Toronto.

QUANTITATIVE

- Assessment data: behavioural style assessment used with all participants (CMG, LDAT and SLT) and conflict assessment (CMG).

End of year

QUALITATIVE

- qualitative one-to-one exit interviews of long-serving leaders (pre and post comparison);
- one-to-one interviews with Chief Nish, the diversity and equity lead, and the deputy responsible for culture change;
- interview matrix based on the Kirkpatrick model;
- roll-up of themes from one-to-one coaching team observations.

QUANTITATIVE

- Self-awareness scale for leaders – (pre and post comparison);
- High-Value-Creating Team Questionnaire (Hawkins, 2021) for Chief Nish's team (post);
- senior leadership team and LDAT team post-programme evaluation.

Of the plethora of data that we collected on insights, behavioural change and impact, we were particularly interested in documenting the journey and highlighting significant shifts in identity, practice, culture and community impact. A selection of pre and post data, themes and behavioural impact (Appendix C) follows:

One-to-one interviews – benchmarking strengths

The qualitative interview data indicated that most of these leaders had relative strengths in building relationships, 'walking their talk' and owning their own mistakes.

Stakeholder launch session

Stakeholders wanted the leadership programme to focus on increasing foundational leadership concepts such as self-awareness, levels of listening, effective communication, strategic thinking, reflective thinking practice and non-directive coaching skills (ask not tell).

Leadership self-assessment themes (pre and post)

The CMG, full senior leadership team (SLT) and the LDAT group completed leadership self-assessments at launch and the end of year one. These assessments included a Likert scale of 10 statements on degree of self-awareness, engaging in reflection time and strategic thinking, willingness to admit mistakes, integrity (walk their 'talk') and plan to change (do you have a game plan for your own development?). Collectively the highest increase in score was around, 'Do I prioritize reflective and strategic thinking?' with the average increase of 22 per cent. The lowest score for the CMG and SLT was a decline of 5 per cent for, ‘I consistently seek feedback;’ and for the LDAT a decline of 7 per cent in response to the statement, ‘I am self-aware as a leader.’ We predicted that there would be some decline before an increase, as leaders became aware of what they didn’t know or understood about themselves and leadership.

The assessment also asked each leader to state a personal goal that they hoped to achieve in this programme. Individual goals for their participation in the leadership development programme emphasized three themes: acquiring learning strategies for engaging and empowering their teams, creating space for strategic reflection, and developing a plan for their own leadership development.

High-Value-Creating Team Questionnaire (pre and post)

The High-Value-Creating Team Questionnaire was done at launch and the end of year one. We will retest at the end of year two.

Appendix C: Behavioural impact: top seven themes*

Skip table

New behaviours shown	Number of comments	Subthemes	Descriptive examples
Showing up as a leader	**26**	New learning, confidence, alignment through shared language, new learning approaches.	'Shared goals as leaders created vs working in silos.' 'I know and act on what I aspire to be as a leader.' 'This programme changed my outlook and practice as a leader.' 'I understand and demonstrate leadership modelling; it's critically important.'
Using coach-like behaviours	**21**	Being less directive, harnessing expertise, building collective solutions.	'The support to be coach-like has definitely assisted me to feel more comfortable and natural with staff.' 'What's new is that I try to coach when the situation allows me to do so.' 'I am practising coach-like leadership.'

New behaviours shown	Number of comments	Subthemes	Descriptive examples
Listening for impact	**16**	Be intentional in use of time with others, created deeper and more meaningful relationships.	'I am no longer listening just to answer, I am listening to understand.' 'I am doing active listening, applying levels of listening and effective questioning.'
Learning orientation	**15**	Learning helped create increased self-awareness, openness and trust. Participants intentionally applied new ideas back in the office and brought office learning back to the team coaching.	'I learned how to be more coach-like. I noticed where I could apply leadership processes to my own situation.' 'I slow down – listen and learn.' 'I will continue to apply my learning every day.' 'I learned new strategies to face leadership challenges.' 'Learned a lot about yourself and it shows when I talk to others.'

New behaviours shown	Number of comments	Subthemes	Descriptive examples
Applying knowledge of different communication styles	**11**	Assessment provided a communication framework; leaders noticed others' preferences, responded differently and were more productive and collaborative; had new strategies to use.	'Provided communication techniques that I use with staff.' 'I am conscious of responding differently to different styles in my work and this makes us more productive.' 'Because I understand those I work with, I collaborate more.'
Shifting teams and culture	**9**	Leaders began to see how they could work differently with their teams, and that this would impact culture as well. There was a recognition that culture change took perseverance.	'We can really strengthen this coaching culture; from a leadership standpoint, we are allowing members of teams to feel like they have the autonomy to contribute.' 'Work on ways to shift culture.' 'Changing culture is hard and I must persevere.' 'Be aware of what my team needs from me as a leader.' 'Greater understanding and inspiring others.'

New behaviours shown	Number of comments	Subthemes	Descriptive examples
Conveying aspirational leadership vision	**6**	Working with leadership aspirations clarified the leaders' goals and gave them insights into the aspirations of those they supported.	'Aspirational vision was a key takeaway; I try and remember and lead with it in mind.' 'I understand the importance of aspirations. Now I try and inspire others.' 'I implemented a shared leadership vision.'

*Based on a qualitative thematic analysis of 13 core learning activities and interviews embedded in the team coaching throughout the year. Includes: chief management group (CMG), senior leadership team (SLT) and the leadership development advisory team (LDAT). Research involved separating out subthemes and categorizing them into themes. Themes were included for six or more comments.

Data is representative of 26 of 34 participants. Of the eight non-respondents, four retired and four didn't respond.

12
Developing an effective ‘team of teams’ approach in Comair

BARBARA WALSH, DANNY TUCKWOOD (METACO), ERIK VENTER (CEO), GERALDINE WELBY-COOKE (HEAD OF OD), TRACEY MCCREADIE (MANAGER OF SERVICE DELIVERY, OPS) AND JUSTIN DELL (MANAGER OF GROUND OPS) (ALL IN COMAIR), PETER HAWKINS (METACO, SUPERVISOR)

Introduction

This chapter tells the story of working with a complex airline business in South Africa in 2016–17, not only providing systemic team coaching to a range of key internal teams but also coaching the connections and relationship between the teams. This approach builds on the ecosystemic approach to team coaching (Hawkins, 2021: 227–61) and in particular developing a culture of a ‘team of teams’ (Hawkins, 2021: 242–49). It is also influenced by General McChrystal’s book *Team of Teams* (McChrystal *et al*, 2015), which describes an approach to fundamentally shifting the culture of military operations in post-war Iraq. The chapter is also written by a ‘team of teams’!

The case study shows how organizational development, individual coaching, leadership development and systemic team coaching can be integrated to dynamically develop the collective leadership across a complex organization.

Background and context

Erik Venter, CEO of Comair, describes the context for a different approach to leadership development in their rapidly changing environment:

> Comair has operated in the Southern African aviation market for 71 years and has achieved an operating profit for every year to date. Its key to success has been its organization culture and the consequential ability to attract and retain excellent talent, resulting in a significant pool of experience and institutional memory. However, there has been almost no growth in the South African domestic airline revenue pool since 2008, and consequently Comair's growth in profits has been derived from growing market share, improving operating efficiency and pursuing ancillary revenue streams. More recently Comair has actively grown and marketed some of its insourced airline services to third parties as a means of diversification and creating new growth streams. These include crew training, catering, travel services and airline lounges.
>
> Delivering all the above has, however, come at the cost of increased complexity and therefore the need for significant digital transformation of the business. This in turn has driven the integration of business processes and data management, which has created greater interdependence between departments and the need for ongoing change to the delivery methodologies as well as leadership style. Fundamentally the departmental silos needed to be removed and the management structures and styles need to evolve to reflect a new way of working along functional rather than departmental lines.
>
> However, there are many line management functions that still require traditional departmental structures to work, and therefore the achievement of working on functional lines currently takes the form of greater teamwork within and between departments, and leadership training has had to adapt to facilitate this teamwork approach.
>
> Airlines, by nature, are very operationally focused with documented procedures and compliance checklists for the majority of functions. The development and maintenance of specialized operating procedures by departments typically exacerbates the silo symptoms as well as developing managers with a relatively narrow and short-term focus. Leadership training of 10 years ago therefore focused largely on

introducing managers to other aspects of the business while training them on leading people within their silos. This was done in the typical classroom environment where everyone received generic training, as most staff fitted into broad, generic categories.

Rapid changes to the way we do business has created a different demand on managers and the need for a different skill set and a different way of training. Not only do managers now need to have a detailed understanding of their dependence on other departments, but they also have to deal with a faster pace of delivery, more complex governance and legislation, a deeper understanding of technology solutions, understanding of the strategic direction being taken by business partners, new specialized roles within their structures, and the roles of new specialized departments within the organization to assist them in the delivery of their objectives. Partnering, cross-departmental teamwork and strategic direction are now critical complements to daily operational delivery.

The managers within Comair are all at different levels of competence within these new requirements, and so for the sake of specific competencies, training has become more modular and tailored to the individual, while in parallel using a systemic team coaching approach to develop the recognition of interdependence and the need for partnering.

This remains an iterative process of identifying the needs of the organization, assessing the skills that are evolving and attempting to fill the gap with the most appropriate forms of development, while the business and its environment continue to change – like fixing an aircraft engine while flying at 30,000 feet!

In South Africa (perhaps greater than in more developed parts of the world), we have additional complexities. There is a desperate shortage of skilled people, and competent specialists are extremely difficult to source. Comair goes to extraordinary lengths to engage the right people and it is crucial that they are able to motivate and retain this key talent. At the same time, with advances in automation, the skills requirements of average employees are increasing in complexity. Furthermore, the strong political influence on the environment in which the business operates demands strong relational abilities, creative thinking and adaptability at all levels.

The OD context for systemic team coaching

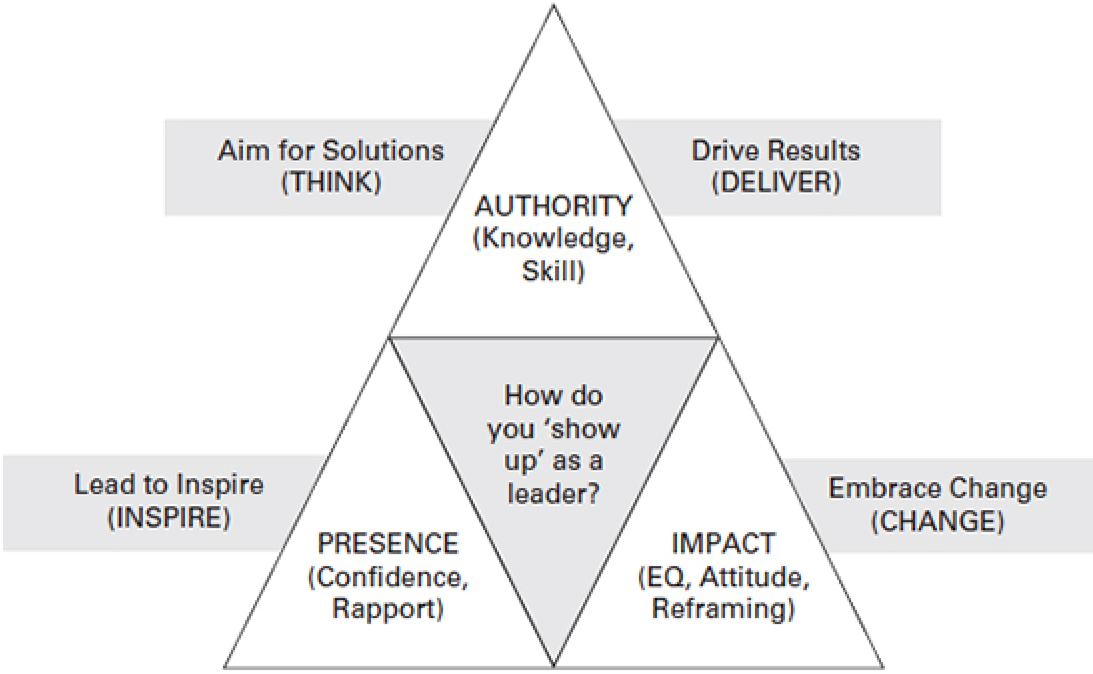
Geraldine Welby-Cooke, Comair's head of organizational development, describes the context for systemic team coaching as follows:

> Today, our leadership approach has evolved to prepare for the future of our business, focusing on a number of factors targeting specific individual *and* team leadership development needs. These needs are being addressed through rigorous leadership assessment coupled with individual development planning, team and individual coaching, online learning and education around talent management utilizing simulations.
>
> We are focusing on equipping our leaders to LEAD, that is:

- **L**ead to inspire;
- **E**mbrace change;
- **A**im for solutions;
- **D**rive results.

> This must be done through focusing on how they show up as leaders and as a collective leadership team. Our focus is reflected in Figure 12.1 (adapted from Hawkins and Smith, 2013).

Figure 12.1 How do you ‘show up’ as a leader?



▶ Figure 12.1 details

Starting team coaching in Comair Limited

Metaco was contracted to work with Comair’s HR leadership team. At that time the HR leadership team was disconnected and needed to align as one HR team to provide an integrated service to the business. After an intensive scoping process, a multifaceted eight-month programme was implemented in late 2016.

As the team engaged in activities generated in their team and individual coaching, other parts of the business started to notice the changes. They were inspired by what they observed and expressed interest in undertaking a similar process.

Geraldine adds:

> At the same time, we were designing the next phase of our leadership programme and realized that if we were to be successful, we needed to

develop leadership as a whole rather than focusing on individual leaders. To enable whole teams to take on the role of leadership, adapting swiftly to the demands of stakeholders, staying focused on 'what is in the best interests of Comair' and collaborating across silos to achieve collective objectives. The answer was systemic team coaching which inextricably connected leaders with purpose and meaning.

Three operations teams wished to improve their respective internal team dynamics, and simultaneously improve the collaboration between their teams and with other stakeholders. Their ability to partner closely with each other, holding the strategic vision of Comair as top of mind over individual achievement, is important for the reputation and success of the airline.

The operational context of these teams required a different approach from that of the HR team, with flexibility around engagement and operational demands. This case study illustrates the ecosystemic approach taken to a systemic team coaching programme which is still currently underway.

The operations teams

The three teams are diverse in their structure:

- *Service delivery* is a large team of 13 individuals. Besides Tracey (the team manager), the team consists of airport managers, cabin services managers and a special services manager. Their aim is to ensure a seamless experience for passengers from check-in at the airport, through boarding the aircraft, onboard services and collection of luggage at their destination airport.
- *Ground operations* is a small team. Besides Justin, there are three ramp managers who supervise and coordinate

the activities of ground services in the loading and unloading of cargo and baggage at all the airports Comair serves. They also supervise the cleaning crews, loading of catering, and any special requirements (such as wheelchairs). They work towards tight deadlines.

- *Flight operations* is structured differently. The flight operations manager reports to the chief pilot. She manages a team of 10 supervisors across two divisions: operations control and irregular operations. They handle flight scheduling in conjunction with commercial operations, maintaining information on the status of inbound and outbound flights and providing planning, oversight and support when problems occur. The team works under a great deal of pressure, especially when flights are delayed or cancelled due to technical issues, bad weather and the like.

Process framework overview

A comprehensive process of consultation with team leadership and key stakeholders was used to understand the challenges the team faced, and the organization's unique cultural and operational dynamics before contracting with the team sponsor and team leaders.

A multifaceted team coaching programme was proposed, including a team 360, a two-day workshop on communication skills to set a platform for the work to follow, a two-day team launch workshop, individual coaching and inter-team coaching. Monthly review meetings with the team leaders and OD manager allow for discussion on progress and co-design of the next team coaching workshops together with bi-monthly meetings with the sponsor to discuss the impact of the team coaching on operations. Regular meetings were also scheduled with the CEO to discuss the various partnership activities taking place in Comair.

This is described in more detail in the following sections.

The activity

Scoping the project

In this case, the scoping consisted of three parts:

- individual interviews with the leaders of service delivery, ground operations and flight operations respectively to establish perceptions of their teams' strengths, challenges and areas for development;
- a joint interview with the three team leaders together to learn more about their challenges, the current status and expectations for further cohesion and collaboration between the teams, and any other desired outcomes from the team coaching;
- an interview with Martin Louw (Executive Director, Flight Operations) as the teams' sponsor and Erik Venter (Comair's CEO), with the team leaders present, to understand their expectations of the three teams independently and collectively, and what they would like the team coaching to achieve.

Tracey McCreadie, service delivery manager, describes the situation prior to commencing coaching as follows:

> At the start of our journey we identified that our team was operating under the following conditions:

- The team culture was that of a victim mentality.
- There was very little connection within the team, with pockets of alliances and support.
- The team had little understanding of its primary stakeholders and their needs, challenges and mandates nor awareness of inter-business systems and the impact they have on these systems.
- The team dealt with conflict in a defensive manner, playing the blame game.
- Team members were extremely inwardly focused with little learning.
- There were high levels of drama and they were not solution-focused.

Similar sentiments were expressed by the other leaders. The flight operations manager added that her team of supervisors relied heavily on her (she was reasonably new to the role) and she needed them to see themselves as leaders, become more comfortable with taking responsibility, collaborative decision-making and being accountable to each other.

The team leaders agreed that each of them had tended to focus on optimizing their own team's output rather than considering the impact of their actions on other teams, which in turn can have a knock-on impact on other stakeholders such as passengers. They agreed that holding a higher perspective on the performance of Comair rather than their own team was necessary to align them to a common objective.

The sponsor and the CEO added to the above areas of development:

- The teams need to see themselves as one team of teams. Team members should not be confined to their job descriptions but rather look to what is needed in the situation. Team leaders have to be seen as being on the same page and drive this down into their teams and into other parts of the organization in order to deliver a consistently high level of service to customers. The teams pull together very well when there is a crisis. They need to perform like this on a daily basis.

- Where individual performance is lagging, this needs to improve to deliver consistent and high levels of service.
- Know what the other teams are doing – each team is part of the orchestra and contributing to the whole. Be proactive rather than reactive. Anticipate and collaboratively fix things before they become a problem. Get others on board to assist, ask for and offer help.
- Continually strive to exceed rather than just meet targets such as on-time performance and safety. Build margins for when unavoidable situations occur.
- Rather than blame, pick up the ball and be part of the solution. Eliminate 'CYA' (cover your arse) emails, see other points of view and offer help and assistance. See the bigger picture and accept decisions made as being in the best interests of the airline, even if it may negatively impact you/your team at the time. Trust the positive intent of others, avoid drama and find out how you/your team can add value.
- Team members need to be adaptable and ready. They should be able to balance the necessary compliance with appropriate discretion, initiative and innovative thinking.
- Bring people on board. Engagement of staff at the lower levels and contractors needs to increase through

collaboration, communication, cross-functional learning and growth, flexibility and support.

Creating the foundation: advanced communication skills

With a clear mandate to bring the three teams into closer alignment, the first task was to help the team members create a common language to aid communication and cross-functional cooperation. This took the form of a joint two-day offsite workshop using an action learning approach (Revans, 1982) to the concepts of the NLP communication model (Bandler and Grinder, 1975), adapted to the contexts of leadership and management.

From the outset, we wanted to mix things up and so all the small group experiential activities were conducted with a range of participants across the functional teams. The atmosphere was cautiously positive and participative.

The first real shift occurred when we conducted an exercise in listening skills, where all the participants rated their listening as being much higher than was evidenced in the results. This caused a lot of laughter and contributed immensely to bringing people together.

This was further reinforced when we conducted small group exercises in questioning as a way of leading through seeking clarity and understanding. The predominant mode of leadership being utilized at that time was that of command and control with the team leaders being responsible for making decisions and issuing instructions (which were even termed openly as ‘directives’).

Tracey described it as:

> For me as the leader of the team, my greatest challenge was moving from full-on team participant and driver, often making the majority of decisions, to that of empowering and conducting the team in their activities and decision-making.

The participants struggled to adapt to a new mode of questioning but were supported by the others in their groups and this assistance also helped to bring individuals closer together.

To make the workshop more than an academic exercise, the last afternoon was devoted to a ‘real play’. The team leaders were asked to devise a ‘nightmare scenario’ day for the operation. Key roles were allocated to individuals with no prior experience (eg one of the ground operations managers played the role of the maintenance manager). Those not allocated to specific roles became observers with a mandate to focus on the interactions and communication.

As the scenario unfolded, additional problems were introduced to increase the pressure. The team leaders took roles as members of the executive and interjected to increase the pressure further. At certain points, we suspended the activity and had the participants listen in as we led a discussion with the observer group, looking for their thoughts and suggestions to improve the role-players’ communication.

It was interesting to observe how the nature of the conversations changed over the course of the afternoon, becoming far more collaborative and solution-oriented. Subsequent feedback from participants indicated that this exercise was a fundamental turning point for them in understanding the systemic nature of their roles. These activities were vital in establishing a foundational framework and common vocabulary for the teams to engage in value-creating conversations.

Team panorama 360-degree

A revised online version of the High-Value-Creating Team Questionnaire (Hawkins, 2021: 350–53) was developed and completed by team members, direct reports as well as key internal and external stakeholders identified by the team leader. The results were compiled and aggregated to inform the team launch workshop for each team.

Team launch workshops

A two-day workshop was held with each team using a common framework. This involved knowledge transfer as well as small group activities. The key themes emphasized were around the shift needed by the team and individuals to embrace the complexity of the 21st-century business environment through:

- changing to an ‘outside–in, future–back and whole-to-parts’ approach with a focus on the connections between individuals, teams and organizations;
- understanding each other at a deeper, more humanistic level; and
- removing the drama from the workplace.

By having the work completed predominantly in small groups that were frequently reorganized, the teams developed a greater awareness of their teammates. They started to experience the value of collective thinking as team members utilized their new listening and questioning skills.

The key outputs from the workshop included a set of team commitments on behaviours and a process of using virtual red and green cards to give feedback, which allowed team members to hold each other to account for these commitments. The document was subsequently laminated and brought to their team meetings and each team coaching session.

It was interesting for the coaches to note the range of reactions to the workshops. As Tracey described it:

> With any change, there is a certain amount of discomfort in the discovery phase. We all as individuals had the best intentions, however once aware of our behaviour, there were different reactions within the team to the process we needed to follow. These moved from frustration in not understanding how to change, resistance from team members who felt isolated in the process and not asking for help, to discovery, enlightenment, surprise and delight.

Justin Dell, Ground Operations Manager, observes:

> The first response of most team members was, 'Is this just another course that we will forget in the foreseeable future?' To our amazement, it was quite the contrary… The team has embraced the coaching experience with open arms and they have really put what they have learned into perspective within their personal lives and also within their teams, ultimately changing the dynamic and drive within their teams. There is a hunger that was created within the team to perform better every day, which is ongoing and rolling over into other members within Comair – seeking bigger results, looking at the future and not just the short term.

Team coaching

Among the areas highlighted for improvement were:

- creation of a greater sense of purpose through clarification of the goals for the individual teams as well as those of the other operations teams, which enabled a greater appreciation of how they individually and

collectively contribute to the organization's strategic intent;
- creating the space and time for individual and team reflective practice;
- understanding that the ability to perform depends on the quality of collaboration with key stakeholders, setting an example and supporting functional team members to cross-collaborate both within respective teams and beyond;
- broader interaction and engagement between the respective teams to help create a cohesive operations team that is 'more than the sum of its parts';
- developing the team members' direct reports to understand the common goals and their role in achieving these, both through their own work as well as through collaboration and knowledge-sharing with their colleagues in the wider operations environment and with other stakeholders.

Team coaching sessions integrated a multifaceted approach, which allowed the teams to co-create their respective team charters and address the listening, exploring, action and review elements of the CID-CLEAR model over a period of seven to eight months, while moving across the elements of the Five Disciplines Model. Core learning is included with each session.

Ongoing activities included:

- key stakeholder mapping with an introduction to and appreciation of systemic thinking in relation to the stakeholder environment;
- finding out what the key stakeholders needed from the team;

- development of a timeline of progress to date and visioning the future with specific time-based activities to achieve collective goals;
- development of a strategic narrative for the team that could be shared across departmental and organizational boundaries as well as at all levels within the function;
- reframing conflict and establishing tools for dealing effectively with tensions.

From the mid-point onwards, the team coaching content for each of the teams diverged as they started to work on the key priority areas for their specific needs, with reflection facilitated by the team coaches to highlight how the team had operated during the meeting to help them to identify new areas that the team could work on in their normal meetings.

Some of the coaching involved the team coaches attending team meetings to observe/facilitate live meetings. This allowed the team coaches to challenge the thinking within the team and provide in-the-moment feedback as well as contributing ideas and supporting the team in achieving increasingly higher levels of engagement, partnership and delivery.

From our observations in the team coaching as well as supervision of individual coaching as the programme went on, significant changes in attitudes and behaviours were being reported among team members. Team members were visibly connecting at a much deeper level, collaborating to find solutions to issues and they reported a greater sense of cohesion. They had made significant shifts in their efforts to present a unified face to the organization, although these internal changes took significantly longer to register fully with the wider organization.

Some behaviours, possibly indicative of the organizational culture, were still being evidenced, such as reticence to give in-the-moment feedback on unhelpful behaviours upwards to team leaders and across teams. Given the highly time-pressured nature of the business, the teams were struggling to find space and time for more reflective practice. The team sessions have started to develop into a space for this to take place.

The team coaching programme will conclude with a reflection session with the team as well as 360-degree interviews with key internal stakeholders to evidence changes that have been observed.

Individual coaching

All team members embarked on a contemporaneous individual coaching programme, including: tripartite contracting and outcome-setting with the individual and their team leader; mid-term and close-out reviews; together with supporting books, journals and other reading materials.

The coaching allowed individuals to identify specific areas of personal development, which would supplement and support the team coaching initiative.

As Justin described it:

> The coaching experience has taught me to look within myself for answers, and that it is also okay to ask junior members in the team for help when I don’t know – teaching me to become more humble. I have also learned to take a ‘pause’ at times and to understand and to listen to what staff are really asking by learning to train my ear.

Although some individuals initially expressed their discomfort at the challenging nature of the conversations, the majority of participants engaged well in the coaching conversations once they became more familiar with the nature of coaching. However, the issues brought to individual coaching were, in many cases, performance- and task-oriented rather than more personal and interpersonal developmental areas.

The importance of integrating and aligning individual development with team development from an OD perspective is articulated by Geraldine:

> We acknowledge that we need strong leaders as well as strong leadership as the one cannot work in isolation to the other. We are developing a system and all parts are connected. Working on the collective level, you will still need to address individual development needs and when working with an individual leader, the system around the individual also needs to be addressed.
>
> Developing leaders in isolation is like rehabilitating a drug addict and then putting them back into the same environment where the addiction first developed, having no consideration that the behaviour is linked to the environment around the individual. While this is not the most positive example, it does demonstrate that leadership cannot be developed in a vacuum; there is much more power in development when it is linked to the whole system and not just isolated parts of it.

Early emerging organizational themes

The use of thematic supervision with the individual coaches as well as supervision of the team coaches allowed organizational themes to emerge.

There was a lack of clarity in the broader organization as to the teams' roles and responsibilities. This similarly applied to the teams' perceptions of other departments and divisions. Teams were often referred to by the team leader's name rather than the specific function.

Given the growth of the business, people found it difficult to keep track of who worked where. When attending meetings often not everyone knew all of those present – or endeavoured to introduce themselves. In addition, not all email signatures utilized in internal communications carried job titles. This led to departments tending to do their own thing, without understanding who or what was impacted by their actions.

In some cases, individuals were waiting for authority to take decisions or for others to respond rather than being empowered to take the initiative and make decisions for themselves – even though this was encouraged by their managers.

Elements of historical culture remained, expressed as a fear of speaking out in case of reprisal, anecdotal story-making and frames of mind about the ability to challenge hierarchical structures. Managing upwards was perceived as a challenge.

Team of teams (inter-team coaching)

Part of the purpose of the team coaching was for the three teams to shift the relationships they had with each other and explore the issues that required their effective collaboration with each other. They were making good progress as a result of their respective team coaching sessions, and so we decided to stretch them further. We proposed a ‘team of teams’ workshop, which would include all leadership teams within Comair who had been exposed to team coaching including the ExCo, the initial HR team, the food directions (catering) team and a combined standards and training team.

The workshop took place offsite in late November 2017, five months into the team coaching programme for the operations teams. The facilitation was led by Peter Hawkins, Metaco’s supervisor, assisted by Barbara and Danny. Between the seven teams there were approximately 60 participants, and the workshop was scheduled for four hours. Associate coaches providing individual coaching with the various Comair team members attended as observers.

Each team had their own table and flipchart. Peter began by asking them to draw two metaphorical pictures, the first of their team a year ago and the second of their team today. He then asked them to describe their team purpose and strategic priorities and team KPIs for 2018. They presented this back to the other teams and received feedback, appreciation and encouragement.

For the second part of the process the teams were asked to prepare their needs of the other teams present and to articulate what they would offer. This was presented as:

- To be really successful, what we need from (team name) is…
- What we offer (team name) is…

These were presented with dialogue between the relevant teams. Finally, taking the focus back into the wider group, they were requested to identify three things they need to do to increase collaboration as a team of teams. The commitments made were summarized into the one-page diagram and distributed to the teams.

All three of the operations teams reflected that they had found the expanded session very useful for connecting and stated their appreciation for the willingness of the other teams to engage fully in the process – even though most had not advanced as far in their respective coaching programmes. They were particularly appreciative of the ExCo for their willingness to participate alongside them and felt that at this workshop they felt the unity of being ‘one Comair team’.

A second inter-team coaching event is planned for later in the programme.

Geraldine concludes:

> The inter-team coaching was a new and valuable experience. It provided the opportunity for teams to more formally share who they are and where they see themselves going. It furthermore enabled them to receive ‘real-time feedback’ from their stakeholders in the room on what they could improve and what they were doing well. Commitments were made and, if followed through, will really change the landscape of how they connect with each other.
>
> Future ‘moments of connection’ will become easier to create if more platforms for conversation are put in place… I see real value in this for business to develop strategy at all levels through stakeholder engagement and alignment. More importantly, it will create a platform for sustainable change.

Progress made

Tracey describes the progress made in her team, and by herself personally:

> While we still have a lot to learn as a team, particularly about becoming more strategic and the need to ingrain a culture of continual learnings, we can however already start measuring our success by feedback that we have received from stakeholders and the quality of the task output we are seeing. Trust is clearly evident, and the team are using the tools provided at the advanced communications workshop that has created a common language. And the most pleasant surprise in this experience is the amount of fun we are having as a team…!
>
> On a personal level the benefit has been immense. This experience has been inspirational with exciting light bulb moments and new exciting discoveries about how I think and how to expand the way I think, how I create my reality with the words I use, changing my perspective on learnings and rediscovering the ability to imagine. I also learned that I want to rescue people and how I enable poor outcomes from this

behaviour and thus how to filter and use this ability in a more productive manner. I feel more empowered and in control and am delighted about the avenues that have opened for me to grow and keep growing.

Justin adds:

The experience has brought a lot more cohesion within our department and we are working a lot more unaided and getting on with the job – a lot less micro-managing is happening. We as a unit are now closer than ever as we had to learn to become vulnerable in front of each other, pushing the boundaries of things we didn't like seeing and hearing and owning our mistakes.

The managers are excited to put what they have learned into practice and I've heard them on several occasions asking for help – putting the ball back into the employee's court for answers and creating better team dynamics and interaction. There are continuous ongoing practices that we share with our teams and roll out our learnings with them so that they too may profit out of this experience that we have been given.

There is also better relationship-building with other stakeholders within the business – a lot less playing the man and actually getting the job done now, which is ongoing and rolling over into other areas within Comair…

I can confidently say that this experience has strengthened my team, created more awareness, better communication with stakeholders, more confidence, seeking learning opportunities, looking to the future, more drive.

Geraldine, from the OD perspective, observes:

Wow! Previously the teams in operations were working in silos and either not having important conversations or having conversations that were not necessarily supporting the best interests of Comair. I have seen radical changes in how the operations managers relate to each other as well as to their stakeholders. Dialogue has opened up and they are finding ways to co-create solutions. They are stepping up in how they lead their teams, how they ensure their teams are connected to each other and how they are achieving their broader objectives.

Taking a broader perspective, Erik Venter, CEO, comments:

The initial observation of the team coaching is that participants have become more connected on a personal level and more understanding of each other's work challenges. This has facilitated better joint problem-solving, more consideration and less passing of blame. Participants are also more open to challenging conversations without immediately feeling threatened.

As with most leadership development (and amid the surrounding changes), the outcomes and the return on investment of team coaching are not explicitly quantifiable but will definitely contribute positively towards the evolution of the leadership culture within Comair.

Comair's talent management strategy

Geraldine explains:

Comair's talent strategy is focused on 'building its own' given that there is a real shortage of skills in South Africa and this issue is compounded when you are looking for talent in aviation, which consists only of a handful of companies in South Africa. Building our own skills is not necessarily the only or most significant factor that differentiates us from our competitors, but it is an important one…

We cannot build skills in the absence of good-quality leadership teams who know what our business stands for and where it is heading, and have the ability to nurture talent.

The actions of our *collective leadership* shape our culture. For 71 years having the right skills coupled with a unique culture has enabled us to grow from strength to strength. Team coaching is enabling us now, as a growing business, to really refine our culture even further into one where we can drive enterprise-wide performance through collaboration in an era where change is the norm and continuous evolution is required to stay ahead of the game.

Frankly speaking, we are changing mindsets, eradicating silo thinking, while still keeping the essence of what makes us Comair.

OD perspective on team coaching at Comair

Geraldine continues:

My personal experience of the HR team coaching process coupled with individual coaching was phenomenal. It created a platform for the unsaid in the team to be spoken and for us to really focus on what we needed to deliver to our stakeholders. I almost do not recognize the state we used to be in as a team a year ago compared with how we function today. Yes, there always will be room for improvement, but we are in a much better place today than we were when we first started.

As the OD sponsor, I hear positive sentiment on the changes the participating teams are experiencing and from their stakeholders. The consequence is that a new language is being developed around how people need to work together to achieve outcomes. Furthermore, participants observe the difference in their own mindsets compared with those who have not yet embarked on the journey.

As co-coach with Barbara to another Comair team, it has been valuable to watch them open up their minds to new ways of thinking about the possibilities of what they could achieve as a business. It was interesting to see how they grappled with defining a future state as individuals, and then the magic happened when they worked together, and a new level of thinking came out from the team. That is what we want – no, that is what we *need* – to thrive as a business!

Reflection and learning

Standing back from this very intensive work with a complex, growing organization, we reflect on the key themes and learnings through integrating ecosystemic and systemic team coaching along with individual coaching and personal development into an integrated programme to achieve remarkable change:

- Team coaching is not restricted to sessions with the coaches, and it happens when the team are together and when they are apart.
- The three team leaders now see themselves as a team and have commenced regular meetings between themselves, inviting other key internal peers to join them. This is a move away from attachment to their functional teams to

form a new identity as an integrated Comair operations senior management team.

- There has been a move away from assumption and blame, in favour of fact-finding and co-created solutions. As a result, their collective performance is improved, and the regular crises which are commonplace in this industry are addressed faster and more effectively, therefore supporting the key ‘on-time performance’ objective.
- All three teams have expressed how much they have enjoyed the team coaching. Although it has been a challenging journey, they have put their hearts into learning and making significant changes. It has been rewarding to hear of the impact as they began to partner with their own team members and with other teams. A focus is now being placed on supporting them as they develop their functional teams to do likewise.
- Individual coaching of team members contributed significantly to the rapid change in attitudes and behaviours. We consistently notice how much faster change at the team level happens when individuals are concurrently working with their own coaches in alignment with team objectives.
- The advanced communication skills workshop prior to commencement of team coaching is valuable. We find that learning the basics of how to communicate effectively provides a solid platform for beginning the team coaching work. Systemic team coaching is not always coaching, rather a multifaceted approach, co-created with the team, that addresses what is needed at the time, and both structured and ‘in the moment’.

- It has been extremely valuable having open access to the CEO, Erik Venter, who is supportive of the process and actively partners with us through giving valuable feedback and suggestions for improvement.
- Partnering across different roles of leadership, at various levels and across different parts of the business in our work with Comair has provided valuable learning. Key to this has been keeping the strategic vision as top of mind, while developing a true appreciation for the business, what makes it special, and the challenges it faces and will face going forward. The doors are always open for us to meet with any internal stakeholder, at any level, on any topic. The ability to have honest co-challenging conversations, whether engaging with the CEO, the head of OD or senior managers and their management teams has enabled us to truly think and work systemically and ecosystemically.
- The complexity of the environment in which Comair operates, the changing structure of the organization and the variety of sub-cultures that exist have enabled us to develop our skills in systemic complexity thinking and adaptability. We have learned not to take anything at face value, but rather to take time to explore non-apparent linkages between seemingly unrelated factors, which has uncovered some interesting awareness for all involved.

2021 update

By Geraldine Welby-Cooke (former Human Capital Executive of Comair) and Barbara Walsh (MD of Metaco)

- The case study told the story of the working partnership between the operations teams and the team coaches until the end of 2017. The coaching continued with these teams into 2018, at a point in time when the company was profitable and preparing for significant growth. However, from mid-2019 until March 2020, the company went through substantial changes, including three CEO-level changes, changes to other leadership structures, and the grounding of their newly acquired Boeing Max 737 aircraft. Against this backdrop, coaches can reflect on the impact of team coaching in businesses that experience widescale and substantial changes.
- Three leaders of the operations teams involved were interviewed for this update, covering the period up to March 2020. While each team leader provided valuable feedback from their own experiences of the widescale changes in Comair, this update focuses on the common themes.
- The team leaders all reported better communication and improved coordination between their teams during the first year following the conclusion of the team and inter-team coaching programmes. A common approach and language for questioning each other meant less drama was apparent in the system, with a greater collective focus on exchanging value-creating feedback, cross-functional problem-solving and supporting each other. One leader of multiple teams notably remarked on how the respective teams started to consider how their behaviours and team dynamics contributed to the overall business culture.

- They highlighted the merits of a multifaceted approach for the sustainability of the process. They felt that team coaching alone would not have been sufficient to anchor the changes through stressful periods. The communications skills training initiated a common language for engaging, which was maintained. Individual coaching helped build personal growth for leading and managing more effectively. The books provided to each team member served as a helpful resource for ongoing reference. The team coaching and inter-team coaching helped the teams to break down operational silos, develop meaningful relationships, and see themselves as part of one integrated team with common goals and outcomes.
- The team leaders reflected on the impact of the several changes in executive leadership, each of which brought a different leadership style and approach. They emphasized the importance of demonstrated senior-level support for both the developmental processes and the ongoing sustainability of the progress made.
- In March 2020, the Covid-19 pandemic struck. As part of stringent lockdown regulations, the government instituted a ban on domestic and regional travel. Unable to operate and with significant financial challenges, the airline entered voluntary business rescue (BR) proceedings, with the BR practitioners taking overall decision-making capability. Despite the little opportunity for teaming during this period, it is significant to note that each of the team leaders interviewed spoke of the systemic personal impact of their learning, which helped them withstand the crises and which they continue to draw from to this day.

- This example provides a radical insight into the extreme change conditions a business can face in today's world. The reflection we as team coaches take forward is how we can better help teams prepare for the kind of crises they may face in their future, while taking into account the ripple effects of these and the impact the past will have on how the teams deal with them. It's a lot to think about and epitomizes the increasing complexity team coaches must prepare themselves to face.

13

A medley of team coaching vignettes

Challenges and innovations

PETER HAWKINS, HELEN ZINK, NATHALIE LEROTIC PAVLIK, NQOBEKILE DORAH MANYONI, MONICA CALLON, LUCY SHENOUDA, RALPH COCHRANE AND DECLAN WOODS

Introduction

In this chapter we will explore both some of the challenges that emerge in team coaching and then some cases of team coaching in very different contexts.

In teaching and supervising team coaches around the world, some of the most common questions and concerns that arise are as follows:

- Can I team coach if I am internal to the organization and what are some of the challenges this brings?
- How do I take care of myself as a team coach when under pressure?
- What are the benefits and challenges in working as a co-coaching pair of team coaches?
- How do you approach the work when the team leader is resistant or reluctant to change?

- You talk about working ‘future–back’. Given the future is unknowable, how do you bring the future into the team coaching?

Our first story addresses the first two of these questions, as Helen Zink describes the struggle to coach a team she had recently joined that was operating under pressure and how she realized the primary importance of supporting herself.

In an emergency, put your own oxygen mask on first

By Helen Zink

I was asked to coach a senior leadership team that delivered support services within a large organization providing national emergency services. I had recently joined the team following a restructure. I was an internal team coach.

As I began working with the team, it was evident the team operated as a ‘hub and spoke’ team and that the leader’s style was ‘hands-on’ with little delegation. Team members often said, ‘He (the leader) needs to delegate more’, and ‘We wait for him (the leader) to make all the decisions.’ The team told me they preferred and needed a more collaborative style, but were equally hesitant to talk to the leader about it. The wider system in which the team operated also reinforced the ‘hub and spoke’ style, with delivery of emergency services being hierarchical in nature.

Purpose and method

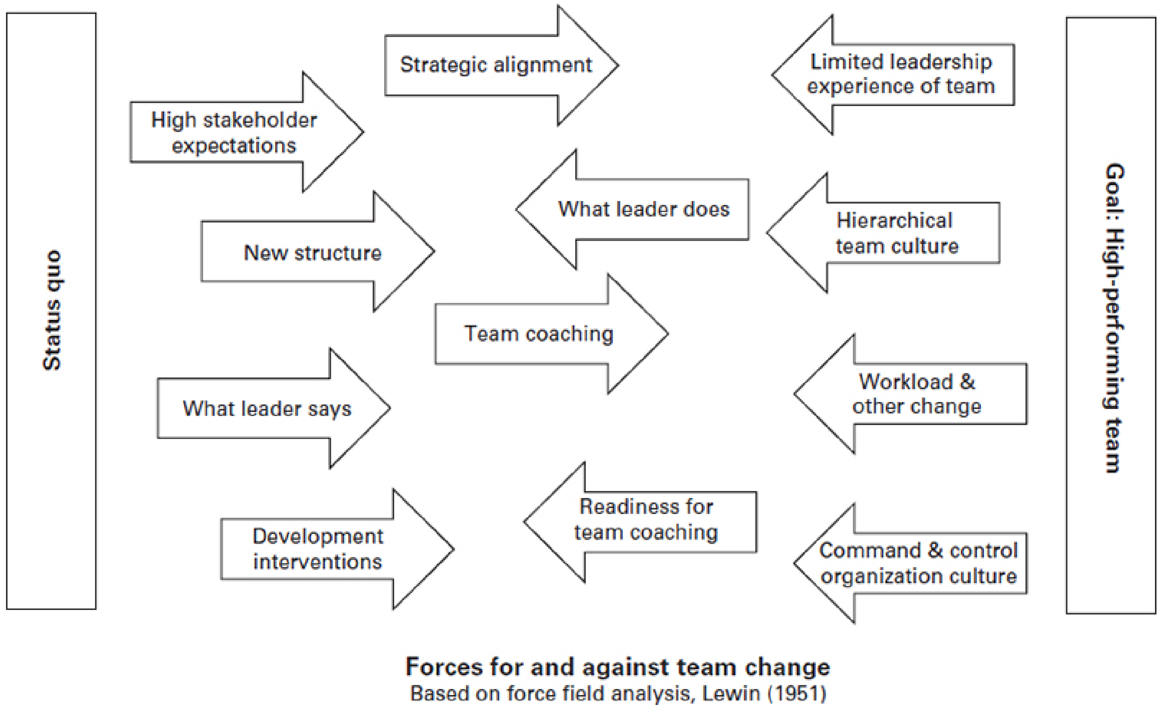
The strategic goal of the team was to become world class in their functional area. My role was to drive the people part of the change required, and the team's development goal was to become a 'high-performing team' (HPT).

Team coaching interventions were applied at three levels of the system – monthly team development days including team coaching, one-on-one coaching of team members, and day-to-day ad hoc advice and coaching style conversations with the leader.

Outcomes for the team

The time period reviewed in this case study proved to be a challenging one for the team. It was a time of high workload, new organizational structure, multiple process changes and varying levels of leadership experience. At the same time, I was encouraging the leader to change his leadership style to be more collaborative. From my perspective, he intellectually and verbally supported the team development goal and intervention approaches but found it difficult in practice to change his own style. Figure 13.1 illustrates key forces for and against change within the system.

Figure 13.1 Forces for and against team change



SOURCE based on force field analysis (Lewin, 1951)

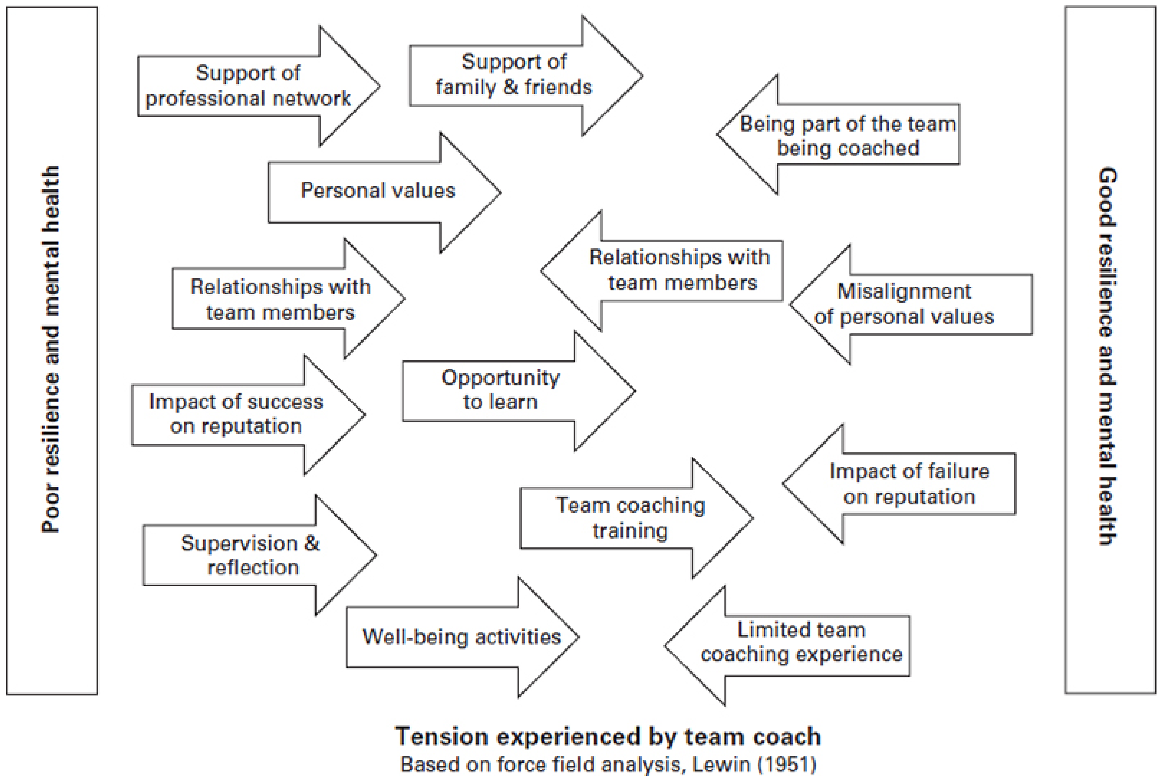
▶ Figure 13.1 details

Despite the challenges, some measurable progress was made during the case period. Engagement scores increased slightly, as did HPT questionnaire results (based on Clutterbuck's (2020) PERILL model).

Impact on team coach

The forces against change and minimal progress (perceived or real) described above were difficult for me to work with, and this also impacted my relationship with the team and the leader. Also, I was concerned that failure would impact my professional reputation, and my emotional connection with team members was blurring role boundaries. Figure 13.2 illustrates tensions I felt within the team coach system.

Figure 13.2 Tension experienced by team coach



SOURCE Based on force field analysis (Lewin, 1951)

▶ Figure 13.2 details

The biggest challenge was how to remain professional and manage tensions. My values of personal integrity and authenticity were compromised, and in time, my struggle led to heightened sensitivity and emotion. The situation was exhausting, and it was increasingly difficult to maintain resilience while being client-centred.

At the same time there were positive aspects at play, including regular one-to-one and group team coaching supervision. Supervision topics included: multiple roles I was playing in the system and which of these I preferred (coach, role model), and which I did not (taking responsibility for team actions, being the team counsellor); being hooked into drama triangles; managing personal energy; and seeing the system from a higher and holistic perspective.

I also had significant support from family and friends and others in my professional network. Well-being activities formed part of my daily routine, including reflection by keeping a regular journal and meditation. A technique I often used was listening to mindful walking exercises while exercising in a nearby park. I also spent the first five minutes of each day in the office meditating in a quiet room, and repeated the exercise as many times as I needed to during a day to help keep me centred. I also found strength in my personal values of tenacity, self-belief and achievement, and focused on these in reflection and meditation.

Lessons

In relation to process, better contracting of roles and expectations of the leader, team members and me were required (Hawkins and Turner, 2020). In particular, as suggested by Clutterbuck (2020), the leader's role in the team process is vital, and earlier and stronger attention to my partnering effectively with the leader was needed. On reflection, the development approach may have been too optimistic given the team context, and realistic measures of progress/success would have been helpful for both the team and for my own sense of achievement.

From my perspective as team coach, I was doing many of the right things. I was wearing an oxygen mask, but it was not effective enough. If I could 'do over', I would be more open with the team regarding tensions in my own system, actively avoid friendship and emotional connection with them, and set much clearer boundaries around roles and expectations. In addition, I would pause and physically step outside the system from time to time, hopefully enabling a satellite perspective of the system components and impacts. Instead, I continued on the same flight path, with self-awareness limited to the emergency I could see inside the cabin.

What happened next

The engagement continued and is still active now, more than two years on. Immediately following the time period represented in this case study, there was a reduction in pressure on the team. Structure and process changes were bedding in, and delivery of outcomes improved. Around the same time, the team openly challenged the leader in relation to his leadership style, and he responded, resulting in much more collaboration and alignment. Improvements came quickly, evidenced by significant increases in both engagement and HPT scores. Positive verbal comments from the team included, ‘We talk openly,’ ‘We make decisions without the leader,’ ‘We challenge each other,’ and ‘We have each other’s backs.’ I felt a strong sense of relief in my role as team coach. Negative forces in both the team and my own systems decreased and positive forces dominated.

Unfortunately, progress was short-lived as Covid-19 hit and the team’s world turned upside down – but this is the subject of another case study…

Conclusion

This short case illustrates that both from a team change perspective and a team coach perspective, many forces and tensions are in play simultaneously. Self-awareness, self-care and resilience are required for team coaches (EMCC, 2020). To serve our clients well, and maintain a client-centred approach (ICF, 2020), looking after ourselves must be our highest priority. In an emergency, put your own oxygen mask on first, ensure your mask is effective, and view the emergency from a satellite perspective.

Our second story addresses the challenges in working with a front-line team in a South African township working where many children were orphaned by parents dying of HIV/AIDS. It shows the benefits of co-coaching, particularly where one coach is close to the situation and one more removed.

HapyD

By Nathalie Lerotic Pavlik and Nqobekile Dorah Manyoni

HapyD is an HIV/AIDS awareness and youth development project, an NPO existing since 2000, being situated in Jabulani Soweto, Gauteng Province of South Africa. HapyD advocates for and supports around 350 underprivileged children in the community. It provides support to vulnerable orphans, children, child-headed households, and youth with services in counselling, HIV/AIDS support, youth empowerment programme, home-based care support programme, nutritional support, educational support, application for grants and identity documents, and arts and culture activities.

The team we coached was an intact eight-member team that has gone through a change of team leader in the past couple of years, which many team members experienced as a challenging and unsettling time. The team is responsible for the operational functioning of providing the services to the organization's beneficiaries, with team members leading and orchestrating work of other colleagues across HapyD.

The systemic team coaching engagement commenced with the initial discussion with the team leader, who provided an overview of the organization and the team itself and the possible benefits of engaging in a team coaching effort. Following this, coaches met with the intact team for the first team session to provide an overview of systemic team coaching, introduce each other and solidify the common interest to proceed with the engagement. For all members this was their first touch with the world of coaching itself, and the meeting generated high positive energy necessary to start learning and growing together as well as challenging the team to break through and address the changes needed.

In this initial phase, as coaches we became acutely aware of the criticality of our own personal power, and how this was showing up with a client both individually and as a coaching pair. We used Professor Hawkins' model of authority, presence and impact (Hawkins, 2021: 317–19) to review all three aspects of effective influence combining self-assessment feedback from others in coaches' exchanges regarding our teaming and personal development areas. This proved highly valuable in not only raising our awareness but importantly enhancing the effectiveness of working with the client team.

During the scoping stage, as coaches we gained valuable insights through conducting semi-structured interviews with team members and several key stakeholders, and by collecting the data via the High-Value-Creating Team Questionnaire (Hawkins, 2021: 350–53). The inquiry process raised key points about (a) the team dynamics, (b) their functioning within the organization, and (c) the necessity to be unified as a team.

There were several topics that particularly came to the fore following inquiry stage, on which many of the subsequent team coaching activities focused. The team identified these as challenges that need their utmost attention and were willing to challenge the status quo and embrace uncomfortable conversations to be able to uncover the deeper layers and rationale to exhibiting such patterns of behaviours.

The first area was the trust levels and a frequent habit of gossiping within the team. This was addressed by exploring how the team could increase its psychological safety and this proved as a great focus for team coaching conversations.

Team members first completed the psychological safety questionnaire, as developed by Professors Peter Hawkins and David Clutterbuck (Hawkins, 2021: 357–59), which assessed the level of safety from both an individual and team perspective. Cumulative data showed the top three development areas for each perspective, which served to start a team discussion that has not been openly held before in this respect.

It has been critically important for members to be able to address the comfort in admitting mistakes and for everyone to openly share ideas, without the fear of being judged or undermined for a different viewpoint. There was also a sense of relief to begin to explore beneath the surface, and it was emotional for the team and coaches to experience it together.

The second salient theme was stakeholder relationships, which was showing no consistency in approach to working with a wide variety of stakeholders and the urgent need to rebuild cooperation to be able to maximize the outcomes for the beneficiaries of the organization.

In a joint exercise, the team produced a stakeholder mapping outline, identifying all stakeholders from each respective segment, evaluating the current relationship status level, and agreeing on the most pressing priorities to pursue. Importantly, for each of the stakeholders a team member(s) has agreed to be the key contact point, and actions plans with activities have been put in place. Through open conversations and realistic assessment of status, the team realized the critical importance of stakeholders in securing the funding and various services required for the organization to be able to fulfil its mission.

By applying a fishbone method, the team pulled together to work out their development journey by using collaborative sense-making of all the data that has been gathered. Through a team discussion, the team outlined key current challenges, future desired state, and the key activities by milestones for the year ahead. It was a unifying experience for the team to be able to concretely outline their agreed course of action, with everyone’s inputs considered and respected.

The third aspect focused on being mutually accountable for collective goals and collective learning. The team acknowledged that while there was an individual focus on both components, the collective one was not well developed and understood.

They embraced with vigour to work on their team charter, focusing attentively on each aspect, in particular revisiting their core values, a mechanism on how to work together most effectively, and specifying and agreeing behaviours that will encourage reaching for the desired objectives as well as those behaviours the team wants to discourage.

Complementing team coaching workshops and meetings, we offered virtual one-to-one coaching sessions with the team leader and members, providing individual support, and coaching with specific topics relating both to the individual and to help the wider team move on in the desired direction.

Our main learnings clearly point to trust in the team coaching process, and we tried early on to let go of the preconceived notions of progress as each step was taken with the team. We believed each team coaching session was a unique journey, with its own pace, stops and turns. By respecting this as coaches we could co-create the journey with the client team that will serve them in their set of circumstances and wider context in which they operate.

Another learning point was forming an open and trustful collaboration with the team leader, by engaging with her prior to the start of the team coaching project and thereafter on a regular basis. This helped us in building the steps towards the desired destination for the team. The check-ins with the team leader enabled us to steer the course and respond appropriately as matters had arisen by having a depth of understanding gained from the team leader and team members.

Moreover, we have been assured of the importance of reflection as a vital component in the coaching journey. Engaging in reflective practice on an individual level, as co-coaches and utilizing team coaching group supervision has helped us both in our own development and growth and in better supporting the client team.

Thinking through what we would have done differently if able to start anew with this coaching client, at the beginning we would explore how to engage with various stakeholders to a greater degree, to gain valuable insights relevant for the team coaching. Specifically, to think how to creatively approach governmental agencies, and clinics/hospitals, which play a critical role for the overall operations and success of the organization.

Furthermore, given that we have worked under restrictions in pandemic conditions and with technical difficulties, it would be helpful to plan more in advance for contingencies. For example, we would organize portions of activities to be completed in smaller groups and offline, before we reconvene with the whole team for the joint coaching session.

In addition, we would have offered one-on-one coaching sessions earlier in the team coaching engagement, as indicated by the intensity of the feedback from team members in also having such individual attention and support available to them.

As an intercultural coaching pair, we worked as co-coaches from Croatia and South Africa, bringing together a blend of diverse backgrounds, perspectives and experiences, while sharing core values and a passion to serve and coach client teams. This has enriched our work and understanding of both client and us as coaches, and we heartily recommend for coaches to pair up with likeminded coaching colleagues from across the globe. Nqobekile from South Africa made sure to attend workshops in person, Nathalie the Croatian coach was online, and we had frequent syncs and briefs to exchange our insights and information. This ensured that we role-modelled us acting as a team coaching team and gained credibility with the client.

As the coaching engagement enters its last third, gains are becoming evident and the HapyD team has shown continuous commitment, interest and motivation to change, grow and do their best for the ultimate benefit of the children.

The third story comes from my colleague Monica Callon in Montreal, who tells the story of how she and her co-coach brought a totally new perspective to the leadership team of an engineering firm, by working future–back, asking the team members to step into the shoes of their grandchildren.

Our grandchildren: a gateway to serving what is necessary

By Monica Callon

> *Stories are medicine. I have been taken with stories since I heard my first. They have such power; they do not require that we do, be, act, anything – we need only listen.*
> CLARISSA PINKOLA ESTÉS (1992)

As familiar faces filled the Zoom room, Alexi Murdoch's powerful song *Something Beautiful* greeted the 12 members of the senior leadership team. Prayer-like, it invited reflection, beckoning them to remember that we're all 'part of something beautiful'. At this point, none of us realized just how prophetic his lyrics would prove to be.

Throughout 2020 and into 2021, the pandemic had imposed a start-and-stop staccato rhythm to our work with this team. We had yet to establish a 'groove' with them. In their feedback to us, they also lamented the unsteady cadence of our work together. This spurred the team's leader to commit to bi-monthly sessions. My co-coach Gilles Brouillette and I set out to make each session count, disrupt and serve what is necessary.

For this team, like many others, helping its members foster a sense of trust and safety was part of what was necessary. This meant coaxing these extraordinary problem-solvers out of their silos and their transactional interactions. We needed something that would allow them to connect with their highest aspirations and shared humanity.

Co-creating with our grandchildren

Gilles and I knew we had 'it' when the idea we landed on made us quake. (Disrupting can be uncomfortable for disruptors too.) Inspired by Marshall Gantz's public narrative work, we asked each leader to prepare a five-minute 'story of self'. The twist? They were to tell their story not in their own voice, but from the vantage point of their grandchildren. What would they most want their grandchildren to say about them when they no longer walked this earth? What will they have done to make their grandchildren proud?

As 87-year-old primatologist Jane Goodall stated in a November 2020 interview on the *New York Times* 'Sway' podcast, 'People change when we reach the heart.' For most of us, few things in life open our hearts more quickly and completely than our children and grandchildren. They connect us to our legacy, lineage and the trace we hope to leave on this earth. The invitation to these leaders was unmistakable: to shed their masks and reveal what matters most to them. It was a level of vulnerability and intimacy this team had yet to seek or achieve.

Telling stories to lift the veil

On storytelling day, Gilles and I were excited, hopeful and grounded in a strong sense of purpose.

With Alexi's song playing and everyone 'on mute', we asked the leaders, all men today and mostly engineers, to reflect on how they were *feeling* about sharing their stories. If anyone was still clinging to the hope that this would be a familiar 'business-as-usual' session, those hopes were roundly dashed.

As we faded the music, they brought their voices into the room. In the check-in, they spoke of their apprehension, discomfort and, for some, dread. They told us that our ask was a big one. In part, because they knew and trusted Gilles from previous work with him, they not only accepted our challenge, they rose to it. For the next 90 minutes, all of us listened in rapt silence, witnesses to each leader's grandchildren's tale. After each story, we took a few minutes, again in silence, to capture what we had heard about the storyteller's values, beliefs and aspirations as well as the themes emerging across the tales.

A beautiful sacredness

With each story told, a beautiful sacredness settled into the space. At times, there were tears; at other times, belly laughs and nervous chuckles. It was magical to watch these men use their grandchildren's voices to open up to each other. Themes of humble beginnings, of family and friendship, of nature, of passions and hobbies, of the uniqueness yet universality of each leader's journey, emerged.

As the last storyteller finished his tale, the silence lingered. We were reluctant to break the spell of deep connection, acceptance and appreciation cast by their grandchildren's gaze upon them. Slowly, they began sharing their thoughts and feelings about what they had created together.

Learning through deep listening

They said they learned things they never knew about each other. They noticed how it seemed to be the little things that mattered most. They were amazed that no one had taken an 'engineering approach' to the assignment. In fact, work was rarely mentioned in any of their stories. One leader commented aloud, 'I'm wondering why was this so hard for me.' Another leader said, 'I will never sit in a meeting again and look at you guys in the same way.' I still get goosebumps as I write this.

To build on this space of intimacy and counter the gravitational pull of habit, we asked them to use their stories and what they had learned about each other to craft their team purpose and values, taking into account their stakeholders, including, of course, their grandchildren. These days, we're working with them to bring their team purpose to life while they continue to practise their conscious listening and generative dialogue skills.

How can we be remembered well?

As I look back, this experience was nothing short of transformative for these leaders and their two coaches.

Personally, it will remain with me forever. As Roman Krznaric asks in *The Good Ancestor*, ‘How can we be remembered well?’ (p53). We gave these senior leaders ‘a “death nudge,” a well-placed reminder of our mortality’ (p54). In doing so, we flicked on the ‘legacy switch’ in their brains ‘…to forge a sense of intergenerational care and responsibility’ (p55).

All of us want to be seen, to be heard, to be remembered and to know that we mattered. All the more reason, in my opinion, to continue nudging leaders and teams to lean into their most noble and necessary evolutionary purpose: contributing to a more inclusive, kind and regenerative world for all. This, my friends, is music to my ears.

For many years research has shown that many mergers and acquisitions fail to achieve the strategic goals and targets that prompted bringing the organizations together. Often this is because too little attention is given to the cultural and people issues. This is where systemic team coaching can make a large contribution, and I have coached many leadership teams through both merger and acquisitions. So here are two short vignettes of coaching mergers.

Team coaching through a merger

By Lucy Shenouda and Ralph Cochrane

The organization is part of a publicly funded economic development agency network specifically tasked to support entrepreneurial hi-tech start-ups in the region. Vulnerable to highly regulated external funding, a strategic direction was taken to create a for-profit partner company to secure future growth. Their mandate: to accelerate technology, innovation and commerce. Their goal: to create a single client experience across the two partner companies.

In early discussions, the CEO expressed concern that senior leaders acted with an individual contributor mindset, vying for attention, reactive on who and which side is better. There was a resistance to new ways of working, holding on to historical processes impeded progress.

Divergent business structures, approaches and ideas created friction and resistance. While an opportunity to cross-collaborate and scale was desired, the challenge of siloed communication with hub and spoke leadership created obstacles to progress.

Engagement and contracting

The CEO engaged us in a 10-month team coaching assignment, eager to achieve team integration. The opportunity for the ‘team in the making’ was to see themselves collectively accountable for successful integration.

The for-profit was formed to fund and expand the client base for the non-profit’s growth, influence and impact in the community. The CEO’s request was to help the senior leaders be a real team: ‘Our vision is to be lived, breathed, and felt beyond contractual understanding, a lived experience felt across stakeholders, embedded in our DNA.’

An established relationship and effective past team coaching experience accelerated scoping, commitment to invest and contracting with comprehensive documentation.

The inquiry, discovery and design

We began the team coaching engagement with a systemic lens, pre-scheduled monthly team coaching, one-to-one leadership coaching, and requested a calendar of business-as-usual meetings. We incorporated development of a team charter, started a robust stakeholder mapping exercise, and arranged multiple stakeholder interviews and assessments, all completed in a virtual environment:

- coach and team member one-to-one interviews;
- pairing team members to complete two-to-one stakeholder interviews;
- leader 360 assessment, Diamond Power Index® (DPI) (© Diamond Leadership https://diamondleadership.com/power-dilemma/); and
- team diagnostic assessment, Team Connect 360 (TC360) (© Renewal Associates and AoEC, www.aoec.com/teams/team-connect-360/).

Each team session began with a discussion on desired outcomes and included recurring reflections on what they were noticing on how they were coming together and growing as a team.

Team session topics included:

- development of their team charter;
- stakeholder mapping;
- setting up multi-level stakeholder interviews;
- introducing the DPI 360 Leadership Assessment;
- introducing the TC360 and debriefing;
- team development.

One-to-one leadership coaching included:

- DPI debriefing;
- leadership development.

Team coaching supervision

In initiating work with this client, we hired a team coaching supervisor to help us with our collective learning. In addition to continuous learning and reflection, we took the opportunity to design a unified discussion guide for all stakeholder interviews:

- What do you appreciate about working here/working with the team?
- What do you want to be sure we bring forward in our work together?
- What would you really say about what it is like to work here/work with the team?
- What's one tangible thing that we can measure over time towards a desired team/organizational outcome?

What we observed early on

The team demonstrated habitual unproductive patterns hindering integration. Senior leaders did not speak up during sessions and postponed integration conversations with peer counterparts. These communication challenges ran counter to the commitment to speak up, embrace core values and step outside of silos. They struggled to speak to each other outside of regular business operations. Across the organization, staff deferred concerns directly to the CEO, rather than engaging their managers or peers in productive problem-solving.

What worked

Commissioning: Through the team sessions and one-to-one interviews we asked the team members about their shared purpose and collective success measures. This prompted a shift in mindset from individual to organizational goals and measures. They were unable to clearly articulate at first, and with further dialogue we began to surface greater understanding of their contribution. Organization goals were identified as:

- increasing the client roster;
- improving client outcomes;
- attracting higher-impact clients and industry partners;
- ultimately lifting regional innovation to a higher momentum.

> 'The desire was for these goals to be achieved with the experience of success felt by each stakeholder, not a select few.' (CEO)

Clarifying: During team sessions, the team charter was a focal point, providing a forum to dialogue an aligned way of working. The charter was used to focus and reflect on business-as-usual meetings and was shared with staff. Increased awareness of underlying power dynamics helped the team acknowledge accountability for successful integration. Greater transparency to strategic plans and KPIs led to a shift from hub and spoke to collective decision-making. Inclusivity, adaptability and respect emerged as values.

Co-creating: Team members acknowledged the value of stepping into boldness, to raise critical points perceived contentious, more often, openly and bravely. The early development of a team charter (see Hawkins, 2021: 114–16) as a living document made a difference in fostering deeper conversations, helped to raise awareness of unproductive interpersonal patterns of keeping grievances to themselves. Team members took on more responsibility.

Connecting: The multi-stakeholder interview process was instrumental in uncovering struggles that were active several layers below the surface. The DPI 360 assessment and leadership coaching served to surface power dynamics and unresolved issues not easily voiced, yet imperative to forming partnerships. The TC360 resulted in raising awareness of broader stakeholders' confusion on how the non-profit and for-profit work together as a single entity. The stakeholder map created visibility to the diversity of internal and external stakeholders and brought attention to the need for multi-stakeholder contracting to explicitly manage expectations and shared goals.

Core learning: Team sessions were designed to start and conclude with reflections on progress and learning during and in between sessions. When we presented the framework for the team charter, in a pivotal moment, a team member asked: 'Is this who we are now or by the end of our programme?' Revealing and well timed, this question provided real-time learning reinforcing the evolutionary nature of a team charter, a living document that takes continuous practice, commitment and time to be realized.

What didn't work

The requested calendar of business-as-usual (BAU) meetings wasn't provided. Although invited to a BAU part-way through the programme, it was cancelled and an opportunity to attend another didn't come to fruition.

The DPI leadership 360 assessment was deemed useful for some through individual coaching sessions. However, it wasn't effectively applied into an individual or team development plan.

The outcomes

1. The CEO rose to the challenge to get out of the middle of hub-and-spoke communication, which expanded the circle of collective leadership influence, and created space for team members to engage in problem-solving with their peers. The CEO said: ‘I’ve resisted jumping into solution activities and have allowed the leadership team to sort through the solutions independently, providing insights and guidance but not taking on responsibility for execution.’
2. Realignment within the team began. A team restructure was initiated to find individuals more suited to its culture and values. Tough decisions to release individuals, decisions made by the CEO and approved by the board of directors, led to a work environment less compressed by undue stressors, and a renewed focus on an integrated performance scorecard.
3. The crucial mission of scaling the organization got needed focus. Team members readily stepped into greater responsibility and accountability for the organization’s success. These changes allowed the organization to benefit from economies of scale and more fulfilled employees better equipped to work toward their shared purpose.

Our learning

1. We have heightened appreciation for truly slowing down, paying attention to a message within a disruption, pausing often, to:
    a. temper our natural tendency to move into action;
    b. give time to process disruptions, paying attention to nuances easily missed if not for slowing down;
    c. notice the parallel process (Harold Searles, 1955) of diverse approaches in us as team coaches and the team members – when the team sped up, we slowed down, co-creating space to pause and notice what's happening.
2. Instead of presenting the TC360 findings, we asked the team to review in advance. We set up a shared Google slide deck to capture their insights, live in session. This process revealed who spoke up and when, and how contentious issues were dealt with, in the moment. Observing the interaction, curious about the unfolding drama, we asked: 'What's happening now, that is mirrored in your system?' This provided rich conversation and deeper reflection. We learned the value of spontaneity. When we noticed an edge, a moment of resistance, we became curious, suspending judgement.
3. We incorporated a systemic lens to our one-to-one and team coaching conversations. This helped leaders see their role in the system and practise 'wide-angled empathy' (Hawkins, 2019: 74), noticing the dynamics in the sessions mirrored across relationships, and the broader system.

In future assignments, we would:

- integrate learnings from leadership assessments early, proactively, consistently;
- implement leadership development plans upon debriefing the DPI leadership assessments, cascaded into a collective leadership plan;
- persist in attending BAU meetings, regularly and consistently;
- be even more intentional to build in time to pause, create opportunities for team members to own their grievances, and support constructive conflict as a springboard to necessary change.

The quest continues

This captain and crew continue to navigate uncharted waters. Their expedition with us as coaches ensured braver and more future-focused decision-making through figuring out together what to do when things go wrong, as well as right. They overcame scepticism by seeking consistency in connecting to values of inclusivity, adaptability and respect in service of each other, and in their work. Did they always apply these principles? Not always. And the important work had just begun. Confusion shifted to courage, activated being curious, bold and impactful, continuously learning that their influence and strength rests in their cohesiveness and diversity.

The final story comes from Declan Woods and shows how he both provided the framework and support for psychological safety, but also held the space to allow the team to address conflict themselves.

Sitting in the fire of a merged team in conflict

By Declan Woods

Introduction

This case describes how a financial technology company used team coaching to support its executive team through a post-merger integration.

Context and presenting the team coaching agenda

The organization, formed three years previously, was initially structured as four separate businesses under a single shareholder/owner. To harness synergies and economies of scale across the companies, the owner appointed a new CEO to lead the group. The CEO decided to merge the businesses into a single entity under a new brand with central functions. The decision was unpopular.

Although the CEO created a single executive team drawn from directors of the original companies, they still resisted the change because of a perceived loss of status and autonomy. The HR director sought the help of a team coach to help them work through the ensuing conflict, which was slowing the pace of integration.

The approach to team coaching

I describe team coaching as: 'Coaching the whole team and its leader over time to increase connections, communications and collaboration and improve team effectiveness and performance.' In this case I was uncertain about the team's commitment for coaching and so proposed a 'chemistry' meeting to check for readiness. Everyone participated. I explained what team coaching was and what it involved and invited team members to say what they hoped to gain from the coaching. I was satisfied there was sufficient buy-in, and the coaching started.

To provide a shared understanding of the team, I used my teamSalient® diagnostic tool. This showed the following themes:

- a lack of alignment across the team;
- the CEO and owner's views were starkly different from the team;
- they were operating as a group of individuals, not an interdependent team, with low trust and team glue™;
- it was not felt safe to voice disagreement (little psychological safety);
- conflict was avoided;
- the team had strong creativity and innovation; and
- the team was an optimal size with the right technical skills.

Based on this, I tailored the approach to the team coaching, starting with smaller group work before moving to whole-team sessions to build psychological safety, and capitalize on strengths to create a climate conducive to team working. Given the low levels of trust, I paid particular attention to increasing team relational strength™.

Creating psychological safety for team coaching

The CEO set the context and goals. This reinforced the leader in his role – vital given the criticality of the leader to team effectiveness.

As psychological safety was low, I wanted to surface the underlying issues in a way that enabled them to be worked with. I invited the team to talk about when they had worked in a successful team before. Then, I asked the team to compare itself with this description, which created a productive dialogue. I set this activity up and then watched the team as they went about this task. At the end, I shared observations about how the team had gone about the task and how the team worked well when it agreed.

Having created sufficient safety, I de-briefed the teamSalient® profile. To avoid surprises, I reviewed it with the team leader first.

Working through conflict dynamics as they emerge

The team reviewed its profile in small groups, chosen to bring together members that needed to collaborate in their roles.

While discussing team leadership, the conversation between the group CEO and a subsidiary company CEO erupted into aggressive conflict. I watched this exchange and considered my intervention options. Team members were looking at me and it felt like they were expecting me to intervene. If I had contracted to work as a facilitator, I might have done so, but this risked closing down the dynamic, which would likely resurface later. Rather than intervene, I continued to hold the space while observing the team to see how they responded. Apart from those arguing, no one spoke. Team members' heads were down, and they looked embarrassed or afraid. I continued to ‘sit in the fire’ silently and hold the space.

Eventually I intervened, saying, ‘I can see you can fight. What else can you do?’ This had the intended effect of naming the dynamic and inviting the team to find an alternative way of relating. It created sufficient a pause for me to ask, ‘What is going on in this team right now?’ to build the team’s capacity to notice their own dynamics. After a brief silence, one team member spoke and described what she had seen. Others followed.

I then directed the conversation to the arguing pair, asking, ‘What needs do you have that are not being met here?’ to encourage them to ask for what they needed. This led to the director disclosing that he did not feel recognized in the merger and that he had lost power and prestige.

‘Naming’ this dynamic released built-up pressure. It also demonstrated the importance of effective communication as the currency of relational connectivity in a team. Only then was the team able to continue to the next stage of the coaching and agree development goals.

Outcomes and lessons learned

This case shows how a team used a diagnostic tool and worked through dynamics in team coaching to progress through post-merger difficulties.

What worked well in the coaching?

There were several practices that worked well:

- being clear on the team coach role, helping avoid being pulled into other roles in the moment;
- creating enough trust and safety;
- using a diagnostic framework (teamSalient®) to create a shared understanding and common language to discuss challenging topics;
- naming a dynamic so the team could recognize it and begin to hold difficult conversations and work through them while maintaining relationships.

How might the coaching have been improved?

The dissatisfaction of the owner was a key driver for the team coaching, yet I was only able to bring his views into the coaching part-way rather than from the start.

Conclusion

Each of these stories shows the bravery, courage and resilience one needs as a team coach, but also the importance of being able to reflect, receive supervision and constantly learn and adapt one's work in the light of emerging new challenges. Team coaching is far more complex, exposing and challenging than individual coaching. Every team coach needs to be comfortable with resisting the immediate wants of team members and also getting things wrong and knowing how to recover and use the failures for new learning and ways forward.

14
Assessment and evaluation of teams and team coaching

PETER HAWKINS

> *Coming together is a beginning. Keeping together is progress. Working together is success.*
> (ATTRIBUTED TO HENRY FORD)

Introduction

In this chapter we will start by looking at the importance of engaging the team with collective assessment, so all team members can see the team patterns and explore together the gap between how the team is currently operating and what the world of tomorrow and all their stakeholders need. This provides the collective agenda for the work. Equally important is the evaluation of progress at key stages on the team coaching journey and evaluation of the increased benefit the team has been able to create together – we will look at this process at the end of the chapter.

In training and supervising team coaches for many years, I have become very aware of the challenges for team coaches in assessing the teams they are asked to work with, in both deciding whether to work with them and what approach would be most beneficial. In the early years of my own practice as a team coach, I would carry out the traditional approach of talking to each team member and asking them what they wanted from the team coaching. Too often, team members would answer by telling me what was wrong with their team leader, or their colleagues, and would be unsure what the purpose of the team was. More than one team member said: ‘If we knew what development we needed, we would not need to employ you as team coach!’

I now realize the foolishness of my early approach, as: (a) it is seeing the team members as the clients rather than the team as a whole, (b) it is based on the assumption that the team members know the development the team needs, and (c) it fails to start from the needs of the wider context that the team is there to serve. I started to ask more questions that were an open inquiry that started ‘outside–in’ and ‘future–back’:

- Who does your team serve? And who are your team’s critical stakeholders?
- What do they value about your team and what do they need your team to do differently?
- What are the biggest challenges your team is likely to face over the next couple of years and how does your team need to change to face these challenges?
- In two years’ time, what will your team regret not having dealt with today, or be pleased it did address it in this team coaching?

The other big development in my craft was developing illuminative evaluation (Parlett and Dearden, 1977) and tools that allowed the voice of the collective team to emerge. These included a descriptor analysis (Hawkins, 2021: 355–57), a High-Value-Creating Team Questionnaire (Hawkins, 2021: 350–53) and embodied and creative methods for the team dynamic to display itself (see Chapter 17). All these approaches were a means of enabling the team to listen to what the collective team was saying, not the team leader, team members or team coach, about their collective strengths and weaknesses, areas of development and the journey they needed to go on.

Increasingly I began to bring in the voices of the team's key stakeholders: their commissioners, investors, regulators, customers, partners, suppliers, employees, communities in which they operated and the 'more than human world' that provided the resources and the wider ecosystem that sustained them. This I did by building wider 360-degree feedback elements into the diagnostics, having team members go and interview different stakeholder representatives and then, at a team session, step into the shoes of different stakeholders and speak from their perspective. Sometimes I would arrange for stakeholders to engage in person with the team coaching events.

The initial contract for the team coaching may just be with the team leader or the gatekeeper, such as the HR director. The fuller contract needs to be with the whole team and all its members, and the focus of the work needs to be larger still, based on the whole organizational, business, socio-economic and ecological systems in which the team operates and fulfils its purpose.

It is important that the team coach, be they the team leader, an internal team coach or an external team coach, starts their engagement with an inquiry that spans at least three levels of nested systems (see Chapter 18). These are:

- the ecological, business and socio-economic niche in which the team receives its commission, fulfils its purpose and operates;
- the team as a living system, with its own dynamics, interdependencies, lifecycles, etc;
- the team members, with their own histories, profiles, motivations and values.

This phase of inquiry can produce such rich and multi-layered seams and streams of data that it can become overwhelming, and to make sense of its richness without being overwhelmed, the team coach and team leader need strong assessment frameworks to shape the data.

Team Connect 360

I have worked with John Leary Joyce and the Academy of Executive Coaching to create an online team 360-degree feedback instrument called ‘Team Connect 360’ (www.aoec.com/teams/team-connect-360/). This has been adapted since the second edition of this book.

This is a powerful 360-degree diagnostic tool, which will provide the team (and the team coach) with valuable data and insights into the strengths and development areas of the team as a whole. It generates team feedback from both team members and a range of stakeholder groups, chosen in discussion with the team.

The tool is designed specifically around the Five Disciplines model, so the questions cover:

- stakeholder expectations (commissioning) – what the team is required to deliver by its stakeholders;

- team tasks (clarifying) – what the team does to meet those expectations;
- team relationships (co-creating) – the interpersonal and leadership dynamics;
- stakeholder relationships (connecting) – how the team connects with those it serves;
- team learning (core learning) – how the team grows and develops to meet future challenges.

There is an additional question set that covers:

- overall productivity – a summary of the team's record on their capacity to deliver. This gives a clear picture of how well the team is connected within its organizational system and what it can do to be more effective.

This is a great instrument to use in the inquiry stage of team coaching, to generate data about the team instead of, or alongside, one-to-one interviews. It gathers data in a straightforward and user-friendly way for presentation to the team leader and team members, enabling conversation into key areas of focus for development. It is also an excellent measure of success by repeating the questionnaire at the end of the systemic team coaching process.

What are the benefits?

- The requirement to seek stakeholder involvement sets the tone and approach for the systemic nature of the team coaching.
- Data is offered in a concise, tangible format, which is user-friendly and could be read and understood with minimal guidance from the coach. Once they read and explore the

report, the team are able to quickly identify where team coaching can most add value.
- It is direct data so removes the challenge of coach bias from interviews.
- The team coach or team members can still interview specific respondents for more clarity on their comments and additional feedback.
- It resolves issues of geography and time difference as data is collected online.
- Consistency – data is presented in a consistent format that is easy to understand by team members.

How is the data gathered?

- Up to 50 respondents can be invited to complete a short online questionnaire that addresses the five areas for highly effective teams.
- For stakeholders there are just three questions in each of the six areas – simply requiring a numeric score between 1 and 5 plus an invitation to include written commentary in each discipline.
- For team members there are a further two questions in each area specifically addressing what is happening inside the teams that only they will know about.

Other useful assessment approaches

Clutterbuck (2020), Sandahl and Phillips (2019), Rod and Fridjhon (2016), Zaccaro *et al* (2001), Hackman (1987), Salas *et al* (1992) and Gladstein (1984) all provide insight into how a team can be studied from many different perspectives; they outline four distinct perspectives:

- team cognitive processes;
- team motivational processes;
- team affective processes;
- team coordination processes.

Most work on high-performing teams focuses on team coordination processes – how the team and the team leader organize the work of the team: their team purpose and objectives, how the team meets, its communication and so on (Kaztenbach and Smith, 1993; Wageman *et al*, 2008). Much less has been written about the collective cognitive, affective and motivational processes of the team and how these can be developed, whether by the team leader, the team coach or the team itself.

In this chapter I provide six such frameworks:

1. how to assess whether the team is a real team or just a reporting or work group or pseudo team;
2. psychological safety;
3. the functional organization of the team and how it deploys its time and resources to carry out these functions;
4. the team energy and motivation;
5. the team in relationship to its commissioners, purpose, each other as fellow team members, its stakeholders and its own development;
6. the team maturity in both its cognitive and affective development.

1. Are we a team?

As mentioned above, there has been much more research and academic studies on teams and team performance than there has been on team coaching. What constitutes and defines a team is still a contested area and this has affected both clarity and consistency in the literature and the research.

Schippers *et al* (2014) refer to definitions of Tannenbaum *et al* (2012), Cohen and Bailey (1997), Devine *et al* (1999), Hackman (2002), Salas *et al* (2007), West (2012) and Clutterbuck *et al* (2019) and point out how they include subtle yet theoretically meaningful differences. They then argue that:

> The problem of unclear or contested definitions raises crucial questions: What characteristics distinguish an authentic or real organizational team from a loose group of individuals perhaps co-acting in close physical or virtual proximity? Which individuals constitute team members and which individuals are simply other organizational members who interact more or less closely with the team? How can we ensure that there is conceptual precision when accumulating and synthesizing research findings across studies on teams in organizations? Without greater precision about what characterizes a team, we cannot identify the types of collectives that warrant inclusion in our studies.

Following a comprehensive content analysis of existing definitions of teams, and a careful assessment of relevant theory, Richardson (2010: 86) defined a real team as:

> A group of people working together in an organization who are recognized as a team; who are committed to achieving team-level objectives upon which they agree; who have to work closely and interdependently in order to achieve those objectives; whose members are clear about their specified roles within the team and have the necessary autonomy to decide how to carry out team tasks; and who communicate regularly as a team in order to regulate team processes.

She went on to identify six criteria for assessing real teams:

1. Interdependence – the team has collective tasks that require them to work together.
2. Shared objectives – they have agreed collective objectives.

3. Autonomy – the team have defined areas where they can collectively decide.
4. Reflexivity – the team meets to reflect on how it is performing against its objectives and how it can learn and improve.
5. Boundedness – the team has clarity about its boundaries.
6. Specified roles – the team members perform different roles contributing to the collective performance.

Schippers *et al* (2014) contrasted real teams with what they termed pseudo teams, which they defined as:

> A group of people working in an organization who call themselves or are called by others a team; who have differing accounts of team objectives; whose typical tasks require team members to work alone or in separate dyads towards disparate goals; whose team boundaries are highly permeable with individuals being uncertain over who is a team member, and who is not; and/or who, when they meet, may exchange information but without consequent shared efforts towards innovation.

In Hawkins (2021: 32–34) I presented a useful tool for deciding whether the team was a real team or a work group. I have further developed this as I believe it is important to distinguish between:

- a reporting team, where team members report into the team leader on their area of responsibility;
- an advisory team, where team members also make suggestions to the team leader on areas where the team leader will then decide;
- a decision-making team, where the team have some areas where they will make collective decisions, but the implementation will be done by individuals;
- a performance team, where the team will also generate new thinking together and implement some of the

decisions together;

- a leadership team, where team members will represent the whole team in their engagement with a range of stakeholders.

In a number of case studies in this book, one can see teams that started being a ‘hub and spoke team’ and gradually became an integrated leadership team.

The questionnaire in Table 14.1 can be completed by the team members, the team leader or the team coach and can give an indication of where the team is on the above continuum. The team leader or team members can also be asked where the team needs to be to meet the requirements of its commissioners and stakeholders as well as its own aspirations.

Table 14.1 Questionnaire from work group to real team

Skip table

Work group	Strongly agree	Agree	Neutral	Agree
The team members have individual tasks which they report back on.				
Strong, clearly focused leadership.				
They all have separate individual objectives.				
Individual accountability.				
The team members make suggestions and the team leader decides.				
The group's purpose is the same as the broader organizational mission.				
The team leader tells the individuals how they are performing.				
Individual work products.				

Work group	Strongly agree	Agree	Neutral	Agree
The team performance is just the sum of the individual performances.				
Runs efficient agenda-based meetings.				
Measures its effectiveness indirectly by its influence on others (eg financial performance of the business).				
Discusses, decides and delegates.				
Members are only part of the group when they are together.				
The group is task focused.				

2. Psychological safety

In *Leadership Team Coaching* (Hawkins, 2021: 357–59) I shared a simple assessment team questionnaire to help teams assess their current perceived level of psychological safety. This can help teams and team members not only reflect on what is not shared in the team, but also what is holding them back, and can lead to the team exploring what they can do to make the team dynamic one in which more people can speak up and contribute to the collective explorations and decisions.

3. Assessing the functions of the team

One relatively simple way to look at team functioning is to look at how it allocates its time, both in meetings and also in its functioning outside of meetings. I have developed a simple framework for exploring the functional tasks of teams, which can be used to carry out an analysis of where the team focuses its activity and time (Table 14.2).

Table 14.2 Team function analysis

Skip table

Team function	Percentage time spent on this function in our meetings	Percentage time we need to spend on this function in our meetings
Coordinating		
Briefing		
Informing		
Decision-making		
Planning		
Generative thinking		
Nurturing and bonding		
Reflecting and learning		

The model divides team functions into eight categories:

1. *Coordinating:* organizing how the team will operate; deciding who will do what; allocating time, people, roles, resources, etc; agreeing priorities.
2. *Briefing:* communicating to the team updates on important news from other parts of the organization or the stakeholder context.
3. *Informing:* team members feed back on their activities, progress and outcomes.
4. *Decision-making:* making proposals, debating them, deciding.
5. *Planning:* planning how decisions will be communicated, implemented, monitored and evaluated.
6. *Generative thinking:* jointly creating new thinking and approaches that are more than the sum of individual team

members' previous thinking.

7. *Nurturing and bonding:* any activities that help develop the commitment, loyalty, morale and relating within the team.
8. *Reflecting and learning:* reflecting on the team's actions, performance and behaviours and how these could be developed; feedback to team members or the whole team; team development.

Having filled in the questionnaire, the individuals complete the following sentences:

1. We need to decrease our time on…
2. We could do this by…
3. We need to increase the time we spend on…
4. We could do this by…

The data is then collated, presented back to the team and explored.

This instrument helps the team to review, reflect and consciously shift the focus of their collective team time and efforts. Coyne and Nicol in Chapter 7 show how the team recognized that they needed to spend time on their reflection and learning, and in Chapter 5 Carr's team were aware of how they needed more time devoted to generative thinking and less to briefing and informing.

4. Assessing team motivation and affective levels

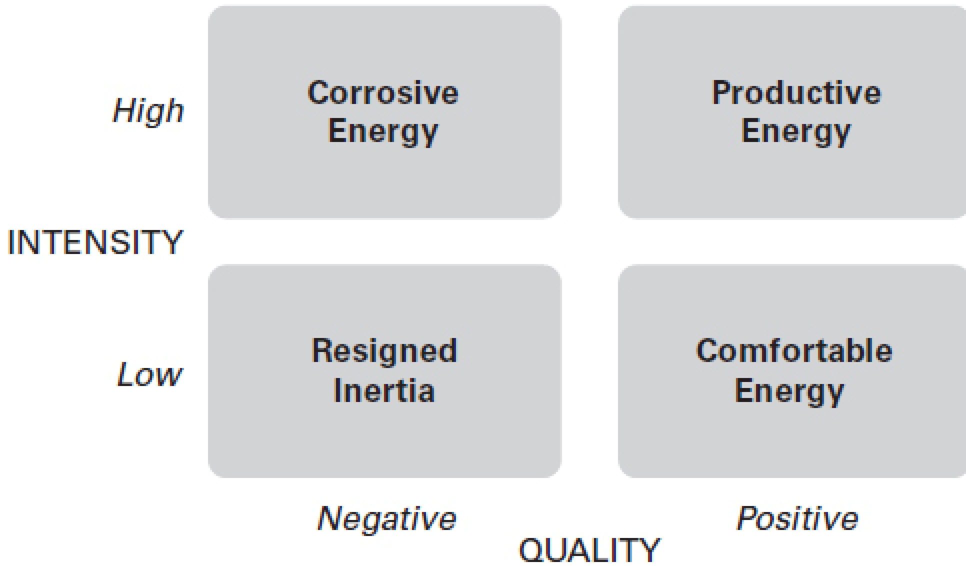
Bruch and Vogel (2011) have developed an innovative approach to looking at organizational energy, which they define as:

> the force which an organization uses to purposefully put things in motion. Organizational energy is the extent to which a company, department,

> team has collectively mobilized its emotional, cognitive, and behavioural potentials in pursuit of its goals.

This can be applied to looking at the energy of the team. This combines looking at the motivational and affective elements of the team. Their model is based on a two-by-two matrix which distinguishes between the level of the intensity of the energy and the quality of the energy in producing positive or negative outcomes (see Figure 14.1).

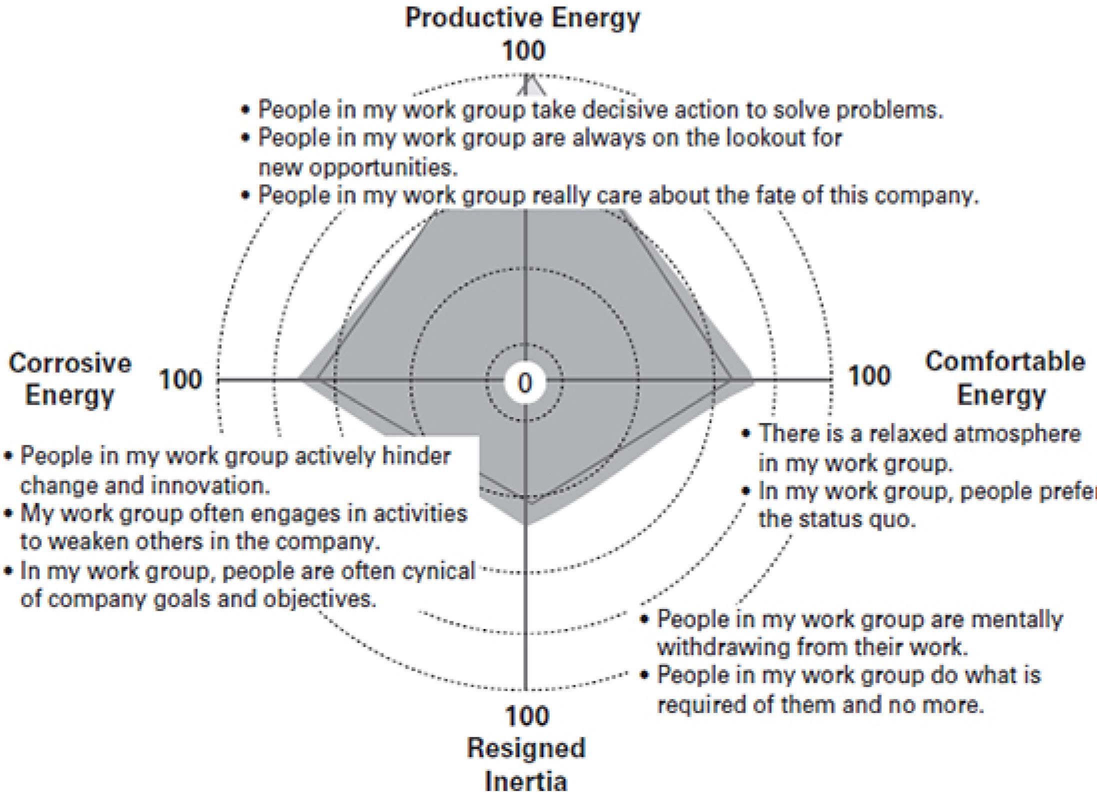
Figure 14.1 What is the state of energy in your business, unit or team?



▶ Figure 14.1 details

They have developed a questionnaire that is filled in by all team members and the collective scores can then be plotted on the team energy grid (Figure 14.2).

Figure 14.2 Organizational energy questionnaire (OEQ)



▶ Figure 14.2 details

This helps plot where the team is on the matrix. Bruch and Vogel then provide a number of strategies for looking at how teams can move their energy to greater intensity and positiveness. These include:

1. *slaying the dragon* (Bruch and Vogel, 2011: 62–85) – identifying and tackling the collective challenge that the team must address;
2. *winning the princess* (pp85–101) – identifying the collective prize the team can achieve together, which mobilizes greater commitment and energy;

3. *detox your business* (pp105–37) – identifying the processes and behaviours that creating corrosive energy and collectively deciding how to address them;
4. *sustaining the energy* (pp173–233) – once the team has productive energy, the team needs to create strategies for sustaining and building on this positive and productive climate.

If we look back at the case studies in this book, we can see how the different teams adopted different approaches based on the current context within which they were operating. Bruntwood in Chapter 7 utilized the economic recession to mobilize team energy. The Australian pharmaceutical company in Chapter 9 was focused on 'winning the princess' of greater innovation, and in Chapter 4 the 'princess' was 'becoming a consultancy business with a strong identity and performance'. Carr and Peters (in Chapter 5) describe ways they surfaced the mistrust and toxic processes in their teams and developed processes for 'detoxing' the team's processes and behaviours. O'Sullivan and Field in Chapter 9 show how team coaching can help to 'sustain the energy' when there is a change in leader.

5. Team relationship to Hawkins' five disciplines of teams

In Chapter 2 I outlined useful evaluation questions for each of the five disciplines. I have since turned these questions, which you can use to evaluate either case studies or your own work with teams you lead or coach, into a questionnaire with a Likert-rating scale (see Likert, 1932). This can be used by team coaches or team leaders to assess the quality of the team's relationship with each of the five disciplines.

I invite you to fill in the questionnaire (Table 14.3), based on one of the earlier case studies, and/or on the team you lead and/or coach.

Table 14.3 The Five Disciplines evaluation questionnaire

Skip table

		Strongly Disagree	Disagree	Neutra
1.1	The team has created an agreed-upon and inclusive list of all their commissioners (all those who have a right to require something from the team).			
1.2	This list includes the past and future commissioners – such as founders, future customers, possible potential buyers of the company.			
1.3	The team has a clear sense of what each commissioner needs from them to succeed and how they could inadvertently fail this commissioner.			

		Strongly Disagree	Disagree	Neutra
2.1	The team has co-created a mission, including purpose, strategy, core values and vision, that is better than the team leader or any team member could have created by themselves.			
2.2	The team has envisioned possible future emerging challenges.			
2.3	The team has stepped into the shoes and experience of each of their key stakeholders and clarified what their stakeholders need from them.			
2.4	The team has clarified their own aspirations.			
2.5	The team has field tested their emerging clarity through dialogue back with their commissioners, with their stakeholders and with those they lead.			

		Strongly Disagree	Disagree	Neutra
2.6	The team has tried to live their aspirations and behaviours in their own meetings and in their engagements with staff and stakeholders and have refined them in the light of these trials.			
2.7	The team has at least two to three team key performance indicators that they are collectively accountable for.			
3.1	There is shared ownership and leadership of the collective endeavour, team objectives and goals.			
3.2	The team members hold each other mutually accountable for individual and team agreements.			

		Strongly Disagree	Disagree	Neutra
3.3	The team generates new thinking together that is better than the individual thinking brought into the meetings.			
3.4	Team members intervene in a way that enables improvements in the process and functioning of the team, by for example: interrupting old stuck patterns; raising awareness of what is happening live in the room; reframing problems or challenges; mediating conflict; enabling new connections; and so on.			
4.1	The team has a clear, shared and inclusive list of all their key stakeholders.			

		Strongly Disagree	Disagree	Neutr
4.2	The team has clarified who will take the lead responsibility for each stakeholder connection on behalf of the team.			
4.3	The stakeholders feel well informed, communicated with and engaged by the team.			
4.4	The stakeholders feel able to influence what the team does and how it engages.			
5.1	Team members can say what they have learned and/or the capabilities and capacities they have developed in the past year that they would not have learned or developed without their involvement with the team.			

		Strongly Disagree	Disagree	Neutra
5.2	The team can identify what they have learned together and the collective capacities they have developed in the past year.			
5.3	The team has a plan for how they will enable the learning and development of each team member going forward.			
5.4	The team has a plan for how they will enable the learning and development of the team as a whole going forward.			

SCORING

Each item is scored (as shown in Table 14.4).

Table 14.4 The Five Disciplines – scoring

Skip table

	Strongly disagree	Disagree	Neutral
Question	–2	–1	0
1. Questions 1.1–1.3 can be added up and divided by 3 to give an average score for			
2. Questions 2.1–2.7 can be added up and divided by 7 to give an average score for			
3. Questions 3.1–3.4 can be added up and divided by 4 to give an average score for			
4. Questions 4.1–4.4 can be added up and divided by 4 to give an average score for			
5. Questions 5.1–5.4 can be added up and divided by 4 to give an average score for			

CALCULATING

The collective team score for each question is then calculated by adding the scores and dividing the total by the number of people in the team. For example, a team of seven people score +8 on a discipline, which when divided by 7 gives a score of 1.1429, which can be rounded up to a number with no more than two decimal places, which in this case is 1.15.

ANALYSING

If the score is:

Between +1.5 and +2: the team has a strong hold on this discipline.

Between +1 and +1.5: the team functions well with this discipline – but not strongly established.

Between 0 and +1: this discipline is engaged with by the team but not yet established.

Between −1 and 0: this discipline is beginning to be perceived by the team, but not yet developed.
Between −2 and −1: this discipline is not yet perceived by the team.

6. Team maturity

The past 50 years have seen a great deal of study and publication about levels of adult development, with the recognition that we can continue to develop way beyond growing up, right until we die. This has often built on foundational work by psychologists Loevinger and Blasi (1976) and Kohlberg (1981), who all studied the capacity of adults to engage with moral and ethical complexity. In the past 20 years there has been a good deal of research and publication on how stages of adult development apply to levels of leadership maturity. My colleagues and I have worked a great deal with the model of leadership maturity developed by Bill Torbert (2004, 2021) and have written about this in Hawkins and Smith (2013: 62–70). His model can be viewed as being paralleled by other writers on leadership maturity levels, who describe, in ways that are simultaneously similar and different, the same maturational journey (Joiner, 2006; Collins, 2001; Jaworski, 2012; Laske, 2011; Barrett, 2010). My own model of team leader maturity (Hawkins, 2021: ch13) can also be put alongside these models, as it shows how team leaders move from team manager, to team leader, to team orchestrator, to team coach.

I have created a table (Table 14.5) that shows these models alongside each other – each describing with slightly different language the journey from being merely self-serving, to being a contributor who is outer-directed, to someone who contributes some craft expertise, to a goal-focused manager or leader, and then moving into higher levels of leadership with more awareness of connecting task and process, being able to create transformation of thinking, and being able to innovate and creatively relate, live in the moment. Finally, several of the writers point to the highest stage of maturity being one that is of humility and service to a greater cause (Torbert, Collins, Jaworski and Barrett).

Table 14.5 Leadership maturity models

Skip table

Bill Torbert (2004/2021)	Bill Joiner (2006)	Jim Collins (2001)	Jo Jarworski (2012)	Richar (2010)
Alchemist	Synergist	Level 5 Executive	Renewing Leaders	Servic
Strategist	Co-creator	Level 4 Executive Leaders	Servant Leaders	Makin differe
Individualist	Catalyst	Levels 3–4	Servant Leaders	Intern
Achiever	Achiever	Level 3 Competent Manager	Achieving Leaders	Transf
Expert/Technician	Expert	Level 2 Contributing Team Member	Achieving Leaders	Self-es
Diplomat	Conformist	Level 1 Capable Individual		Relatio
Opportunist			Self-centric Leaders	Surviv

LEVELS OF TEAM MATURITY AND DEVELOPMENT

Above we have mentioned six writers on leadership maturity, but the only one who has specifically applied his model to look at the collective maturity stages of a team is Richard Barrett (2010: 248–59), although a number of the other writers do refer to team development (Collins and Laske). Barrett suggests there are seven levels of team maturity. I have built on Richard Barrett's seven levels:

Level 1: Survival consciousness. Here the team is focused on its own survival; the need to have a mandate to operate; to have adequate resources, including: funding or income; people;

technology; and the health and safety and well-being of employees.

Level 2: Relationship consciousness. The team focuses on harmonious relationships between team members.

Level 3: Self-esteem consciousness. This involves the team focusing on its performance and building collective pride in both its ways of operating and its outcomes.

Level 4: Transformation consciousness. At this stage the team is more able to reflect on its own collective processes and engage in being a learning team. Team members start to take more responsibility, not just for their own area but also for the collective performance of the team.

Level 5: Internal cohesion consciousness. 'The focus is on developing a shared sense of team mission and a shared set of team values that align the overall vision and values of the organization and unleash the commitment and enthusiasm of team members.' All team members have a clear sense of how their work contributes to the team's success.

Level 6: Making a difference consciousness. Here the team is focused on building collaborative partnerships with all its key stakeholders. These include:

- other teams in the organization, whether they be more senior, or junior in the hierarchy, or peer teams upstream or downstream, they need to work well with;
- customers and suppliers;
- investors and regulators.

The team is focused on delivering excellent product and service to these stakeholders and having a good reputation in their eyes. At this stage the team becomes more interested in a team 360-degree feedback from all its stakeholders and in inter-team coaching.

Level 7: Service consciousness. Here the team is focused on being a collective force for good, creating sustainable value for all its stakeholders, not only those listed in level 6, but also the local communities in which the team operates and the 'more than human world' of the wider natural ecology.

Barrett goes on to describe what he calls a 'full spectrum team', which is a team that can deal maturely with all seven levels of team consciousness. These are teams that can hold all seven foci and therefore have:

1. a clear commission, financial stability and funding as well as concern for the health and well-being of the employees;
2. harmonious relationships and good communication;
3. results, quality, systems and excellence that engender team pride;
4. joint responsibility and shared leadership within the team and the team engages in joint reflection, learning and development;
5. clarification of the team's collective purpose and team charter, including its vision, values and behaviours;
6. regular, effective connection and collaboration with teams up, down and across the organization and also with their key stakeholders;
7. a focus on how they can make a sustainable difference in the world and leave a lasting legacy.

The ability of a team to move through these developmental stages and achieve full-spectrum maturity will depend on a number of factors, including:

- Its stage of historical development – is it just forming, a relatively new endeavour or a team that has been together for some time?
- Its organizational context – does it have a clear mandate from the wider organization, with the necessary funding, resourcing of people and technology?
- Its business context – for example, is it fighting to survive in a declining competitive market or well placed in a growing market?
- The maturity of the team leader – where is the team leader functioning as seen through the lens of the Hawkins team leader maturity model (see Hawkins, 2021) with its four stages of (a) a team manager, (b) team leader, (c) team orchestrator, (d) team coach? In this model a team manager will mainly focus on levels 1 and 2; a team leader on levels 1–3; a team orchestrator on levels 1–6; and a team coach on levels 1–7.
- The time and attention given to the team's coaching and development.

If we look back at the case studies, it is possible to chart the maturation of a number of the teams that are presented. For example, in Chapter 6 on the hospital leadership team, the team started off at level 1, focusing on how they survived and reached their externally set targets, and then built internal cohesion among the team members and with the three new team members, who were clinical directors (level 2). Together they built a sense of their objectives for developing the hospital's strategy, culture and leadership (levels 3, 4, 5) and then worked collaboratively with other parts of their system (board, governors, directorate leadership teams, local hospital partners, local community-based health practitioners and so on) to build collaborative partnerships and focus on how they could transform the wider health system (level 6) and leave a lasting legacy (level 7).

I invite you to use the model for one of the other case studies and then try applying it to the team you lead and/or coach.

ALIGNING TEAM COACHING APPROACHES TO LEVELS OF TEAM CONSCIOUSNESS

I am often asked ‘How do you know if a team is ready for team coaching?’ by coaches who have had as part of their coach training the concept of ‘coaching readiness’. I now reply that there is a better question: ‘What type of team coaching do they need considering their level of development?’

This question necessitates that we have a good assessment framework for ascertaining the level of development of the team (as above). Then as team coaches we need to have a framework for applying different team coaching designs to the differing needs and development levels of the team.

So if we look at the seven levels of team consciousness outlined above, we can look at how this can connect to the Hawkins Five Disciplines Model of both teams (Hawkins, 2021: 48–54) and team coaching (Hawkins, 2021: 106–36) and how the discipline focus will change at different developmental stages (Table 14.6).

Table 14.6 Linking levels of team consciousness to the five team disciplines

Skip table

Level of team consciousness: Barrett (2010)	**Team coaching discipline: Hawkins (2011, 2014, 2017, 2021)**
Level 1: Survival consciousness	Discipline 1: Commissioning
Level 2: Relationship consciousness	Discipline 3: Co-creating
Level 3. Self-esteem consciousness	Discipline 2: Clarifying
Level 4: Transformation consciousness	Discipline 5: Core learning
Level 5: Internal cohesion consciousness	Disciplines 2 and 3: Clarifying and co-creating
Level 6: Making a difference consciousness	Discipline 4: Connecting and collaborating
Level 7: Service consciousness	Disciplines 1–5: Iterative and integrated

We can then look at what team coaching processes and methods would be most useful to help the team develop within the level of consciousness for that particular stage (Table 14.7).

Table 14.7 Possible coaching methods for the various levels

Skip table

Level of team consciousness: Barrett (2010)	**Team coaching discipline: Hawkins (2011, 2017, 2021)**	**Examples of team coaching methods**
Level 1: Survival consciousness	Discipline 1: Commissioning	Coaching the team leader and organizational sponsors on achieving a clear commission and appropriate people and resources for the team
Level 2: Relationship consciousness	Discipline 3: Co-creating	Shared psychometrics and 360s; clarifying team roles; interpersonal feedback; Cape Cod approach/process consultancy
Level 3: Self-esteem consciousness	Discipline 2: Clarifying	Coaching the team to clarify their collective endeavour, agree their strategic focus; set team and individual goals and key performance indicators
Level 4: Transformation consciousness	Discipline 5: Core learning	Use of team assessments – high-value cretraing team questionnaire, descriptor analysis. Reflecting on the team's past, current and future – timeline mapping; team culture; three-way sort
Level 5: Internal cohesion consciousness	Disciplines 2 and 3: Clarifying and co-creating	Clarifying the fuller aspects of the team charter, including values, behaviours, commitments
Level 6: Making a difference consciousness	Discipline 4: Connecting and collaborating	Stakeholder mapping; obtaining stakeholder feedback, agreeing lead and development for each key stakeholder relationship
Level 7: Service consciousness	Disciplines 1–5: Iterative and integrated	Addressing: Who does the team serve? What can it uniquely do that the world of tomorrow needs? What is the legacy it is committed to creating?

It is also useful to look at the team coaching interventions that help a team shift their consciousness from one level to the next. These need to speak to the level the team are currently focused upon as well as engaging them with the next level of maturity:

Level 1 transforming to level 2: Once you have the necessary mandate and resources, how will you need to connect together to fulfil the mandate?

Level 2 transforming to level 3: Now you are connecting and forming as a team, what do you want to collectively achieve together?

Level 3 transforming to level 4: Having clarified your purpose and collective endeavour, how does this require you to function differently as a team?

Level 4 transforming to level 5: How does the team become more than the sum of its parts to deliver the transformation that is needed?

Level 5 transforming to level 6: How do your stakeholders need you to step up to the next level of value-creation?

Level 6 transforming to level 7: What is the legacy this team could create in the world? What and whom can the team uniquely serve?

ASSESSING TEAM MATURITY

I have developed and tested a method of assessing the maturity level of a team (Table 14.8):

- a simple Likert (1932) rating-scale test against the seven key statements listed. This is filled in individually by each team member. From these individual scores a team profile is produced.

Table 14.8 The brief team maturity questionnaire

Skip table

	Strongly disagree	Disagree	Neutral	agr
1. The team has a clear mandate, financial stability and funding as well as focusing on the health and well-being of the employees.				
2. The team has harmonious relationships and good communication.				
3. The team focuses on its collective results, quality outputs, and systems and this engenders team pride.				
4. The team takes joint responsibility and shared leadership within the team and the team engages in joint reflection, learning and development.				

	Strongly disagree	Disagree	Neutral	agr
5. The team clarifies the team's collective endeavour and team charter, including its vision, values and behaviours.				
6. The team regularly connects and collaborates effectively with teams up, down and across the organization and also with their key stakeholders.				
7. The team has a strong focus on how they can make a sustainable difference in the world and leave a lasting legacy.				

SCORING

Each item is scored (Table 14.9).

Table 14.9 The brief team maturity questionnaire – scoring

Skip table

	Strongly disagree	Disagree	Neutral
Question	−2	−1	0

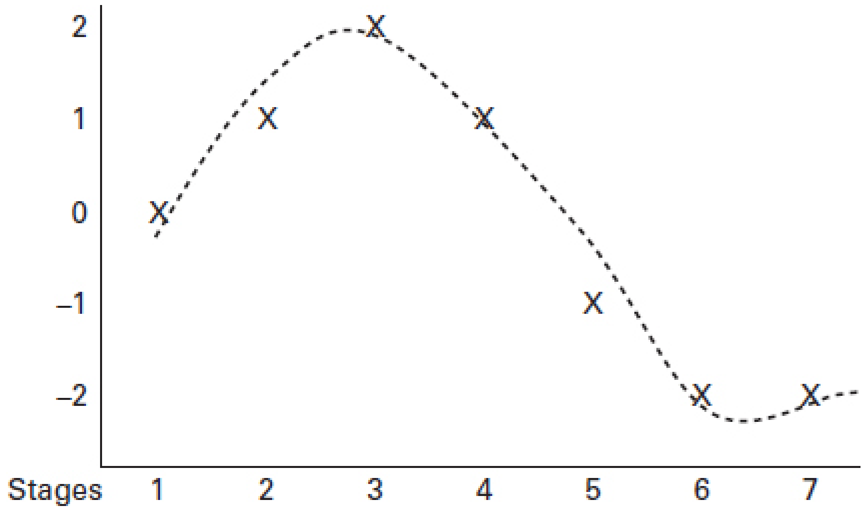
CALCULATING

The collective team score for each question is then calculated, by adding the scores and dividing this by the number of people in the team. For example, a team of seven people scores +8 on a question, which when divided by 7 gives a score of 1.1428, which can be rounded up to a number with no more than two decimal places, which in this case is 1.14.

ANALYSING

The various scores for each of the seven questions, each linked to one of the seven stages, can be placed on a grid as in Figure 14.3. From this the sense of the dominant level of team maturity is assessed. The example shows a team who are very strongly in the stage of 'self-esteem' moving into the transformation stage.

Figure 14.3 A team graph of maturational levels



▶ Figure 14.3 details

Evaluation

So far in this chapter we have explored team assessment methods and now we will briefly look at how we evaluate the progress in the team and the benefit of the team coaching. So often in coaching, evaluation relies on client feedback and how the individual or team report the benefits they have received. In *Systemic Coaching* (Hawkins and Turner, 2020: 182–99), we presented a whole model of how you assess delivering value beyond the individual client. This explored how you can evaluate:

1. inputs of the coaching, the quality of the interventions, relationship, and coaching work;
2. outputs – what were the new insights, learning, decisions made, new arrangements launched;
3. outcomes – how this translated into new behaviours, team processes, stakeholder engagements and so on back in the

workplace;

4. value-creation – what measurable value this created for all stakeholders, including team members, the team as a whole, their wider organization, customers/clients, supplier and partner organizations, employees, investors, communities where they operate and the wider ecology.

It is important to build into the team coaching process evaluation that covers all four of these elements and helps the team and the team coach assess progress, learn from what has worked and not worked, and realign future direction.

The simplest way to do this is to rerun some of the team assessments that were carried out at the beginning of the process and discover which scores have improved against what were agreed target scores and which ones have not. To look at value-creation it is important to rerun a team 360 with scores not just from the team members but a wide range of their key stakeholders.

An additional evaluation process to explore the increase in value-creation through the time of the team coaching is through a series of interviews with key stakeholders using the following questions:

1. What value do you receive from team X?
2. What added value have you received since the beginning of the team coaching?
3. What has this enabled you to do?
4. What benefit has that created for your stakeholders?

The last question is important to start to track and trace the ripple benefit for the team's stakeholders' stakeholders.

Conclusion

In this chapter I have explored a number of ways of assessing and evaluating teams, including:

1. how to assess where the team is on the continuum between a work group, reporting team, decision-making team and performance team;
2. psychological safety;
3. the functional organization of the team and how it deploys its time and resources to carry out these functions;
4. the team energy and motivation;
5. the team in relationship with its commissioners, purpose, each other as fellow team members, its stakeholders and its own development;
6. the team maturity in both its cognitive and affective development.

Each of these provides signposts and guidance for what team coaching process might be most helpful, both to match the current state of the team and also to help the team focus on the transition to their next stage of development.

In using any of these methods, it is important to remember:

- They are just perspectives and never tell the full story.
- The team is much richer and more complex than can be captured by any instrument.
- The development of a team is never a linear journey.
- Team development is not always progressive and teams sometimes go backwards before making new progress.
- Many windows on a team are much more illuminating than a single approach.

My hope is that this chapter will add to your current perspectives and produce more light.

15

Coaching the board

How coaching boards is different from coaching executive teams, with case examples from the private, public and voluntary sectors

PETER HAWKINS AND ALISON HOGAN

> *The contribution of the board to the continued future of the organization is principally dependent on the behaviour, experience and skills of its members.*
> (KAKABADSE *ET AL*, 2013: 360)

> *The difficult task is to respectfully change corporate boards' mindsets in the currently competitive geo-political environment in which humanity may face risk.*
> (WORLD ECONOMIC FORUM, 2012)

Introduction

We invite you to go on to the internet, choose a range of well-known or local companies from different sectors, and look for the section of their website on the board of the company. Notice what they say and what they feature. We randomly chose 10 companies in different sectors and with different country headquarters. Every one featured photos of individual board members – mostly men in dark suits – with short biographies listing their achievements. None of them started by looking at why the board existed, whom it served, nor what it was collectively there to achieve. None showed the board as a team together.

When commenting on this to several boards with whom we have worked, many responded by mentioning, somewhat defensively, that they talked elsewhere about the organization's vision, values and commitment to customers, employees, the environment and so on. We then asked them how this was echoed in presentations made by their board. Interestingly, one board then acknowledged that this pattern was echoed in how they did their AGM – a series of individual talking heads speaking down at the investors from the stage, with no visibility of customers, sustainability nor employee focus in the room, except in words.

The global context in which boards operate

Never have boards been more powerful, more challenged or more in the public gaze. The Swiss Federal Institute has suggested that international corporations control 40 per cent of global wealth (Vitali *et al*, 2011). Kakabadse and Kakabadse (2008) argue that we are seeing unprecedented weakened government control against increasingly dominant corporations. Many sectors have seen enormous consolidation. Just one example would be the UK food industry, where 70 per cent of market share is with just five companies whose boards are in the hands of no more than 140 people (Welch, 2012).

Many international companies have much greater GDP than many countries, and more global influence and control.

Boards carry accountability for organizations that are ever more complex, with greater diversity of stakeholders, global interdependency, in a more volatile and unpredictable world. Boards have great responsibility but very limited control.

This growth in power, combined with much-publicized corporate scandals such as Enron, Lehman Brothers, British Petroleum, Royal Bank of Scotland, The Co-operative Group in the UK and many others, has led to demands for greater transparency, accountability and governance. Business leaders have a very low level of trust from the general public – far lower than those in the traditional professions of medicine, law and accountancy, and only just ahead of politicians and journalists.

Public trust in large companies and their boards fell even lower following the economic crisis of 2008–09 and, although in some countries it has recovered a little, in Western Europe and North America, less than half of respondents trust business leaders to tell the truth (eg UK 42 per cent and United States 38 per cent; Edelman, 2012). Between 2016 and 2017 the Edelman Trust Barometer reported that trust in the credibility of boards had fallen from 45 per cent to 35 per cent (Edelman, 2017), even slightly lower than CEOs! It also showed a growing support globally for governments to bring in more controls on business.

In response to the outcry from investors, lobby groups, campaigners and others, there has been a proliferation of corporate governance codes from governments, professions and regulatory bodies (including the Sarbanes–Oxley Act 2002; UK Codes of Corporate Governance 1992–2018; Financial

Regulatory Commission 2012; Vienot Reports 1995–99, 2000; and the Organization for Economic Co-operation and Development Principles of Corporate Governance 1999, 2004).

Much of the response to the boardroom crisis has been to focus on the form of the board rather than the substance of how it works: to focus on the inputs to the board rather than the performance that creates the positive outcomes. Corporate codes and legislation have demanded changes in board membership, training, reporting, evaluation and so forth, but for some organizations this has been met with a conformance response, ticking the necessary boxes.

Never have boards been so in need of help and support in developing their collective capacity to rise to the growing challenge and expectations. Leadership and systemic team coaching are still in their infancy (Hawkins, 2011a, 2014a, 2017a, 2021). Board coaching is even further behind. Very few boards have ventured beyond carrying out a board evaluation exercise every two or three years to receive ongoing help in how they can systematically develop their collective effectiveness over time. In this chapter, we will explore the growing sophistication of the board evaluation process and how this can lead to development plans supported by ongoing board coaching. But first we must be clear about the role and purpose of boards and how we understand board effectiveness.

The role of the board and board effectiveness

To coach the board of a listed or unlisted company, a partnership, or a governmental or not-for-profit organization requires first that the coach can help the board to be clear about its purpose and its unique role in the organization and the wider system of which it is a part. Also, if the board coach is to help the board become more effective, the coach needs to understand the nature of board effectiveness.

Bob Tricker, back in 1984, provided a very simple definition of the board's role when he said that if management is about running the business, governance is about seeing that the business is run properly.

Much of the corporate governance guidance for limited companies is equally relevant for public sector and not-for-profit boards, and – as far as the work of the board coach goes in helping boards to become more effective and high-performing – there is much in common.

The range of stakeholders may vary but what they share is the responsibility to know who those stakeholders are and to know that their organization is 'run properly in the service of whom and what'.

Van den Berghe and Levrau (2013: 156, 179) consider 'a board to be effective if it facilitates the creation of value added for the company, its management, its shareholders and all its relevant stakeholders'.

This fits with the stewardship theory of boards, which is very much in line with the approach of systemic team coaching (Hawkins, 2021) building on the seminal work by the Tomorrow's Company organization since its inception by the Royal Society of Arts Manufacture and Commerce in the UK in the 1990s. I argue, and have practised myself as a non-executive director and chairman, that a board should be able to account for the value an organization has received from each of its key stakeholder groups and the added value it has returned to each group. At a minimum, these stakeholder groupings include investors, customers, regulators, suppliers, business partners, employees, communities within which the organizations operate, and the natural environment or 'more than human world' that provides the wider ecosystem and most of the primary resources for the organization.

Van den Berghe and Levrau (2013: 163–64) posit four key roles for the board:

- making sure the organization has the right leadership;
- deciding on the strategic direction of the company and how this is realized;
- monitoring execution and results (including the governance scan and board evaluation);
- advisory/support function.

This academic perspective echoes the view of Niall Fitzgerald (2005), who, soon after moving from the position of CEO and chair of Unilever to become chair of Reuters, defined the role of the board as follows:

1. Decide which skills are needed on the board.
2. Agree the strategy and keep it under review.
3. Focus on profitable growth with acceptable risk.
4. Safeguard the brand and corporate reputation.
5. Give directors access to detailed information.
6. Expose the board to younger talent in the company.
7. Discussion should be open, candid and trusting.

From board evaluation to board coaching

There has been an increasing call for all boards to have regular board evaluation, but for many boards this has been a somewhat cursory scan of their governance and a tick-box exercise to check that the important regulatory processes were in place. Carter and Lorsch (2004) advocate the importance of evaluations going beyond reporting on governance processes: ‘Fancy statements about the company’s corporate governance practices may look good in the annual report and make some shareholders feel good, but they don’t in and of themselves make boards more effective.’

Increasingly, boards are introducing more thorough evaluation processes, using a board evaluation questionnaire and/or interviews with each of the individual board members. The themes and issues are then fed back to a board meeting agenda on board performance and process. Some boards carry out this process internally, led by the chair or the senior independent director. Other boards commission an external board evaluator to carry out the process. This has the advantage of bringing in someone who is independent of the internal politics, culture and collective ways of thinking of the board, as well as having evaluated other boards and so be able to draw out similarities and contrasts.

The Walker report (2009: 4.39) into board governance emphasized both the independence and the capability of the board evaluator to create a robust and effective evaluation process. This has become easier to assess as the wider adoption of evaluation has resulted in there being more evaluators with greater experience. Indeed, some boards select a different evaluator every few years to ensure that the consultant has not become too close to the organization.

Further rigour and sophistication can be added to this evaluation through 360-degree feedback on the collective board. This can be collected from a variety of sources, including the executive teams that report to the board, key investor or membership groups who elect the board and a review of analysts' and press commentary on the company and its governance. We have developed a simple 360-degree questionnaire that can compare data from the board members with external perspectives and can be filled in online.

Kakabadse and Kakabadse (2008) recommend complementing this process further with the use of assessment and profiling tools for individual directors. While this may not be necessary annually, it provides: an overview for the chair of the range of skills, experience and participation of individual board members; some evidence from which to offer feedback on their performance; and an input into succession planning. Many companies will include a process for appraising the chair, which will typically be conducted by the vice chair or senior independent director.

Board evaluation, although a great improvement on governance scans, provides only the foundation for board development. Follow-up appraisals, on the items that are selected for improvement, are essential (Van den Berghe and Levrau, 2013: 145). A quality board evaluation, whether done internally or externally, should lead to a board development plan with specific commitments to change processes, actions and behaviours. It should also include how the board will take forward its own development, based on what has emerged in the evaluation.

The quality of improvement in board effectiveness will depend on the commitment and openness of the board to take on board the feedback and address the developmental issues that are raised. The role of a skilled board coach can be pivotal in this developmental process.

Thus, evaluation is the first phase of a board coaching process and covers the CID phase of the team coaching process model (Hawkins, 2021). This includes (C) initial Contracting, (I) Inquiry and investigation (the evaluation process) and (D) the Diagnosis, discovery and design phase in which the board co-create and commit to the development plan.

The subsequent coaching process will vary depending, in part, on the openness of the chair and board to committing to their own development and to accommodating the presence of an external coach in our work with boards. The focus has varied and included: coaching the chair on how they lead the board, working jointly with the chair and CEO on their relationship, attending some board meetings and providing live team coaching, including time-outs and feedback; facilitating board development workshops; facilitating inter-board workshops where two boards need to work together on a joint venture, merger or other collaboration; or coaching board members before and after important presentations to stakeholders.

The board as a leadership team

The board of an organization is a very special form of leadership team. It consists of a number of directors who are accountable, in law, for the good governance of the organization. While the precise role and composition of a board will vary, there are some underlying principles that are common to all, including their purpose, which, as outlined in the UK Corporate Governance Code, is to facilitate effective, entrepreneurial and prudent management that can deliver the long-term success of the company (Financial Reporting Council, 2011: 1).

This is a particular challenge for any board, as its members do not have day-to-day responsibility for the operational management of the company. The scale of this challenge has become all the greater in recent years as the level of scrutiny of boards has increased against a backdrop of an uncertain global environment, economic turmoil and a series of corporate crises. Stakeholders have become more vocal and active in their concerns – as shareholders, customers, employees and citizens. The concept of stewardship, by the board on behalf of its stakeholders, has emerged as a much clearer and defined responsibility for companies, from global enterprises to family-owned businesses.

The growth, in many countries, of governance codes and increased regulation and scrutiny has sought to establish higher standards of board practice and effectiveness. However, as corporate crises and organizational failures continue, it is clear that improved structures and processes are insufficient on their own. Equally important is the human dynamics within the board: that members understand and embrace the spirit as well as the letter of their governance code.

Against this backdrop of change and uncertainty, boards are increasingly seeking external help to improve their own performance in four key areas:

1. to build a board that consists of the best individuals available who have a complementary mix of skills and experience and to reinvigorate the board continuously by managing recruitment and retirement procedures;

2. to create a climate of openness, psychological safety (Edmondson, 1999; Hawkins, 2021: 122–23), challenge and productive dialogue, encouraging the right group dynamics;
3. to facilitate a regular board review of structures and processes to ensure that the board can demonstrate its adherence to standards of good governance and is continually improving levels of performance and effectiveness;
4. to draw on the combined experience of all members, bringing the outside–in and future–back, to offer insights and guidance on strategy and risk, and to engage with the wider organization and its stakeholders through periods of significant change.

Chait *et al* (2005), in proposing governance as leadership, describe three modes of governance – fiduciary, strategic and generative – that together enable board effectiveness:

- *Type I, Fiduciary:* includes the stewardship of tangible assets, as well as technical oversight to ensure accountability based on performance metrics of facts, figures, finances and reports.
- *Type II, Strategic:* includes analysis, the shaping of strategy, the review of performance and management plans, the ability to envision and shape institutional direction, and make key strategic decisions.
- *Type III, Generative:* includes generative thinking, reflection, sense-making, framing questions.

They suggest that the most effective boards will have the ability to work effectively and move appropriately across all three modes. The benefits of the fiduciary and strategic modes are widely recognized. The payoffs from the generative mode are not as broadly appreciated, because fewer boards regularly practise Type III governance.

Chait *et al* also offer a useful lens through which to appraise the value a board brings, conceptualizing it as a source of capital, beyond money. The four forms of capital are intellectual, reputational, political and social. The value realized rests on how well their potential as a resource is optimized. The forms apply equally to corporate and not-for-profit boards and whether board members are trustees, directors or governors (see Table 15.1).

Table 15.1 The four forms of board capital

Skip table

Form of capital	Resource optimized	Traditional use	Enhanced value
Intellectual	Organizational learning	Individual board members do technical work	Board as a whole does generative work
Reputational	Organization legitimacy	Organization trades on board members' status	Board shapes organizational status
Political	Organizational power	External heavyweight: board members exercise power on the outside	Internal fulcrum: board balances power on the inside
Social	Efficacy of the board	Board members strengthen relationships to gain personal advantage	Trustees strengthen relationships to bolster board's diligence

Such a lens, when introduced in the process of board coaching, can help boards to consider whether they are, indeed, realizing their full potential as a resource to the organization.

The five disciplines of a high-value-creating board

Boards may draw on external expertise in recruitment, board evaluation and strategy. However, to address all these areas of performance in an integrated way that also addresses behaviours requires systemic team coaching skills tailored to the unique characteristics of a board. To demonstrate this, we draw on the five disciplines of a high-value-creating team (Hawkins, 2021), which, with some refining, are as applicable to a board as they are to any other kind of team. They also demonstrate some of the shared characteristics and endeavour of all boards, be they listed companies, start-ups, charities or others in the not-for-profit sector.

In this chapter, we will describe each of the disciplines as they apply to a board, drawing on real examples. While acknowledging that a board may not be a team in some of the definitions of a team (see Chapter 1), the evidence shows that an effective board shares many of the characteristics of a team. Like teams, they flourish when there are high levels of openness, psychological safety, transparency and collaboration, and some chairmen are quite explicit in encouraging a team spirit. According to one FTSE 100 chair, ‘They’re not teams in the same sense of an executive team but they need to be really constructively working together.’ Another suggests that ‘it is a bit like being a conductor in an orchestra’ (Hogan, 2012: 8).

We have intentionally chosen to give examples from different countries, many of which have different governance codes and board structures; from different sectors; and from different sizes and types of organization. In *Leadership Team Coaching* (Hawkins, 2021: ch9), the companion to this book, detailed descriptions of the various board structures that different countries and sectors use are provided.

In spite of differences in structure, all boards share in common a commitment to good governance. This commitment to good governance can be mapped to the five disciplines of commissioning, clarifying, co-creating, connecting and core learning. As an example, we have taken statements from the proposed revisions to the UK Corporate Governance Code

(Financial Reporting Council, 2018) and matched them to the five disciplines:

Commissioning: ‘A successful company is led by an effective and entrepreneurial board, whose function is to promote the long-term sustainable success of the company, generate value for shareholders and contribute to wider society. The board should establish the company’s purpose, strategy and values, and satisfy itself that these and its culture are aligned.’

Clarifying: ‘The board should ensure that the necessary resources are in place for the company to meet its objectives and measure performance against them. The board should also establish a framework of prudent and effective controls, which enable risk to be assessed and managed.’

Co-creating: ‘The board sets the framework within which a healthy corporate culture can develop, that underpins the way in which the company operates. It then satisfies itself that the culture throughout the organization is consistent with that framework, leading by example and taking action where it spots misalignment.’

Connecting: ‘Companies need to respect a wide range of stakeholder interests and take account of the impact of their decisions on them. To do this, directors must develop and maintain an understanding of the interests of these stakeholders.’

Core learning: ‘It is vital that non-executive directors make sufficient time available to discharge their responsibilities effectively. They should devote time to developing and refreshing their knowledge and skills, including those of communication, to ensure that they continue to make a positive contribution to the board.’

Developing a value-creating board

In looking at the development of a value-creating board, we draw upon examples from a wide range of boards we and our colleagues have coached in various sectors and parts of the world, in particular an international company board headquartered in Europe, the board of one of the UK's largest housing associations, the governing body of a school, the supervisory board of one of the big four professional services firms, the board of one of the largest fruit companies in South Africa, professional associations and institutes and university boards.

In each of the examples, a board evaluation was undertaken at the outset based on the Five Disciplines Questionnaire. The questionnaires were supplemented with individual interviews of board members. This process of inquiry was helpful in highlighting the areas that were working well and where there was room for improvement. It also provided a benchmark against which to measure the board's development over time, individually and collectively.

Commissioning

Coaching a board on the discipline of its commission is essential at the establishment of an organization and its board and is an area that must be revisited at every board evaluation.

Some questions that are helpful in this area include:

- Who appoints the board (shareholders, partners, members depending on the nature of the board)? What are they looking for the board to achieve?

- Who else does the board serve (employees, customers, suppliers/partners, regulators, local communities and environment)? What do they need the board to achieve?
- Does it have enough clarity in its mandate? Is it clear what it must deliver, to whom it is accountable?
- What are the core functions of the board? Is there clarity of expectation in how these should be prioritized and carried out?
- Does it have the requisite diversity and capabilities? How are members selected, appointed and inducted?

In all examples, the coaches supported the boards in developing or revisiting their purpose, values, vision and strategy for the organization. For example, the housing association recognized that, with significant changes in its sector, they needed to look to the future and agree who they were here to serve today and tomorrow, and how to ensure that the customer voice would be heard. The international company recognized that the changing focus of the business required a change in its ownership structure and governance.

The discipline of commissioning ensures that the board has clarity in its mandate and boundaries and the necessary resources to fulfil the mandate.

Clarifying

Once clear on its commission, the board is better placed to clarify its collective endeavour and shared accountability: its roles and responsibilities to achieve good governance on behalf of the organization and all its stakeholders.

It can be helpful to start by facilitating the board to complete some key questions or statements. This can be done in open debate or through a collective build. (See Hawkins, 2021: 371–72, for a fuller description.) The collective build is a dialogical process that encourages individuals to first write down their own completion of proposed beginning sentences by themselves, between three and five bullet points. When they have done this, the coach asks one member to share their top point and then others add to it so that a collective response is built, generatively. Once a response has been fully developed, someone offers a new idea and the process is repeated.

A collective build has the advantage of ensuring that the board taps into the diversity of individual independent thinking. Many boards and much board literature talk about the importance of independent thinking by directors and board dialogue, but few institute processes that enable this.

Statements for clarifying could include:

- This board creates value for the rest of the organization and its stakeholders by…
- To achieve our purpose this board needs to focus on…
- The objectives by which we will measure our achievement are…
- By when and by whom…

In the case of the school governing body, the board considered their individual and collective roles, the unique contribution that they could make and how best this would be achieved. Similarly, the housing association board considered how they could best contribute, individually and collectively, so that they could be better leveraged as a resource.

There are a number of tools and frameworks that board coaches can draw on to encourage boards to understand and clarify their functions, roles and responsibilities. For example, a simple functional analysis questionnaire provides a list of key board functions and asks each board member to list the percentage of time the board is currently spending across the functions and the percentage of time they think they should be spending (see Chapter 14). This exercise has enabled a number of boards to radically reconstruct their meeting agendas.

The final area of board clarifying is about roles and structures. This includes what should be dealt with by standing or ad hoc board committees and what should come to the full board; the roles and expectations of individual directors, including chair, senior independent director, sub-committee chairs, non-executives and executive directors.

The board coach to the school governing body facilitated a process whereby the board discussed the unique contribution that they could make and how this was best achieved. In one example, a governor with significant financial experience was not a member of the finance committee because at the time of his appointment, there was not a vacancy. This was rectified.

The board coach can play a very important role in facilitating the feedback to individuals by other board members and also the two-way inter-group feedback between executives and non-executives. Thus, in the case of the international company, the chair and managing director were coached on how to take forward the development of the board, the executive team and the relationship between the two.

Another critical area for clarification is for the board to understand how it represents different stakeholder perspectives and brings them ‘live’ into board meetings. The international company board undertook the following exercise. They were divided into four teams, each representing one of their key stakeholder groups. Each group spent some time preparing questions and challenges for the board from their stakeholder perspective. In turn, they presented back in role to the others, who acted as the board. Each group highlighted two to three critical issues for the board to address.

The impact of the exercise was dramatic. It enabled board members to stand in the shoes of competitive groups and clearly identified a critical stakeholder contention and the importance of finding a solution to enable the business to move forward.

Co-creating

One of the most challenging areas of board development is in addressing interpersonal and team dynamics. The chair should take the lead in encouraging a climate of openness, psychological safety and transparency, but the support of the board coach can be pivotal in encouraging the board to co-create a culture of collaboration and shared accountability. Board reviews consistently show that group dynamics are the hardest element of board effectiveness to address. However, the clearer the board is about its purpose, collective goals and its roles and responsibilities, the easier it becomes to address any behavioural issues.

A constant challenge for a unitary board is how to create an environment in which non-executive directors have sufficient knowledge to be able to provide constructive challenge and fresh perspectives to the board, and the executive members have sufficient grasp of operational and financial detail to represent the wider organization and the particular issues that are being brought to the board for consideration and/or decisions.

In exploring how they work together, the housing association board expressed some of these common dilemmas. They had trust and respect for each other but wondered if they could sometimes be less consensual and more challenging. They were cautious and risk-averse, which had served them well, and also wondered if they could be more creative and innovative, spending more time on the future and 'blue sky' thinking.

The board had traditionally been very large, and regularly included all members of the executive team. They decided to transition to a smaller board with only the CEO and finance director as full members. The board coaches were able to support the smaller unitary board in acknowledging their concerns about being equipped to take important decisions without having all executive members present at their meetings. Large boards tend towards a process of rubber-stamping rather than generative dialogue. To shift to a different level of discussion and debate requires the agenda to be revisited so that the focus is on the most important issues that require the collective input of all the board and cannot be dealt with outside of the board meeting. For executive directors it means being more open to genuine challenge and alternative propositions. For non-executive directors, it is no longer sufficient to base their input on a reading of the board pack. They are expected to stay abreast of key developments in the organization, through regular briefings and face-to-face contact with executives beyond the board.

Van den Berghe and Levrau (2013: 162) emphasize the importance of focusing on how the board fulfil one of their core functions, that of making decisions. They offer a simple typology of board decision-making roles (see Table 15.2).

Table 15.2 Board decision-making roles

Skip table

Type of board	Decision-making role
Ceremonial board	No formal decision-making role
Rubber-stamping board	Only role is agreement with finalized decisions
Statutory board	Discussions limited to formalistic role of the board (with limited role in the strategy process)
Proactive board	Much more active involvement of directors in strategy and decision making, with board committees, independent directors and so on
Participative board	With open debate culture, striving to reach consensus between management and the board, and harmony and complementarity between board and management

This is a useful continuum to help boards be more choice-full about their decision-making role vis-à-vis other parts of the organizational system, particularly executives and investors.

The coach has an important role in helping the board step back from a process in which they have become immersed and to notice the cultural patterns of the boardroom. This is very hard to do as an insider without skilled help. One of our favourite definitions of team or organizational culture is: ‘what you stop noticing when you have worked somewhere for three months’ (Hawkins and Smith, 2013: 110).

A way of surfacing these cultural patterns is to use a descriptor analysis (Hawkins, 2021: 355–57), where board members are independently asked to describe the collective board in three adjectives or phrases as it is today and how they think it needs to be in two years’ time. This technique has worked with many different forms of board and highlights the perceived need for a change in culture. It is also used as a 360-

degree feedback process with key stakeholders who interact with the board and who are asked to complete a word search. This provides an illuminating contrast between internal and external perspectives. On some unitary boards, the analysis has shown the collective response of the executive directors in contrast to the non-executives.

An additional benefit of using any evaluative instrument such as descriptor analysis is that, by repeating it every year or two, it offers a mechanism to evaluate development against the plans for improvement the board has agreed on.

The role of the board in strategy is both contentious and complex. Some argue that the board should leave strategizing to the executive and keep to an approving, monitoring and scrutiny role (Thomsen, 2008; Acharya, 2008). Others argue that this is an abrogation of one of their core functions, which is to focus on the long-term stewardship of the business and value-creation for all stakeholders (Van den Berghe and Levrau, 2013; Kakabadse and Kakabadse, 2008; Carter and Lorsch, 2004).

Clarifying their role in the strategy-creation, implementation and monitoring process is an important board process. We would argue that the board is responsible for:

1. clarifying the various stakeholder groups for whom the organization must create added value;
2. ascertaining the needs and aspirations and feedback from these various groups;
3. being clear about the core long-term purpose of the organization (its goals, core values, distinctive identity, vision and so on), which guides and frames the strategy debate and creation;

4. setting the strategic challenges that must be addressed by the executives;
5. hearing back from the executives their proposals to meet these challenges, challenging and debating the proposals with them, and deciding which strategies to invest in;
6. setting up monitoring and evaluation processes that will provide clear and quick feedback and learning on whether the strategies are working and how they need to be adapted and evolved;
7. supporting management, as needed, in the implementation of the strategies and regularly reviewing them.

How this cycle works out in practice will vary due to the nature of the organization, the challenges it is facing and the type of board governance it has chosen. For example, there is clear evidence (Acharya, 2008) that large publicly listed organizations operate very differently in strategic decision-making to private equity-backed companies, the latter playing a much more active strategy role.

As board coaches, we have facilitated the strategizing processes between boards and the organization's executives and other key players, being clear that the role of the coach is to enable the richness of the dialogue and the most effective process and not to have views on the strategy content.

Connecting

Coaching the discipline of connecting with stakeholders and the wider environment is rare in the fledging work of board coaching. However, there is a growing need for this form of help as boards recognize the need to engage key stakeholder groups in radically new ways if they are to be effective in helping their organizations transform themselves to meet the ever-changing challenges of their environment. Here are some illustrations of how this has emerged from a board coaching process.

The boards of Outspan and Cape Fruit (Unifruca) in South Africa, through their merger process, realized that the majority of the shareholders, who were fruit farmers mostly supplying the business, were deeply suspicious of the other company and perceived loss of control. For the merger to happen there had to be a major transformation in the hearts and minds of these shareholders. The boards were insightful enough to recognize that just telling the shareholders why the merger was good for the company and for the shareholders was not going to work. So the two boards requested that the board coaches partner them in designing and facilitating large events (100 shareholders at a time), which would actively engage the shareholders in working through the challenges facing the company and exploring different scenarios.

In coaching the board of a mid-size technology company through a major transition from their founders, it became clear that this was causing a great deal of rumour and feelings of uneasiness among the staff. Retaining skilled employees and future leaders through periods of transition was a priority for future success. How the board engaged the staff before everything within the board was resolved was critical. Coaching the board on how they would show up and collectively create confidence in their staff was important. Just getting the agreed script right, they decided, was not going to be enough, so they asked the board coach to be present and facilitate live when it came to the question and answer process.

A FTSE 100 financial company had realized that the process it had used to appoint its previous CEO had been very costly. Although he had led a successful period in the firm's history, the process had left several internal candidates for the role semi-detached. There had been no transparent process, no clear criteria and no feedback to the failed candidates on why one of their colleagues and not them had been appointed. The chair asked the board coach to facilitate a different process. It included sensitive discussions between the board sub-committee and internal candidates before appointments were made and direct feedback to the successful and unsuccessful candidates afterwards.

Core learning

As explored extensively in the rest of this chapter, boards are reluctant to stop and look at themselves; and those that do often limit their self-reflections to the easier-to-discuss structural and process issues rather than the more personal and behavioural elements of the board's functioning.

In the case of a major professional services company supervisory board, made up of elected senior partners of the firm from different countries, the board coaches were somewhat shocked to discover that there was no formal induction process or training for the newly elected board members. Most of them were senior partners with great expertise in corporate finance, law, taxation or auditing, but nearly all of them had no previous board experience. Many admitted that, in their culture of 'expertise', you did not dare own up to not knowing how to understand the financial spreadsheets or complex governance issues with which they were presented. Only the board coach, talking separately to each board member, was able to surface this dynamic and encourage the board to explore how to address it.

In Chapter 7, Coyne and Nicol look at how core learning is nearly always the lowest-scored area for executive boards and how they helped an executive board explore their core learning. With supervisory and unitary boards, this is even more the case. It is a hard task to build continuous, reflective learning into business as usual. It requires constant practice and support and new habits and processes, such as pauses or 'timeouts' to reflect on board process in the moment and end-of-meeting structured reviews. It also requires a shift in the culture to one where direct feedback is welcomed, the ability to reflect is developed, the importance of generative dialogue is recognized and where failure is the seedbed for learning, not blame.

Conclusion

Paul Hawken (2007) stresses that business and industry are increasingly the only institutions large enough and powerful enough to address the complex economic, social and ecological challenges facing the world today. At the beginning of this chapter, we showed how boards' responsibility is growing faster than their capacity to step up to the challenge. There is a great and growing need for effective systemic board coaches and for boards to have the humility and openness to seek their help. We hope that this chapter has made a small contribution to this urgent cause.

Reflections four years on

This chapter focuses mainly on board coaching emerging out of board governance reviews. Increasingly in the past four years we have found board coaching also emerging as a necessary connected activity of working with the executive team of the organization. Rarely can an executive team become highly effective unless it is supported in developing the right relationship with its board. This has led us to engage with more systemic team coaching, not just of boards and executive teams from the same organization, but also coaching their inter-team relationship and joint working (see case example in Chapter 6).

In Chapter 16 of the first edition of this book (Hawkins, 2014b), I proposed four levels of board maturity:

1. **Boards focused on conformance**, managing risk and ensuring compliance – both externally to the legal and fiduciary requirements of the countries in which they operate, and internally in monitoring performance and adherence to agreed strategy and processes.
2. **Boards focused on managing performance** – setting targets for growth, market share, profitability, shareholder return and company value.
3. **Boards focused on managing connections and relationships** – ensuring the organization has the right internal connections to ensure effective and timely responsiveness to all stakeholders and a culture of ‘can-do’ attitude and leadership at all levels. Externally focusing on connections with the wider ecosystem: up-stream with the suppliers and down-stream with the customers, with

partner organizations, potential mergers and acquisition organizations.

4. **Boards focused on sensing the emerging future** through listening deeply to all parts of the organization and the wider stakeholder ecosystem and orchestrating collaborative inquiries across the internal and external systems about what ‘the organization can uniquely do, to contribute with others to what the world of tomorrow needs’.

Increasingly the global situation requires boards to develop quicker to high levels of functioning and to sustain their functioning at this level. This is where board coaching can make a valuable contribution.

16

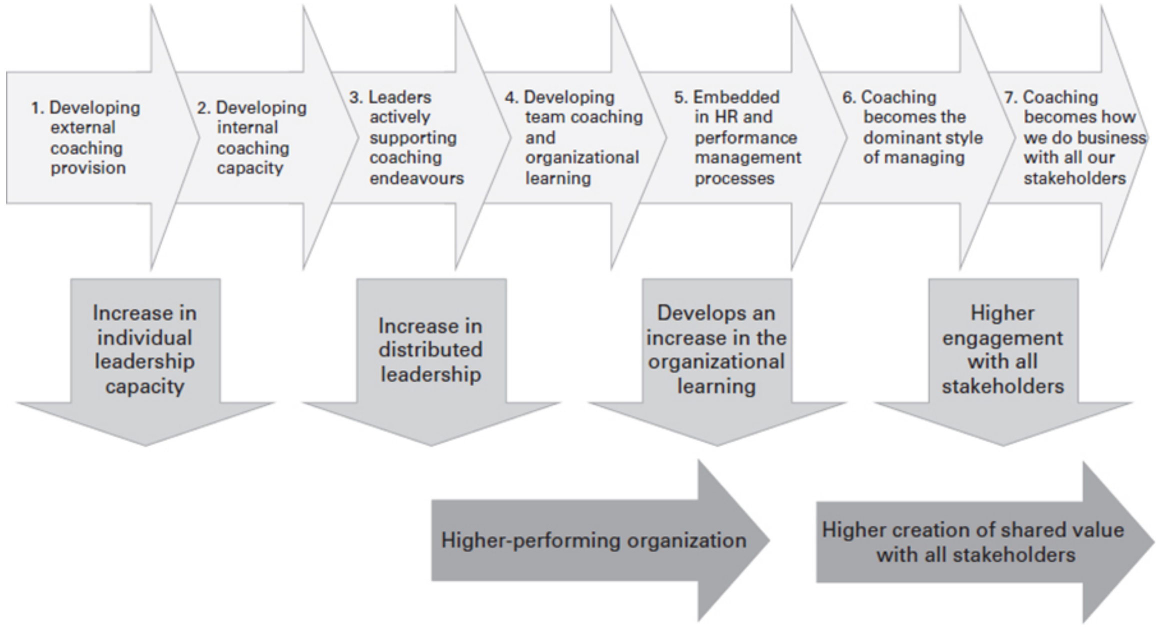
Creating a ‘teaming’ and ‘team of teams’ culture and a strategy for team coaching

PETER HAWKINS

> *As the world grows faster and more interdependent, we need to figure out ways to scale the fluidity of teams across entire organizations: groups with thousands of members that span continents… but this is easier said than done.*
> (MCCHRYSTAL, 2015: 125)

In 2012 I wrote *Creating a Coaching Culture* (Hawkins, 2012), where I presented a seven-step roadmap for developing a coaching culture right across an organization (Figure 16.1). This has since been used by many organizations, to help them ensure that their investment in coaching delivers much more than just individual personal development for their employees, but also creates organizational learning, sustainable change and development of teams, functions and the whole organization, as well as greater beneficial value for all the organization’s stakeholders.

Figure 16.1 Developing a coaching culture – outcomes



▶ Figure 16.1 details

In more recent years I have worked with many organizations helping them develop a ‘teaming culture’ and a ‘team of teams culture’ supported by a ‘team coaching strategy’.

Amy Edmondson (2013), a Harvard professor and researcher on teams and ways of teaming across boundaries, writes:

> Building the right culture in an era of fast-paced teaming, when people work on a shifting mix of projects with a shifting mix of partners, might sound challenging – if not impossible. But, in my experience, in the most innovative companies, teaming is the culture.

She defines teaming by saying:

> Teaming is a verb. It is a dynamic activity, not a bounded, static entity. It is largely determined by the mindset and practices of teamwork, not by the design and structures of effective teams (Edmondson, 2012).

Since 2017 I have written a good deal about the importance of a ‘team of teams’ culture (Hawkins, 2021), building on the innovative work of General McChrystal.

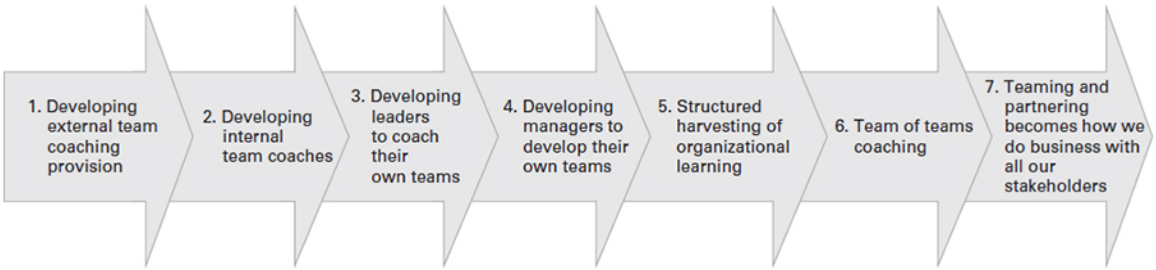
Edmondson (2013) goes on to say:

> Teaming is about identifying essential collaborators and quickly getting up to speed on what they know so you can work together to get things done. This more flexible teamwork (in contrast to stable teams) is on the rise in many industries because the work – be it patient care, product development, customized software, or strategic decision-making – increasingly presents complicated interdependencies that have to be managed on the fly.

Developing a 'teaming' and 'team of teams' culture

From these foundations and partnering with a wide variety of organizations, I went back to my original coaching culture roadmap and created a new version for creating a 'teaming' and 'team of teams' culture (Figure 16.2).

Figure 16.2 Developing a ‘teaming’ and ‘team of teams’ culture – the seven steps



▶ Figure 16.2 details

If we now explore each of these stages, we will see how each step builds on what comes before it.

1. Selecting the right external team coaches

In the companion volume *Leadership Team Coaching* there is a whole chapter (14) on how to find, select, work with and evaluate a good systemic team coach. This chapter outlines a seven-stage process to get the best systemic team coaches and achieve the most value-creating partnership with them. The steps are:

A. specifying and defining the need and hoped-for outcome;
B. finding suitable candidates for the role;
C. selecting the team coach with the best fit to the specification and the team’s needs;
D. contracting with the selected coach;
E. developing the relationship, with regular reviews;
F. evaluation;
G. transitioning to the team being able to coach itself.

What this chapter underlines is the need to see external systemic team coaches as partners, not as suppliers, and that the process begins with important stages before the right team coach is appointed and team coaching does not end when the team coach leaves, but transitions to the team being able to coach itself.

2. Developing internal team coaches

Renewal Associates has worked with many individual organizations around the globe to help them each to develop and train an internal community of effective systemic team coaches. The companies have been in sectors as varied as manufacturing, pharmaceuticals, international banking, public sector broadcasting, professional services and consulting.

The training consists of a bespoke version of the three–five-day Systemic Team Coaching Certificate (see Chapter 17), followed by regular supervision groups every eight weeks for the first six months of practice.

The training has been most effective when the internal coaches are not just drawn from the HR and training and development community but also include senior leaders, line managers and those tasked with leading major change projects.

Once trained it is important that the organization also educates leaders about when team coaching can be most helpful and has a well-developed triaging process to ensure that it can support teams and team leaders at the appropriate level, with clear criteria for:

- teams that are to be coached by the team manager or team leader, with a mixture of guidelines, digital support or

mentoring for the team leader (see below);
- teams that would benefit most from being coached by a trained and supervised internal team coach or indeed a pair of team coaches working together;
- teams that need the expertise and external perspective of experienced qualified and supervised external team coaches.

3. Developing leaders to coach their own leadership teams

One of the important contributions that systemic team coaching can offer is to provide a form of leadership development that immediately translates into organizational change. We have been working for the last seven years with Deloitte, the professional services firm in the UK, training their senior partners to develop from ‘team managers and team leaders’ to being ‘team coaches of their own team’ (Hawkins, 2021: ch13).

The Leading Leaders of High-Performing Teams programme emerged from Deloitte’s Coaching with Impact strategy, which identified group and team coaching as accelerators to development and organizational change.

As part of this strategy, in 2014 we were invited to train a group of internal systemic team coaches drawn from various parts of the business, and a joint inquiry began that has proved a catalyst for change. A close partnership was formed with our consultancy group and we co-created an integrative leadership development programme with systemic team coaching at the core. The partnership modelling that has evolved in both the design and delivery of the programme actively demonstrates the qualities of teaming we are helping the leaders to develop.

Since developing this group, we have worked together with five cohorts of senior partners drawn from all parts of the UK and Swiss practices. The programme starts and finishes with a team 360-degree questionnaire based on the Five Disciplines model, filled in by all the team members of the team they lead, followed by a one-to-one interview with the team leader. These two steps help produce the data foundation on which the partner, with support, can build their team development and team leadership development plan.

The whole cohort then attends a two-day workshop, which covers the Five Disciplines of systemic team coaching from the perspective of a team leader carrying out the coaching of their own team. In each discipline they have structured exercises to apply that discipline to their own team and plan their team development. They also work in small action learning groups to support and challenge each other and learn from each other's successes and failures. They leave the workshop with specific planned actions and experiments for both their team and their own team leadership.

In their action learning cycles they are supported by one of the internal systemic team coaches. This coach helps them design and plan their changes in team meetings, roles and engagement events, and may also facilitate, with the team leader, specific team workshops or engagement with their wider partner or employee groups.

After the first action learning cycle of three months, the partners meet in their small action learning set, to review progress, co-coach around emerging challenges and learn rapidly from each other's activity. They also refresh their plan for the next cycle of action learning. This both raises the quality of their work and sustains their commitment and momentum through the process.

During this period the systemic team coaches engage in co-supervision sessions with the firm's team and one-to-one external supervisors. This brings an added dimension to the systemic learning for the coaches, their coachees and the organization.

After this second cycle of three months, the whole cohort comes together for the final one-day workshop. At this workshop they each present the story and timeline of their parallel journeys of their team and their own team leadership to their small group and receive help in both harvesting the learning from these two journeys and in planning how they take these development processes forward into the future. Leaders and their teams then have the opportunity to complete another team 360 and continue to work with their coach for three more months to embed the learning and create sustainable change.

The whole group then explores the patterns that connect their different but parallel journeys and what that shows about the wider cultural patterns of the firm, both the positive cultural patterns that are helping the business move forward and the patterns that are holding the company back. The group then explores how they can each be active change agents, not just with their own team and business unit but also with the wider firm. This has led to important new dialogues for executive teams across the firm. Claire Davey, the previous head of partner development, wrote in 2017:

> Over the last four years we have partnered with Peter to design an innovative, iterative, adaptable programme that has a tangible impact to our leaders and business. For the leaders, the programme has enabled

> them to create capacity to focus on strategy, requiring them to trust and empower their team more, leading in a way that encourages a constructive, collective, interconnected group ready to respond rapidly to change and challenges.
>
> The impact of the programme keeps on giving back to the individuals, the organization and our clients in both formal and informal ways. Several have commented that because of the programme, they led a different approach with a key account, generating deep insights for the client.
>
> For a handful of individuals, the programme has proven to be an important launchpad for their careers and increased the level of contribution to the firm and our clients. Within months of completing the programme, I have seen leaders move from local to global roles, take on executive responsibilities and seem much more agile in their ability to adapt their leadership style and inquire collectively into the challenges of tomorrow. (Claire Davey, Head of Coaching)

4. Training managers to develop their own teams with digital support

The big challenge for many organizations is how to develop the quality of teamwork in and between every one of their hundreds, or even thousands, of teams. Providing them all with internal or external coaches would be both costly and time-consuming. This was highlighted well in Eric Schmidt's book about the great coach Bill Campbell:

> It's not possible or practical to hire a coach for every team in the company, nor is it the right answer, because the best coach for any team is the manager who leads the team. Coaching is no longer a speciality; you cannot be a good manager without being a good coach. (Schmidt *et al*, 2019)

Some organizations tried sending many of their new team leaders on an executive education programme in team leadership, but the consistent application of this learning once the participants were back at work was very disappointing.

So, for the last three years or more, we have partnered with an innovative technology company (www.saberr.com) to help them create a team coaching platform that team managers can be quickly trained in using, and which provides a framework, tools and a shared team canvas for the team manager to enable the team to collectively coach itself. 120 team managers, both new and experienced, can be trained online in as little as a half-day in both understanding the general framework of systemic team coaching and how to utilize the team coaching platform. Each team member then has a licence and link to their particular team's team coaching canvas. This can do many things, including:

1. Organize and co-build the agenda for the one-to-one meetings between the team member and the team leader.
2. Provide digitally enabled structure for team workshops on such subjects as:
   a. team purpose;
   b. the team collectively developing team objectives and team KPIs;
   c. the team agreeing the team behaviours and team values they need to be successful and effective.
3. Inputs can be collected for 'team retrospectives' where the team can review its own progress, harvest its individual and collective learning, and agilely create the next cycle of experiments and improvements.

Using these exercises and techniques 'in the flow of work' is supported by the team managers meeting every 8–10 weeks in action learning sets of 7–10 managers. They can share what they have done and the challenges to get to the next level, with an experienced set-facilitator/systemic team coach, and mutually support and learn from each other.

This also provides the opportunity for the action learning set facilitators to meet with an overall supervisor, who can support them in their work and also do a cultural analysis of the emerging themes while maintaining team confidentiality (see below). This can be put alongside the digitally produced dashboard that shows team usage of the platform, and the different team activities that are being utilized and the outcomes that the team are reporting.

5. Structure harvesting of organizational learning from the team activities

Very few organizations have developed processes to harvest the rich organizational learning that can be gleaned from across the hundreds or in some cases thousands of coaching conversations, individual and team, that they have supported throughout their organization. Amy Edmondson points out that 'teams are the unit of organizational learning'.

Renewal Associates have worked with a number of organizations in both the commercial and governmental sectors to develop such processes for individual and team coaching. This is even more important in the area of team coaching as, well structured, it can provide a much richer and more accurate evaluation of the organizational culture than any culture survey. As I have often pointed out, organizational cultures do not fill in questionnaires, they enact themselves; culture resides not in the behaviours and perceptions of individuals, but in the habitual patterns of relating and connecting across an organization and between an organization and its stakeholders. One of my definitions of organizational culture is:

> Culture resides in the habituated ways of connecting that an organization repeats. Culture resides not just inside the organization, but more importantly in the relationship patterns with all the key stakeholders (the lived brand). (Hawkins and Smith, 2013: 110)

And I have often quoted the Chinese proverb: 'The last one to know about the sea is the fish.' To illustrate that, when you have worked somewhere longer than two or three months you cannot see the culture as you have become part of it and it has become part of you.

We have worked with both internal coaches in regular supervision groups as well as managers and leaders in regular action learning sets, to help them not only increase the effectiveness of the team coaching work they are doing, but also to collectively harvest the collective culture patterns and dynamics that are merging in, across and between teams.

The supervisors and action learning set facilitators then met with a 'culture curator' to review these patterns that are replicated across the organization and to apply the culture analysis model (Hawkins, 2012: 22; Hawkins and Smith, 2013: 128) that looks at the pattern in and between the following levels of culture:

6. Team of teams coaching

General McChrystal, who led the Allied forces in post-war Iraq, had the best-equipped, best-resourced and best-trained land forces ever assembled, but was still losing the battle against small, agile, fast-moving terrorist cells. He realized that he needed to create a team of teams, that had brilliant teaming in how they connected and worked together, under great pressure and urgency. In his book he defines the concept as:

> A 'Team of teams' – an organization within which the relationships between constituent teams resembled those between individuals on a single team: teams that had traditionally resided in separate silos would now have to become fused to one another via trust and purpose.
> (McChrystal *et al*, 2015: 132)

The interesting thing about coaching a team of teams – which for many leaders is not intuitive – is that it often means less rather than more control. Given the fact that it is impossible to control and direct the activities of teams in very fast-moving environments, the best way to support team of teams coaching is to focus on the conditions for success. McChrystal (2015) describes this paradox: 'the temptation is to lead as a chess master controlling each move of the organization, must give way to an approach as a gardener enabling rather than directing'.

There are many enablers for team of teams coaching:

- ensuring the commission or purpose of the organization is so clear and motivating that it permeates all activities;
- enabling information to flow freely to those that need it when they need it;
- coaching leaders to role-model the kind of organization they intend to create, rather than telling others how to lead;
- taking the right action to address issues that have been uncovered through organization learning.

There is nothing less motivating than gathering insight about problems in the culture of an organization and doing nothing about it. This is another challenge with the 'survey culture'.

Team of teams coaching means understanding what enables teams to thrive and team across boundaries and acting on that insight.

7. Teaming and partnering becomes how we do business with all our stakeholders

There are three essential keys to success for all organizations in the 21st century learning, teaming and partnering: learning faster than the world around you is changing; teaming in and between teams, so every team is more than the sum of its parts and every organization is more than the sum of the teams; and partnering, which is how organizations team with all their stakeholders to co-create value that neither the organization nor the partners could do by themselves.

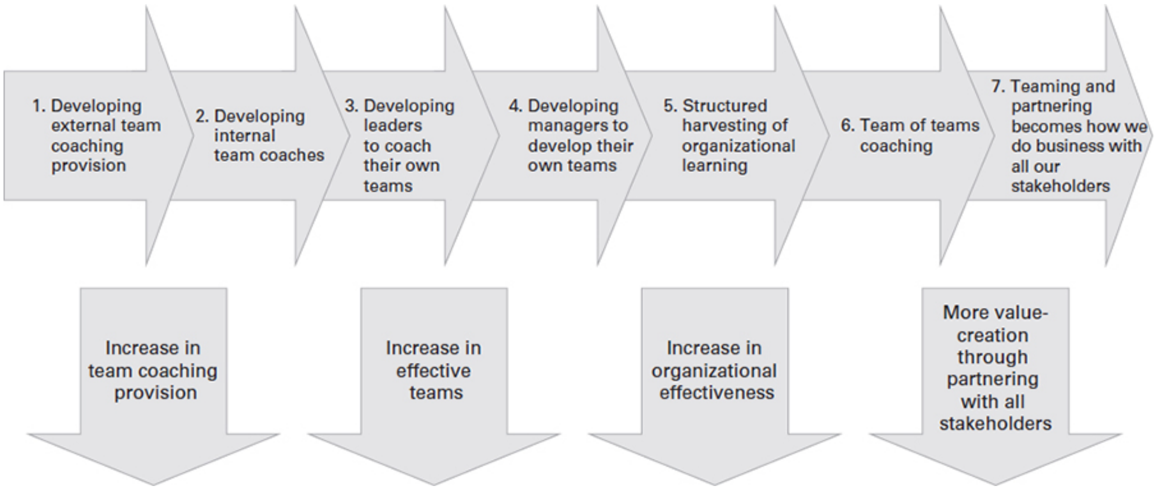
One of the shining examples of partnering across boundaries is the Chinese white goods company Haier. The CEO, Zhang Ruimin, had already in 2005 restructured the company based on self-organizing teams with team-based rewards, but he went on to create 'HOPE', the Haier Open Partnership Ecosystem, where customers, suppliers and employers could team together to create fast and creative innovation. In 2012 Zhang Ruimin and Haier created their 'Network Strategy', taking advantage of the digital network age, so that both the company's marketing and the way it does business are done in digitally enabled partnering with all its stakeholders. Zhang Ruimin sees future successful businesses as 'borderless, leaderless and scale-free' and users or customers 'becoming the leaders of the business' (Yong and Yazhou, 2017: 168). Haier developed five research and development centres, which 'conducted strategic partnerships with world-class suppliers, research institutes and famous universities, forming an innovation ecosystem network of over 1.2 million scientists and engineers. By the end of 2013, Haier had more than 15,737 patent applications, with 10,167 authorized patents' (Yong and Yazhou, 2017: 177).

At the same time as this teaming across boundaries was happening in the most advanced technology companies, we were working with several large global professional services firms in how they could be world leaders in teaming with their clients. It was becoming harder and harder for professional services firms to compete on having the best knowledge, approaches or people, as these were all quickly acquirable by their competition. Instead, like manufacturing companies, they needed to stand out and excel in the user experience and how they teamed with their clients. We coached a number of global account teams on how their work in different service lines and across continents could be so well joined up that they could help the client company to connect better internally. We also coach a number of these teams live with their internal partners, so their joint teaming was able to not just deliver a project or a solution for the client but transform how both companies enabled agile fast change and teamed together effectively. This client experience made the professional service firm much harder to replace with a competitor because the cultural understanding and ability to partner well was hard to replicate with a new partner.

Outputs and outcomes

As an organization expands and deepens the richness of its team coaching strategy along the seven-step journey, so the benefits begin to layer up and multiply. If the organization stops their investment after just step 1, they will have developed some teams, but built external dependency. If after step 2, they will have established some team coaching provision, which will have helped some teams across the organization, but this will be patchy and not yet delivering the organizational benefits that come from adding steps 3–6. It is only when the organization also adds step 7 that they move to effective teaming with their varied stakeholders, beyond the boundaries of the organization that the real sustainable flow of co-created beneficial value for all parties becomes well established (see Figure 16.3).

Figure 16.3 Developing a ‘teaming’ and ‘team of teams’ culture – outcomes

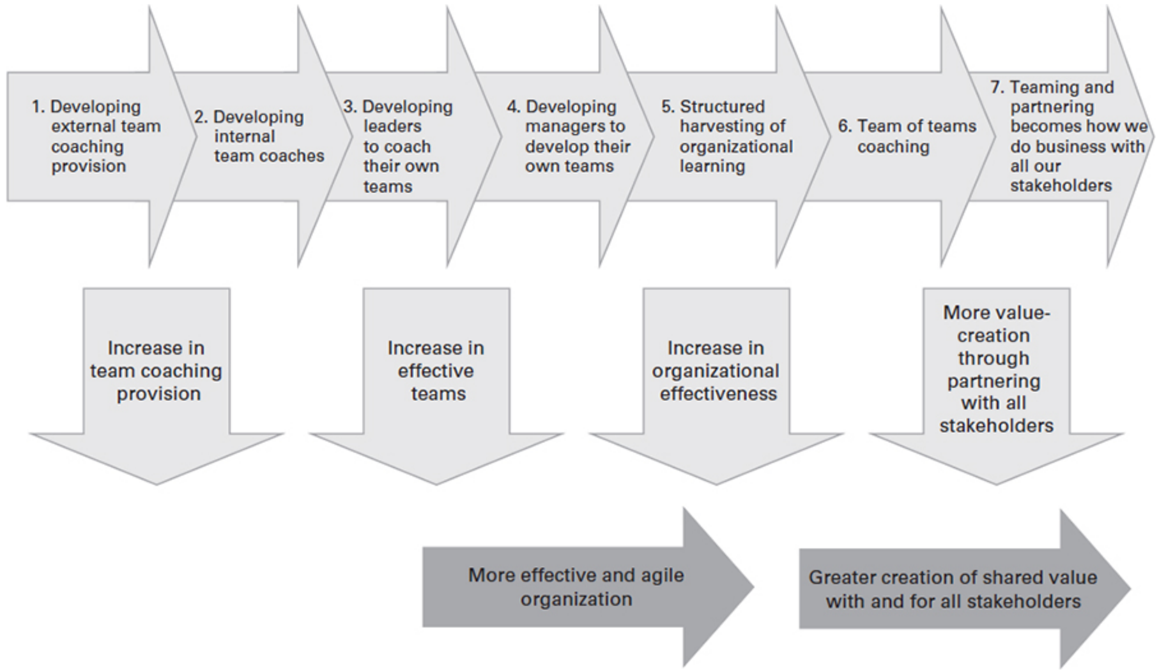


▶ Figure 16.3 details

Co-creating shared value with and for all stakeholders

I have written frequently about how organizations need to be stakeholder-centric and focus not just on creating better shareholder returns but co-creating value with and for all their stakeholders. These include investors, customers/clients, suppliers and partner organizations, employees and contractors, communities where the organizations operate and the more-than-human world of the wider ecology. Ignoring any of these stakeholder groupings will have risk and eventually have severe consequences for any organization, whether commercial, public sector or ‘for-benefit rather than for-profit’ enterprises. The first five to six steps of the journey will create better internal synergy, reduction in duplication and wasted effort, and this will in itself create better financial returns for investors and less frustration for employees, customers and suppliers. When all seven steps are working together, much greater synergistic value is created across the organization's whole stakeholder ecosystem, for the benefit of all parties (Figure 16.4).

Figure 16.4 Developing a 'teaming' and 'team of teams' culture – value-creation



▶ Figure 16.4 details

A teaming and team coaching strategy

For organizations to be successful in the mid-21st century, they are having to do more, at higher quality and with less cost and less use of non-renewable resources. Many organizations attempt this triple challenge by driving harder and putting more pressure on performance. This may have short-term gains, but long term has many risks and is unsustainable. To be both successful and sustainable, organizations need to respond in a more creative way, which I recommend as combining the three key approaches of TEAM, PARTNER, LEARN:

1. TEAM. Investing in greater internal synergy by ensuring that all teams function at more than the sum of their parts

and the team of teams function at more than the sum of the teams.
2. PARTNER. Creating much greater external teaming and partnerships that realize and tap into unrecognized resources that can be achieved together.
3. LEARN. Focusing on learning at all levels –individual, team, inter-team, organizational and stakeholder ecosystem – so that the organization is truly learning faster than the world around it is changing.

Many organizations will launch team coaching activities with enthusiasm without developing a clear integrated team coaching strategy, linked to their overall business purpose, goals and strategic intent. When this happens, often this will create frustration with recruited and trained resources not being effectively used and teams still not getting the help they most need.

An effective team coaching strategy works through the following key questions:

1. What can we as an organization uniquely do, that the world of tomorrow needs?
2. To do this, who are all the stakeholders we need to co-create value with and for?
3. What is it that those current and future stakeholders most need from us?
4. What is the gap between what we currently do and what the future and the stakeholders require from us?
5. How can we close that gap by working smarter, rather than harder?
6. Where is our most effective teaming, partnering and learning already happening? How can we develop all

teams to at least and beyond this level?

7. Where have we already invested in team coaching and how could we create a much greater return on this and additional investment?
8. What areas of the seven-step roadmap are we…
   a. fully equipped within?
   b. on route but need to invest in further?
   c. not yet started?
9. What is our roadmap and timetable for increasing our teaming, partnering and learning?
10. What is the integrated investment of time, people and resources this will need?
11. How will we evaluate progress and value-creation? (See Chapter 14.)
12. What are the risks and traps along the way? And when will we review and upgrade our strategy in the light of experience?

Conclusion

Team coaching has matured greatly in the last 20 years, from mainly focusing on team-building, team facilitation and short interventions for teams having conflict or difficulties, to recognizing that it is a partnership journey that enables teams to become more than the sum of their parts and co-create value with and for all their stakeholders. However, the maturity has further to go. No longer can organizations afford to develop teams one unit at a time; they need an integrated approach to creating a 'teaming' and 'team of teams' culture supported by a team coaching strategy. These must not become ends in themselves, but all be in service of creating the teaming, partnering and learning that not only all organizations, but our whole human world, desperately need.

17
Embodied approaches to team coaching

PETER HAWKINS AND DAVID PRESSWELL

Introduction

Have you ever had the experience of being at a team meeting where everyone has agreed to a decision and an action, and you have then come back a month later and it has not happened? In talks throughout the world, when I (Peter) have asked this question, nearly everyone present has had this experience.

I then invite those at the talk, and you can do this now for yourself, to close their eyes and picture the meeting room where this last happened. Who was present? How were people sitting? What was the body language? What eye contact and connection was there round the room? What was the quality and energy of the voices that were speaking – the emotional rhythm of their voices – the quality of the listening and engagement? What was the energy at the point of decision?

Then I ask:

> If you had attended to the non-verbal communication at the time, would you have known that the action was not going to happen?
>
> If the answer is yes, how come everyone pretended it was going to be done?

> What could you have done as a team member to address the gap between what was being said and what was being enacted, to avoid the month's delay and the recriminations and disappointment when you next met?

Agreements are cognitive and cerebral, but commitment is always embodied. Most teams fail to recognize the difference between these two very different processes and spend all their time in the cerebral domain of talking about what needs to be done, and then when the team fails to create the desired change at the next meeting, they all blame each other for the action not having happened.

When teaching team coaching, one of us (Peter) will often ask how many of those present have taken part in 'offsites' with their team. Most hands will go up. He will then ask how many of the actions agreed at the away day actually got translated into action afterwards. The results are depressingly low and typically between 0 and 30 per cent. This matches a pattern that we have repeatedly found in individual coaching, where the biggest frustration of coaches when they come to supervision is how often their clients have had a new insight in the coaching and planned how they will handle their challenges differently, only to come back a month later having not followed through with their agreed actions (Hawkins and Smith, 2013). In transformational coaching we have adopted two important adages:

1. If the change does not start in the coaching session, it is unlikely to happen afterwards.
2. Insight and good intention are not sufficient to produce change, which always involves the body and the emotions.

Hamill (2013) shows how the natural learning process moves from cognitive to embodied knowledge and applies this to leadership. One way or another, it is the job of the external facilitator to bring fresh perspectives and opportunities into the room, so as to help create a more energized and productive collaboration that moves away from cerebral speculation to a tangible shift in behaviour. Effectively nothing changes in a team unless behaviour changes, and an embodied approach to learning significantly improves the chances of gaining and sustaining the commitment necessary to achieve that.

One particularly elegant methodology is the creation of a collectively held, living map. It uses the people in the room as representatives of entities (groups, principles or goals) within a system and places them in space according to what ‘feels true’. In effect, just two factors are in play: each representative’s distance from other representatives, and the direction in which they face – whether towards the same point, towards each other or away. Each representative is then asked to report on the thoughts and sensations they experience when taking their place in the map, while the facilitator might comment on the representation of the system as a whole.

At the most basic level, getting team members up out of their seats and looking at a problem from (literally) different angles can be energizing and refreshingly new. But there is additional value that comes from teasing a problem apart into its constituent parts and then looking at these in a systemic context. New perspectives are adopted and the relationships between entities (rather than simply the entities themselves) become evident. As a whole system is represented in the room, it becomes immediately apparent how adjusting any one part affects others and, with this, previously unseen implications and possibilities reveal themselves. Meanwhile, the role of the consultant is no longer to advise, but to support a team to articulate its own understanding of an issue, collectively – a process likely to yield far more sustainable results.

In this chapter we will share a range of methods we have used, with a wide variety of teams, to move from talking about change to enabling change to happen in an embodied and emotionally engaged way, either live in the room or even online. We will also share how we have used a range of embodied approaches in supervising team coaching, on the basis that, for supervision to be helpful, change in the coach or coaches is a prerequisite to adding value to their work with a team.

The history and focus of three approaches

Psychodrama, sociodrama and systemic constellation all use a similar range of embodied action techniques, facilitated by a trained practitioner, to enable breakthroughs in addressing human challenges. Each has different historical roots and applies itself to a different focus.

Psychodrama

Psychodrama is an action method, most known for being used as a psychotherapy, in which clients use spontaneous dramatization, role-playing and dramatic self-presentation to investigate and gain insight into their lives. Psychodrama was developed by Jacob Moreno, MD (1889–1974), a contemporary of Freud, who many now see as one of the founding fathers of humanistic psychology and the greatest developer of embodied action techniques, not only in the field of psychotherapy and group therapy but in education, all forms of development, and social and community relations.

In 1912, Moreno attended one of Freud's lectures. In his autobiography, he recalled the experience:

> As the students filed out, he singled me out from the crowd and asked me what I was doing. I responded, 'Well, Dr Freud, I start where you leave off. You meet people in the artificial setting of your office. I meet them on the street and in their homes, in their natural surroundings. You analyse their dreams. I give them the courage to dream again. You analyse and tear them apart. I let them act out their conflicting roles and help them to put the parts back together again.' (Moreno, 1985)

Focus: here the focus is on the protagonist, the individual who, with the help of the psychodramatist and other group members, is dramatically exploring an aspect of their current, past or future life. The psychodrama is in service of their individual development or therapy, although most psychodramatists would argue that 'when practised in a group setting' the whole group benefits from each individual's psychodrama.

Sociodrama

Moreno termed his application of embodied action techniques to groups, teams, organizations and whole communities 'sociodrama':

> Sociodrama has been defined as a deep action method dealing with intergroup relations and collective ideologies. The true subject of a sociodrama is the group. The concept underlying this approach is the recognition that man is a role player, that every individual is characterized by a certain range of roles which dominate his behaviour and that every culture is characterized by a certain set of roles which it imposes with a varying degree of success upon its members. (Moreno, 1959)

The British Psychodrama Association defines sociodrama as:

> A group interaction process used to assist all types of populations in meeting specific group goals. The method draws upon a person's ability to learn with their whole body and mind. It is a kinaesthetic, emotional and cognitive educational methodology.

Sociodrama is part of the wider field of study that Moreno termed 'sociometry', which is 'the study of social relations between individuals – interpersonal relationships' (Borgatta, 2007).

Sociodramatic and action method techniques are actively used in a broad range of educational, health and business environments throughout the world.

Focus: here the focus is on what needs to be explored, resolved, developed or healed within the group, team, organization or wider community. The protagonist is normally a particular collective group, which is facilitated by a sociodramatist to explore, and work through, a particular challenge.

Systemic constellations

Systemic constellations were developed by Bert Hellinger (1925–2019) from his work with the German perpetrators and victims of the Second World War and their descendants. Hellinger was a priest, missionary and psychotherapist who was planning his retirement when the psychiatrist, Gunthard Weber, persuaded him to publish something on his innovative therapeutic approach. He went on to write or co-write over 30 books on the subject.

Hellinger's work (1998, 1999) drew upon many theoretical sources in addition to Moreno's work, including Janov's primal therapy, neuro-linguistic programming (NLP) and Virginia

Satir's family reconstruction, while his integration of dead ancestors into family constellations drew upon his experiences as a missionary among the Zulu of South Africa. Above all, he took a phenomenological approach: eschewing theory in favour of observing and acknowledging what is experienced in the moment.

Hellinger was severely critical of the 'therapeutic relationship', seeing it as too often serving the therapist rather than the client. He was in turn the subject of much controversy in the psychological community, largely in response to the briefness of his interventions (rarely more than an hour), his emphasis on recognizing the perpetrator in all of us, and what was perceived to be a dogmatic interpersonal style. He was as contentious as he was influential.

Focus: here the focus is again on the individual but exploring their issues in the context of a wider system and through the 'felt sense' of independent and often uninformed representatives. Constellations may stretch over time and may also include wider stakeholders and abstract elements such as team purpose, values, revenue, performance and so forth. They have been developed to supervise team coaching and also adapted to help teams explore their own dynamics and collective patterns.

Key concepts

The three approaches mentioned above share a range of key concepts, although they may use different terms for them. We have drawn on all three traditions as well as transformational coaching and the latest neuro-psychology to develop some of the following key concepts for embodied transformational team coaching:

Tele: 'Tele is contact at a distance enabling an exchange of emotional messages… unity of action, time and space that is applied both in theatre and in psychodrama' (Djuric, 2006).

Limbic resonance: This is the capacity for sharing deep emotional states arising from the limbic system of the brain. These states include the dopamine circuit promoted feelings of empathic harmony, and the norepinephrine circuit originated emotional states of fear, anxiety and anger. The concept was first advanced in the book *A General Theory of Love* (Lewis *et al*, 2000). It refers to the capacity for empathy and non-verbal connection that is present in animals, and that forms the basis of our social connections as well as the foundation for various modes of therapy and healing. According to the authors, professors of psychiatry at the University of California, our nervous systems are not self-contained but rather demonstrably attuned to those around us with whom we share a close connection. 'Within the effulgence of their new brain, mammals developed a capacity we call "limbic resonance" – a symphony of mutual exchange and internal adaptation whereby two mammals become attuned to each other's inner states.'

Felt awareness: Gendlin (1982) gave the name 'felt sense' to the unclear, pre-verbal sense of 'something' – the inner knowledge or awareness that has never been consciously thought or verbalized – as that 'something' is experienced in the body. It is not the same as an emotion. This bodily felt 'something' may be an awareness of a situation or an old hurt, or of something that is 'coming' – perhaps an idea or insight. Crucial to the concept, as defined by Gendlin, is that it is unclear and vague, and it is always more than any attempt to express it verbally. Gendlin (1979) also described it as 'sensing an implicit complexity, a holistic sense of what one is working on'. According to Gendlin, the 'focusing' process makes a felt sense more tangible and easier to work with. To help the felt sense form and to accurately identify its meaning, the focuser tries out words that might express it. These words can be tested against the felt sense: the felt sense will not resonate with a word or phrase that does not adequately describe it.

Gendlin observed clients, writers and people in ordinary life ('focusers') turning their attention to this not-yet-articulated knowing. As a felt sense formed, there would be long pauses together with sounds like 'uh…'. Once the person had accurately identified this felt sense in words, new words would come and, with them, new insights into the situation. There would be a sense of felt movement – a 'felt shift' – as well as indications of the steps to take to move beyond the 'stuck' place.

This 'felt sense' was further developed by Hellinger, recognizing that when representatives are placed into 3D maps, they often have access to truly remarkable levels of insight – even though they might not even know who or what they are representing. It is the constellator's job to gather these perceptions and then, through repositioning the representatives and the use of tailored sentences, to move from accurate diagnosis of an issue to – when possible – resolution.

Experimentation

Central to all embodied team coaching methods is the principle of 'experimentation'. Bateson (1972) posited that all learning is stochastic, that it emerges through a process of trial and error and retrial – a process of learning through embodied doing. Rather than analyse an issue and then cognitively plan how to respond, in transformational team coaching we encourage teams to try out new ways of working together and then review what worked and was helpful that they could take forward into their future ways of meeting. Otto Scharmer and Katrin Kaufer (2013) echo this sentiment when they encourage teams and organizations to 'iterate, iterate, iterate'.

Fast-forward rehearsals

This is a term coined by Hawkins and Smith (2006) and used in team coaching in Hawkins (2017a, 2021) to describe the process of inviting the team not just to talk about what they will do differently, but to step into the future and enact how they will be different. Hawkins and Smith (2013) write:

> If coachees do not rehearse the way in which they want to behave differently, and do not practise it and, in the process, receive clear feedback on how they are coming over, they are less likely to do things differently outside the coaching session. So the action stage requires the relational skills of inviting the coachee to embody that change, live in the room. 'So you will confront this issue with your colleague when you meet with them next Tuesday. Show me how you will do that. Try out your first few sentences. Talk to me as if I am the colleague.' This would be followed by direct feedback from the coach and an encouragement to do a second and third rehearsal. The coach focuses on the coachee creating an authentic, embodied shift in how they relate to the other person. This will manifest in new ways of breathing, posture, eye contact, and a different energy, as well as new language and metaphor.

The same process is also true for team coaching.

The methods (each with a case example)

1. FLOATING TEAM SCULPT

This is an approach Peter has developed based on sociodrama for experientially exploring the underlying dynamics of teams. He has named it 'a floating team sculpt' as no one person is doing the sculpting, and the sculpt is the product of the emergent team dynamic:

Stage 1. The team is asked to find objects or symbols that represent what is at the heart or core of the team. These are placed in the centre of the room.

Stage 2. Without discussing it, the group members are asked to stand up and move around until they can find a place that symbolically represents where they are in the group, that is, how far are they from the centre? Who are they close to and who are they distant from? Then they are asked to take up a statuesque pose that typifies how they are in the group. This often takes several minutes as each person's move is affected by the moves of the others.

Stage 3. One by one, each person is invited to make a statement beginning: 'In this position in the team I feel…'

Stage 4. All the members are given the opportunity to explore how they would like to move to a different position in the team and what such a move would entail for them and for others. For example, one person who has sculpted herself on the outside of the team might say that she would ideally like to be right in the middle of the team. Having stated this desire, she would be invited to find her own way of moving into the centre and seeing what that shift felt like for her and for the others in the middle.

Stage 5. Team members are asked to reframe the team by being asked: if this team were a family, what sort of family would it be? Who would be in what role? Or if this team were a television programme, which programme would it be? Who would be in what role and what would be the transactions? (It is possible for the teams to try out their own frames. There are countless possibilities – meals, animals, countries, modes of transport, myths, Shakespearean plays and so on.)

Stage 6. The team members are given the opportunity individually to leave their position in the team sculpture and stand on a chair and view the whole matrix structure that has emerged. On this chair they are the creative coach to the team and can deliver a statement: 'If I was coach to this team, I would…' I encourage people not to think what they will say until they stand on the chair, and to notice their first 'blink' response.

EXAMPLE

A global marketing team in a FTSE 50 company gathered for a one-day offsite. A year previously, a new leader had taken over in order to implement a radically different vision. As a result, the brand's internal and external reputation had been transformed and sales figures were indicating an extraordinary uplift. But it had come at significant cost. The leader had achieved this turnaround through a sometimes autocratic style, the loss of most of the original team and a growing disenchantment among the new, capable recruits in the face of so many last-minute orders from the top. Something needed to be done.

As part of an embodied learning approach, I (David) suggested each member 'mapped' where they felt themselves to be within this team in relation to its 'purpose'. We took the circle of chairs on which we sat to represent the boundaries of the team, and one particular chair to represent the team purpose. I suggested that each team member then simply found a place they felt to be right in relation to that purpose – not how they wanted to feel, or how they felt they should, but just what was true for them – and that they did so in silence.

Despite initial protests that this could not possibly work and that more instructions were clearly needed, they did so. The leader of the team positioned himself in front of the team purpose, while his deputy took up her place directly behind him. Around her gathered many of the new recruits, vying for her attention, while those with less defined roles or with 'dotted' reporting lines elsewhere found their places on the edge of the group. A form emerged which surprised everyone with its 'accuracy'.

This provided a great basis for discussion, in and of itself, with individuals reflecting upon the hidden dynamics the map had surfaced. Individuals noticed the appropriateness of who they were close to and where connections were missing. The deputy was particularly struck by the realization that it was impossible to fulfil her role if she continued to be drawn in so many different directions. She looked exhausted just standing there.

I asked how this team might be reconfigured into a more productive pattern. Various alternatives were explored, with representatives reporting back on whether new positions felt better, worse or no different. I then suggested that the team leader move to the back of the group so that, rather than dominating the purpose from the front, he 'led from behind' and delivered his vision through others. His deputy instinctively placed herself in front of him, and her reports found positions fanned in front of her – all facing the team purpose.

This was immediately felt to be a more empowered team in which junior members comprised a new 'front line' with both the opportunity and responsibility for delivery – albeit with a powerful sense of support from the senior players behind them. Those with key stakeholders outside of the team took places that allowed them to connect more broadly within the organization. It was a structure that worked for the team as a whole.

So much so, that a number of team members took out their phones to photograph the view from where they stood, by way of a reminder, and a discussion began about how this map might be made real in their working lives. Everyone had a place that felt appropriate and productive and, with this, the team's commitment to making these changes a reality, rose.

2. MODELLING THE WIDER SYSTEM

We have so far considered examples in which a group maps itself. The team can also map a far broader system, with those present representing specific entities or even principles beyond the team. In doing so, discussions of systems and stakeholders come alive, not least because the act of physically taking another's place in a system and standing in their shoes seems to give access to an uncanny degree of emotional and psychological insight. Previously Peter has referred to this method as 'enacted role sets' (see Hawkins and Shohet, 2012; Hawkins and Smith, 2013).

The key shortcoming is that the process seems so inherently improbable that representatives might discount the sensations they feel as 'made up', or override them with more 'likely' ones. This is particularly the case in situations of long-running misunderstanding or conflict where the various parties have become comfortably attached to assumptions about their antagonists. One way to overcome this is to set up what is known as a 'blind constellation' in which the participants simply do not know the entities they are representing.

EXAMPLE

It is an approach I (David) took with the four-person partner team from John Lewis: an iconic British retailer founded in 1929 as 'an experiment in industrial design'. Its constitution is based on the principle of co-ownership and explicitly states that the Partnership's ultimate purpose is, rather than shareholder value, the 'happiness of all its members' through the sharing of 'profit, knowledge and power'. The Partner team reports at board level and is specifically charged with upholding these radical principles.

Needless to say, it is no easy task reconciling the empowerment of 85,000 'owners' with the need to run a retailer that has an annual turnover of almost £10 billion. It is made all the more complex by having to balance two distinct trading divisions in the form of John Lewis (department store) and Waitrose (supermarket). The Partner team faces the particular challenge of finding its most effective place within this system while remaining true to the company's founding principles.

For the team, this was also a familiar dilemma so, in asking its four members to represent the key elements of the John Lewis system, there was the risk they might 'play out' preconceived notions. I therefore wrote the name of four systemic elements, each on a separate piece of paper, folded them and shuffled them so that even I did not know which was which. I then asked each member to pick one piece of paper and, without opening it, to position themselves in the room according to their felt sense.

They did so, despite their understandable incredulity, and their behaviours became immediately distinct: one person started pacing around the room, looking inquisitorially at the others, another half-hid behind a curtain, another wandered aimlessly, while the last faced away from the others, busying themselves with all kinds of inconsequential activity. It was an example of what almost always happens: that setting up a system in a spatial way, with an issue holder who has a genuine stake in that system, releases distinct energies that even a novice representative detects.

After a couple of minutes, I ask each team member to look at their paper to see the part of the system they represented. As a result, their actions became more confident and distinct, but remained essentially the same: the person pacing did so a little more frantically, the person behind the curtain hid all but their face.

When each announced which part of the system they represented, there was an audible expression of surprise at the 'rightness' of what was being expressed. As the facilitator, I was no longer dealing with reluctant sceptics, but with a group keen to process what they felt to be new, valid information. But there was also something that went powerfully beyond intellectual recognition of a familiar dynamic, namely an emotional connection with the experience of being part of this particular system, both one's own and others'.

Jane Burgess, Partners' Counsellor (Team Leader), John Lewis Partnership, said:

Having experienced the constellation methodology, I have become an advocate. Initially I was quite sceptical of the suggestion that an individual could play the part of an organization, but very quickly that act of physical movement puts your mind in a different place as it is reflective of feelings and emotions rather than words. It also enabled more constructive discussion, as when speaking it was not about your own view but the view from an organizational perspective, which did not feel personal and gave rise to better challenge and a genuine wish to understand the relationships of the varying parts. The approach also created a dynamic that made it easier to test options and 'what ifs'. If an opportunity presents itself, I would recommend exploration of the approach – it is very powerful.

Note: it is always important to represent roles and functions within a system, rather than specific individuals, if one is to avoid being drawn into the complexities of individual psychology.

3. CONSTELLATING THE VALUES

The methodology outlined above allowed the Partner team to experiment with different configurations of the John Lewis system until they found the best position for their own team within it. Having established a configuration that worked better for all parties, they used sheets of A4 paper to capture the place and direction of each representative, thereby creating a map that could be used as the basis for further discussions.

It is standard practice for teams to use away days to discuss their purpose as a team (the 'what') as well as the values by which they will work (the 'how') and to do so on a series of flipcharts (see Hawkins, 2017a: ch6). Here we did the same. But what the constellation map allowed us to do was then to 'test out' these statements by means of the representatives, each in turn, stepping back into the constellation and viewing the flipcharts from the perspective of that particular stakeholder. As they did so, certain words and phrases resonated with them much more than others, and they were able to share these valuable stakeholder insights with the rest of the team.

This was far from what can often be a somewhat dry analysis of stakeholder needs. Instead, it became an in-the-moment exploration of a system and how flow and energy might be restored. The whole process was more ‘real’ and emotionally engaging than anyone – including me (David) – had anticipated. Moreover, it was a collaborative process in which the team collectively mapped the problem and owned the eventual solution.

4. CIRCLE OF TIME

An example of bringing hidden preferences to the surface is to be found in asking a team to order itself according to various aspects of time, with the person who joined the organization first sitting at ‘1 o’clock’ and so on around to the most recent joiner at ‘11’. Markers can also be placed at the appropriate points on the dial for key moments in the team’s history.

As the group members take in their own and others’ positions, unstated hierarchies become explicit. Typically, those who have been with an organization longest can feel a sense of burden as well as the authority that comes with familiarity, while the most recent can feel a sense of lightness and freedom, as well as disadvantage.

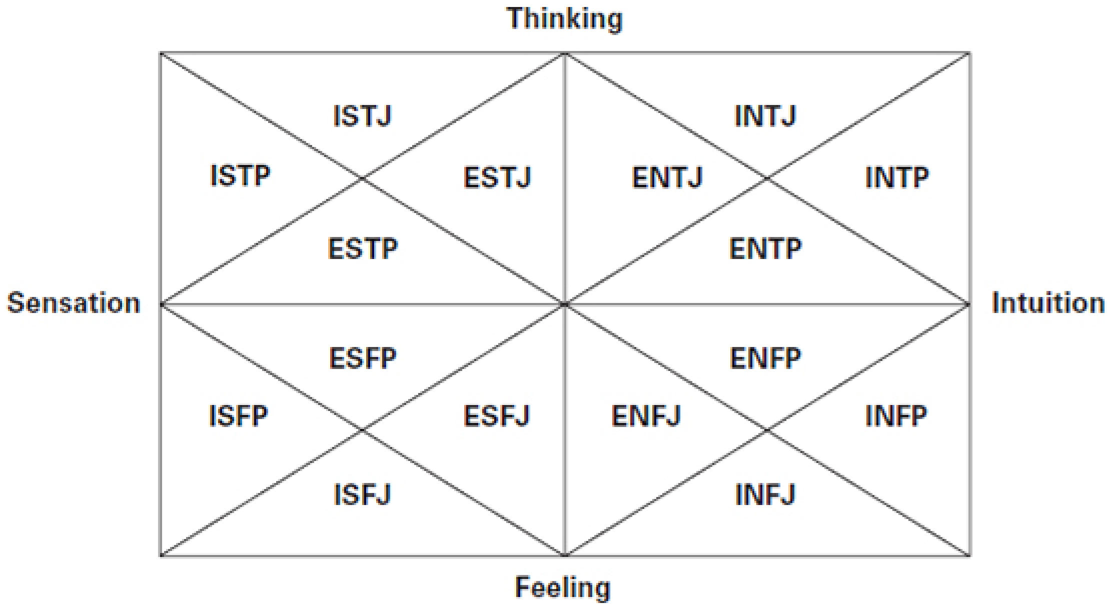
But this ‘order of belonging’ almost invariably clashes with other hierarchies, such as one’s role in the team, age, level of contribution or positional status. This is particularly evident when the team leader is themselves a relatively recent joiner. As a general rule, one learns that such tensions are rarely avoided in any organization, but that they become far more positively productive when respectfully acknowledged – at its simplest, with a clearly stated expression of appreciation or gratitude. Additionally, the explicit acknowledgement of contributions from previous team members can have a valuably settling effect.

5. EMBODIED PSYCHOMETRICS

An embodied approach can be used to bring psychometric results alive so that each individual sees where they fit on a particular dimension in relation to their colleagues, as well as how the team as a whole compares against the psychometric norms. An exercise that might otherwise be individual and somewhat abstract becomes both tangible and shared.

With one large team that had all received feedback on their Myers–Briggs psychological profile, I (Peter) laid out, on the floor of a large room, a framework of taped areas. On the vertical axis I put ‘Thinking’ in the north and ‘Feeling’ in the south. On the horizontal axis I put ‘Sensation’ in the west and ‘Intuition’ in the east. Each resulting quadrant was divided, with the extroverts near the centre and the introverts further out, and further divided to distinguish those who are perception-oriented from those who are more judgement-oriented (Figure 17.1).

Figure 17.1 The personality Myers–Briggs floor map



▶ Figure 17.1 details

Once people have taken up their location on the map, they are invited to speak from that position, each saying: 'From this psychological perspective, this is how the team looks to me.' This helps people hear these perspectives less personally and understand how they derive from the diversity of psychological types. The team members, or the team facilitator, can then enter some of the psychological spaces that are not represented in the team and speak from that position. This not only helps the team gain fresh perspectives but highlights potential blindspots that might be addressed through how the team members develop themselves or recruit new members.

There are many other team coaching approaches throughout this book that can be adapted to an embodied and enactment method. For example, the process of working with triangulating thinking to overcome stuck 'either–or debates' (Hawkins, 2005:

29–31) can be constellated in a way that generates engagement and new perception (see also Sparrer and Von Kibed, 2001).

Facilitating embodied approaches, online

One of the revelations of recent years has been the realization that it is possible to do embodied work remotely. This has been particularly relevant during the Covid-19 pandemic (2020/21) when it has simply not been possible to meet with teams in person; and it is a matter of good fortune that these restrictions have coincided with the development of online platforms that support and simulate to some extent embodied ways of working. The surprise has been how well they do so.

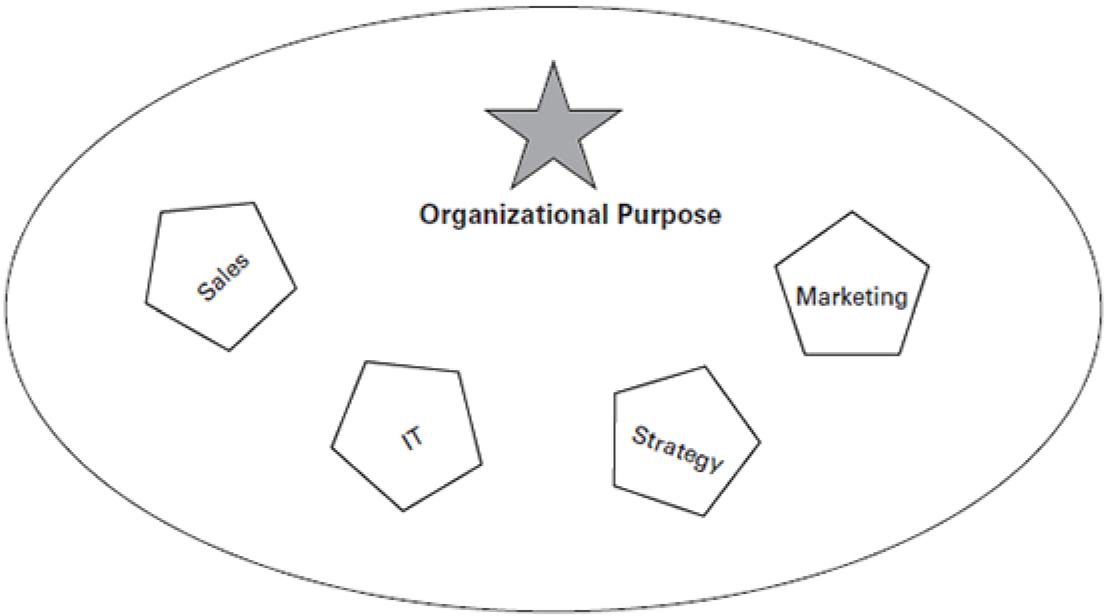
Doru Curteanu is a leadership and team coach based in Romania, using constellations with public and private sector organizations. He initially thought it would be impossible to replicate online the constellation work he had been doing in person, but, prompted by the strictures of 'lockdown' and having used a handful of fellow constellators as a test run, he started to offer online constellations as a service to his client teams. These included those who had never done any constellation work before. Even so, he found their experience was similar to what he might have expected had he been working with them in the room, with participants providing uncanny insights and channelling strong emotions when representing entities within a mapped system:

> It was such a big surprise that this can be done remotely. In my imagination it could be done only in person – it's such a personal experience of connection. But, as I worked with these teams, I discovered, yes, we still had access to the information and energy held within relational fields, even when we were all sitting many miles apart. Clearly

> there is a field of connection between all of us, all of the time, regardless of distance – we just don’t realize it!

To constellate remotely with a group in this way requires online technology which allows for the synchronous use of a whiteboard. Typically these platforms allow one to invite others into the same space and for all present to be able to create, name and move shapes in real time. Ideally the shapes deployed should be ‘pointed’ in some way to indicate ‘direction’, and it should be possible to rotate their direction as well as their positioning. One also requires a frame, typically a circle or oval, to demarcate the system edges on to which one drags the entities one wishes to constellate (Figure 17.2).

Figure 17.2 Four parts of a system in relation to organizational purpose



If one then wanted to dig into what might lie behind the lack of alignment, those same markers could be re-constellationed with a new template, this one extrapolating organizational purpose into four variants (Figure 17.3).

Figure 17.3 Organizational purpose

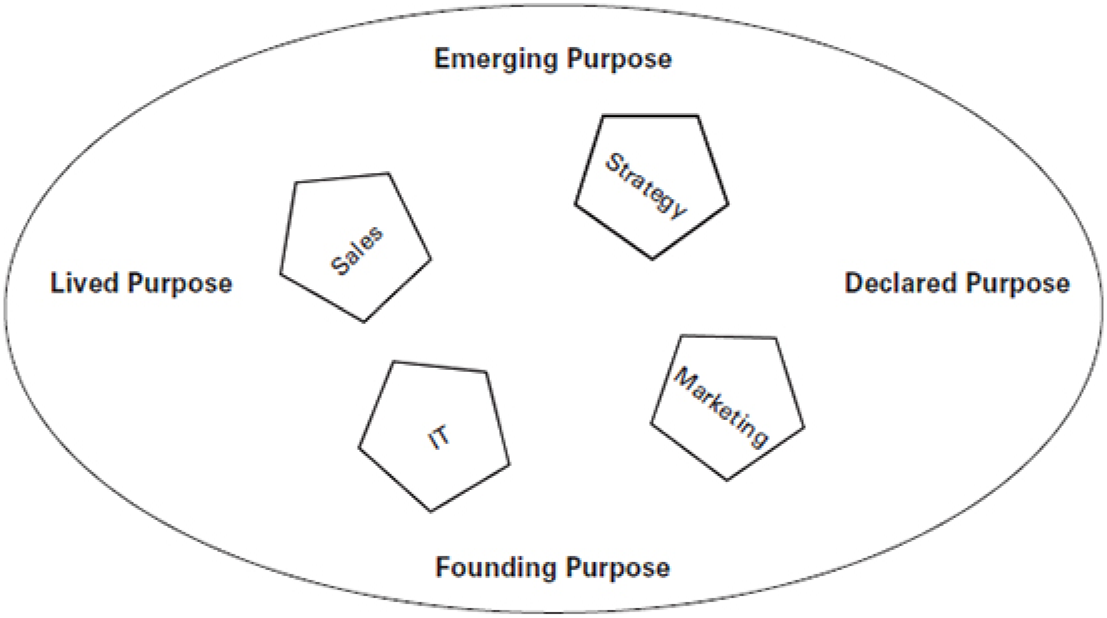
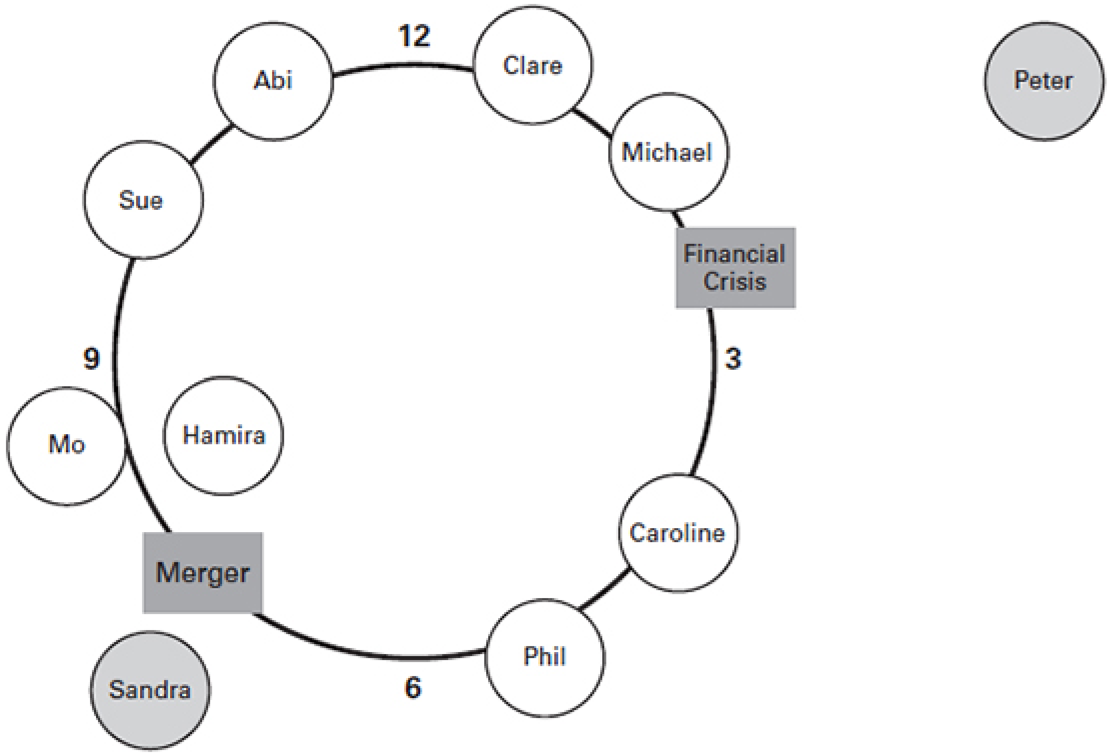


Figure 17.4 Circle of time



▶ Figure 17.4 details

Similarly in Figure 17.4, one could set up a circle of time, as detailed above. In this instance, Clare and Michael have been in the team longest (at 1 o'clock) with Abi arriving most recently (at 11 o'clock). One could similarly add text in the appropriate position on the dial to recognize key moments in the team's history. In this instance, those events are the financial crisis and a subsequent merger, and the latter coincided with Peter leaving the team.

Adding text in this way is just one example of where constellating online might actually hold advantages over the traditional, in-person approach. Another is the way in which one can take 'snapshots' at each stage of the process to record the emergence of the final positioning.

Increasingly, platforms are looking to include video within their programs. When they don’t, or when another platform such as Zoom is preferred, it is perfectly possible to ask participants to split their screen with the constellation on one side, the video thumbnails on the other. This then opens up further, intriguing possibilities. Participants can be encouraged to change their screen name to that of the element they are representing (ie IT, sales or marketing) in a way that supports them to embody its energy and others to follow what is happening. One can then ask all those in the ‘holding circle’ (ie not acting as a representative at that moment) to turn their cameras off so the focus shifts to those who are; or one can use the ‘spotlight’ functionality in Zoom to draw attention to a particular relationship dynamic.

One way or another, for reasons of social distance, environmental concerns or simply homeworking preference, the need to extend and enrich remote ways of working is only likely to increase. The use of embodied techniques offers much promise.

Tips for the online facilitator

- Familiarize yourself with the technology. It’s like learning to drive a car: you need to be sufficiently comfortable with the mechanics so that you can then focus on where you and your passengers are going.
- Prepare some templates in advance so you have them ready when you need them during the session.
- As part of the session, include an initial section that requires participants simply to create, name and move

icons within the program, so they can familiarize themselves with the technology.

- Schedule a ‘dry run’ with friends or colleagues so you can iron out some of the issues bound to arise, either for you or your participants.
- Encourage participants to join the session on as large a screen as possible so they are able to support a split-screen arrangement. If, as facilitator, you can create for yourself a dual-monitor set-up you will more easily be able to read the body language of the group.
- Avoid a situation where you are remote and the rest of the group is co-located. In these circumstances it is far better for everyone to be together, or everyone to be remote.

Methods for supervising embodied team coaching

Embodied methods, including sculpting and constellating, can also be used in the supervision of team coaching (see Hawkins, 2021: ch16). Here we describe just two of the possibilities:

1. A constellation or sculpting approach can be used in one-to-one supervision to explore three key dynamics relevant to working with a team:
    a. The client system: what is happening within the team, or between the team and its broader organizational context?
    b. The client relationship: what is happening between the team coach and the client and/or their system?
    c. The team coach themselves: what is it within the team coach that means they are constantly drawn

into the same dynamic, albeit with different teams?

d. The supervisor invites the team coach to set up the specific system using either furniture or floor markers or directional objects. These can be anything from arrow Post-It notes, to Playmobil figures, to cups where the handle marks the direction of focus. Initially one might investigate what is happening at each location before then exploring where would be the most productive position for the team coach to place themselves.

2. In group supervision, the team coach being supervised can be invited to use other supervision group members to represent the various team members and team stakeholders, as well as a person to represent themselves as the team coach. They are invited to place each person, using their felt sense, and explore the emerging patterns and how these might be addressed. (For a full description of sculpting, see Hawkins, 2021: 377–79.)

When to use embodied approaches in team coaching and when not to

We are clearly enthusiasts for an embodied approach to team coaching, but there are times when it is more or less useful or appropriate.

It is helpful when:

- a team has got stuck with a particular issue, possibly as a result of too many judgements or opinions, or simply too much intellectual analysis;

- progress requires an issue to be considered in a broader systemic context, or for the team to move from its own perspective to one that is ‘outside–in’ and/or ‘future–back’;
- the team needs help to connect with a deeper and intuitive ‘knowing’.

It is unhelpful when:

- a resolution simply requires rational problem-solving or detailed action planning;
- there is no ownership of an issue or commitment to working it through;
- the team coach has insufficient experience or training in using embodied approaches and/or is not feeling confident in their use;
- either the team coach or client is not prepared to look with an open mind at a difficult situation.

For further guidance on when to use an embodied approach, see also Francis (2009).

Key attributes and capabilities for somebody using embodied methods

The role of a systemic team coach, psychodrama or sociodrama director or constellator is deceptively hard in that it requires an individual to support a client while keeping their wider systemic levels fully in mind, and to do so without judgement or commitment to a particular outcome. In doing so, the systemic team coach needs to develop the ‘beatitudes’ mentioned in Chapter 18. They will also benefit from the following:

- a balance of empathy for the client with ‘wide-angled empathy’ for the broader systems – identifying strongly with neither;
- constantly stepping back to see the whole: the interconnectedness as well as any possible entanglements or potential resources;
- a playful detachment that is comfortable with ‘not knowing’;
- agreeing *to* everything even if they don’t agree *with* everything, moving beyond a binary choice between right or wrong, to a concern for what the systems require;
- not wanting to ‘help’ too much as this all too often incapacitates the receiver, but rather trying to be ‘useful’ so that the client emerges as more independently capable;
- a stillness that allows one to observe and listen intently – trying too hard can stifle a receptive openness.

Whittington (2012) also includes a section on the key capacities of a constellator.

Conclusion

If, as we argue, agreements are cognitive and cerebral, but commitment is always embodied, an embodied approach to learning provides a significant head-start – or perhaps, more accurately, ‘heart-start’ – to shifting behaviour. It both stimulates and requires commitment from the outset.

But it can do more than this. The mapping process places issues in a systemic context so that we are less likely to be chasing symptoms, fixing the system in one place only to disrupt it in another, and instead become more attuned to solutions that work for the greater whole. We can work collectively and we can tap into rich sources of emotional and somatic wisdom, and, as we have shown above, we can even work remotely to do so.

Once the team has co-created a map of the wider systems that they all recognize, it is possible to experiment with changes within the map and to prototype and rehearse possible ways of developing their relationship with these systems. This can help uncover potential, unintended consequences of change, or potential blockages to it happening at all (Kegan and Lahey, 2009).

After the mapping, experimentation and prototyping, we can return to the various systems we are nested within, seeing them and experiencing them differently. In shifting each of our individual perspectives, and the team's collective perspective, we shift the systems in which we ourselves participate.

18
Developing the personal core capacities for systemic team coaching

PETER HAWKINS

> *The most important task today is perhaps to learn to think in a new way.*
> (GREGORY BATESON, 1972: 462)

> *Re-evaluation and transformation of our business paradigm is fundamental to successful evolution, not only of business, but of our species as a whole… Transformational times call for transformational change.*
> (HUTCHINS, 2012:17)

Introduction

In this book I have more fully defined systemic team coaching than in my previous writings.

> Systemic team coaching is a process by which a team coach coaches a whole team both when they are together and when they are apart, in order to help them improve both their effectiveness and how they work together, and also how they develop their collective leadership to more effectively engage and co-create value with and for all their key

> stakeholder groups to jointly transform the wider business ecosystem and create beneficial value for the wider ecology. (Hawkins, 2021: 82)

The systemic team coach contracts with the whole team and its key stakeholders, then co-inquires and co-discovers how the team is currently functioning internally and externally and how the team and its ecosystem need the team to develop, then coaches the team to find these new ways of responding and engaging to create the needed difference.

The systemic team coach brings to the work a relational and systemic perspective, where they relate to the team, not as a client or subject of their coaching, but as a partner with whom they go shoulder to shoulder, leaning into the future, sensing the emerging needs in their wider ecosystem and experimenting with new ways of responding.

However, just learning the theory, models and methods is not sufficient, for as Bill O'Brien, who was the modest but transformational CEO of Hanover Insurance in the United States, said: 'The success of an intervention depends on the interior condition of the intervener' (quoted in Scharmer, 2007: 27). So at the core of becoming a systemic team coach is a maturational development that involves developing our basic assumptions, core beliefs and motivations, as well as maturing our ways of perceiving and being in the world.

This chapter also sets out the core principles of an ecosystemic leadership approach to leading teams and organizations as suggested in the first chapter of this book, where leadership is focused on seeing the team or the organization in dynamic relationship with its wider ecosystem:

> Just as an organism fills a niche within its ecosystem and food web, so does an organization fill a niche within its business ecosystem (the

> stakeholder community across the social, economic and environmental landscapes within which the organization operates). (Hutchins, 2012: 53)

Simon Western (2010: 36–44) provides a great introduction to eco-leadership:

> Eco-leadership shifts the focus from individual leaders to leadership… in an attempt to harness the energy and creativity in a whole system.
>
> A key-role for eco-leaders is to be an organizational architect, taking a spatial leadership approach. … The concept of space is essential to eco-leadership, refocusing our attention on the spaces within ourselves, our organizations, and in our social networks, where the emergent capability lies.

Systemic team coaching core capacities

Systemic team coaching cannot just be defined by its processes, intentions and activities, for at its heart is a range of beliefs and ways of being in the world, which are not generally common in our current ways of thinking and relating, but which, given the range of global challenges that face all of the human species and the organizations throughout the world, are urgently needed.

Through my work I have discovered and developed 14 systemic team coaching core capacities, because these are not just cognitive beliefs or competencies, but embodied ways of thinking and being in the world. I will explore how these manifest and show up in how the team leader or team coach engages with the team, and also how these capacities need to be developed and nurtured within the whole team. Systemic team coaching is only successful if it is happening between the times when the systemic team coach is present with the team, and also after they have finished their contracted engagement. So the systemic team coach not only needs to develop these core capacities in their own way of being, but to facilitate team members in developing them as well.

1. A relational perception

In the last chapter of *Leadership Team Coaching* (2021), I showed how Gregory Bateson (1972) wrote very clearly of the problems we have created by choosing the wrong unit of survival:

> In accordance with the general climate of thinking in mid-nineteenth-century England, Darwin proposed a theory of natural selection and evolution, in which the unit of survival was either the family line or species or sub-species or something of that sort. But today it is quite obvious that this is not the unit of survival in the real biological world. The unit of survival is organism plus environment. We are learning by bitter experience that the organism that destroys its environment destroys itself.

One of the first things a new team leader or new team coach needs to do is to learn to see the team as a living system, not just as a group of individuals working together. However, moving from coaching individuals to coaching the team as a system will not be enough if all we do is move our individualistic self-centred thinking from the individual to the team or tribal level and compete to be the highest-performing team on the block. As Bateson indicates, we need to recognize that the unit of survival, the unit of high performance and the unit of well-being and flourishing is the team in dynamic relationship to their environment, ecological niche, their systemic context. This is why I have throughout my writings on team coaching (Hawkins, 2011a, 2012, 2014a, 2014b, 2017a, 2018b, 2020, 2021) argued for team coaching being as much if not more focused on the external relationships of the whole team as on the internal relationships between the team members; and more focused on the contribution of the team to the wider ecosystem than on the team feeling good about themselves.

As a human community we have a parallel but bigger challenge. We have to move from just fighting for saving one species or another, to working with the preservation and development of living ecologies; from thinking of the environment as a thing, to seeing that it is a complex web of connections; from seeing it as ‘other’ to experiencing it as part of us, and ourselves as an inextricable part of the environment. This is not an easy task and will require collective effort. To constantly serve the individual and team clients as well as their organizations and wider business ecosystems is not an easy task, and to be effective, all coaches constantly need to be reflecting on their work and expanding their coaching capacity. This requires the ability to stand back from the presenting issues and see the repeating patterns in the wider system. This continual need for process reflection and systemic awareness means that all coaches should undertake regular personal and professional development, including quality supervision from those who are specifically trained in supervising systemic team coaching (see Hawkins, 2021: ch16).

Therefore, as systemic team coaches we need to focus less on the individuals or even the team and focus more on the relational spaces: between the team members; between the team and the rest of the organization; the team and its wider stakeholders; the team and its wider ecosystem; and the team coaching system formed by the team and the team coach. To focus on the dance, not the dancers, the drama, not just the actors, and the relationships, not the just the relata.

2. Being in service to the larger whole

In the final chapter of *Leadership Team Coaching* (2021) I wrote about the Parsifal trap:

> The Parsifal trap is named after the legendary Knight of the Round Table Sir Percival or Parsifal, who left home very early in his life and went on his adventures in search of the Holy Grail. His courage and innocence served him well and, while still very young, he arrived at the Grail Castle, where he saw the awesome Grail Procession, carrying the much sought after Holy Grail. He was intoxicated with excitement and with the splendour and privilege of having got there. But the next morning he awoke on a damp, cold, open field and the whole castle, procession and grail had evaporated into the mist. He had failed to ask the question that would have allowed him to stay. Parsifal took many more years of travails and searching to find his way back to the Grail Castle but this time, with the wisdom of experience, he knew the question that must be asked: 'Whom does the Grail serve?'

Many teams fall into and stay in the Parsifal trap. They believe that getting on well together and having efficient meetings are the goal. They can fall into the trap of believing success is improving their scores on a high-performing team questionnaire. This book has set out to show that a team only has a successful and meaningful life if they are serving a need beyond themselves, and have stakeholders who require them to deliver something beyond what can be done by the team members working separately.

Team coaches too fall into the Parsifal trap of believing that team development or team coaching are an end in themselves and fail to ask: 'Team coaching in service of what?' When we fail to ask this question we, like the young Parsifal, may well find ourselves waking up in a cold misty barren field, wondering why our dream has evaporated and are condemned to many more long years of searching. If as a team coach I am going to create sustainable value, I must be clear about what and who my work is in service of. As a minimum I need to ensure that my coaching is in service of the team members, the team as a whole, their organization and the wider ecosystem that the organization serves. In addition I must be in service of the relationships that connect and weave between all these parties, for none of these entities can be successful by themselves and their value is intrinsically bound together. I need to be focused on the unrealized potential in all parties and the connections between them and assist in that potential being realized. However, in serving the individual team members it is important that I am not just serving their fragmented or egoistic self, but helping each person find their calling, their service, their purpose in doing what is necessary in the world. In serving the team, the team becoming high-performing is not an end in itself, but merely a means to the team being better able to create 'shared value' for their stakeholders (Porter and Kramer, 2011) and improve the well-being of their ecosystem.

In serving the organization I need to ensure that the work with the individual or team is not an end in itself but is enabling that individual and team to more effectively lead and manage the organization through its next phase of development, so that the organization can fulfil its potential and make a better contribution to the wider world. Only the team that is in service of their wider ecosystem will continue to flourish and thereby meet their own needs and aspirations.

3. Being able to perceive multiple nested systems

It is never enough to focus on just one level of system, for even in individual coaching you are not coaching an individual, because their team dynamic, organizational culture and wider culture and ecology enter the room within them. To understand the human individual, we need to understand the subsystems that comprise the individual; these include the vast community of non-human micro-organisms that many estimate to be greater in number than the human cells within us; the physical organs that are necessary for their physical well-being, or the many roles and sub-personalities that are integral to their way of being in the world. We also need to look at the systems the individual is part of – their family of origin, their current family, the team and organization they work within, the national, local and ethnic culture they are part of. As Wendell Berry, the great American farmer philosopher, beautifully shows, we all live within 'a system of nested systems: the individual human within the family, within the community, within agriculture, within nature' (Berry, 1983: 46).

Also:

> So long as the smaller systems are enclosed within the larger, and so long as all are connected by complex patterns of interdependency, as we know they are, then whatever affects one system will affect the others. (Berry, 1983: 46)

With a team, one needs to consider the individual members who are the subsystems of the team system, as are the various functions that comprise the work of the team. One also needs to consider the wider systems of which the team is just one part. This includes their organization and the stakeholder ecosystem that they both serve and are served by. It might also include the professional culture and system they operate within.

However, in today's world, where the human species has pushed beyond the limits to growth and risks doing irreparable damage to the earth's bio-system, every leader, leadership team and organization also needs to be able to continually live and act with the awareness of how all human systems are nested within the wider ecological systems of the earth. The environment is not just something external to us as humans to be plundered as resources, managed or even stewarded, but the system which enables, contains and shapes our very existence. We as a species are only at the very beginning of discovering how to live non-competitively and interdependently with this wider ecosystem in which we all are housed:

> The definitive relationships in the universe are thus not competitive but interdependent. And from a human point of view they are analogical. We can build one system only within another. We can have agriculture only within nature, and culture only within agriculture. At certain points, these systems have to conform to one another or destroy one another. (Berry, 1997: 47)

Robin Wall Kimmerer beautifully reminds us that:

> In Native ways of knowing, human people are often referred to as 'the younger brothers of Creation.' We say that humans have the least experience with how to live and thus the most to learn – we must look to our teachers among the other species for guidance. Their wisdom is apparent in the way that they live. They teach us by example. They've been on the earth far longer than we have been, and have had time to figure things out. (Kimmerer: 2020)

4. 'Leaning into the future'

In our research on 'Tomorrow's Leadership' (Hawkins, 2017b), one CEO who was interviewed said: 'As organizations, we need to best equip ourselves to deal with today, tomorrow and the future. At present, there is too much focus on the short term, and not enough on how we transform our ways to become more able to embrace the future.' Bill Sharpe, co-author of *Three Horizons* (Sharpe and Williams, 2013), explores how leaders need to simultaneously hold three horizons while steering the organization. These are:

1. managing business as usual;
2. innovating continuous improvement in products, processes and engagement for tomorrow;
3. creating the business for the future.

He advocates that we need to think in the order of 1 to 3 to 2, otherwise we are trapped in micro improvements to today's processes, products and ways of operating, rather than finding innovation that is formed by the 'future desired state'.

> It is a process of locating ourselves and our area of concern within the broader patterns of life… that helps us act more skilfully together in the present moment towards our shared future. (Sharpe and Williams, 2013)

This is parallel to my emphasis on helping leadership teams think 'future–back and outside–in', always asking: what does our stakeholder world of tomorrow need that we can uniquely provide (Hawkins, 2021a)?

Our usual way of attending is to start from the present, to perceive it through our past experience and work out how to solve the presenting problems and strive to create what we or others want. Team coaching traditionally started by asking what the team leader and/or team members wanted from team coaching, or about the difficulties they were facing that they wanted to address. Systemic team coaching in contrast always starts 'future–back and outside–in' – asking what the ecosystem of the team's stakeholders needs the team to learn and develop, and what new challenges the future will bring that will require a new response from the team. Starting with these questions, we can stand alongside the team in co-inquiry and co-discovery, inviting them to lean with you into the future, sensing what is emerging (Scharmer with Kaufer, 2013) and listening to the soft signals in the wider ecosystem.

5. Listening to the field

A systemic team coach needs to listen to the field. This involves listening at multiple levels and in several different dimensions and this requires enormous training, practice and discipline.

Elsewhere I have written (Hawkins and Smith, 2006, 2013) about the four levels of listening that I originally developed 40 years ago when training psychotherapists. This was based on the experience of the listener (see Table 18.1).

Table 18.1 Levels of listening

Skip table

Level of listening	Activity of listener	Outcome in the person being listened to
Attending	Eye contact and posture demonstrate interest in the other.	'This person wants to listen to me.'
Accurate listening	Above plus accurately paraphrasing what the other is saying.	'This person hears and understands what I am talking about.'
Empathic listening	Both the above plus matching their non-verbal cues, sensory frame and metaphors; feeling into their position.	'This person feels what it is like to be in my position, they get my reality.'
Generative listening	All the above plus using one's own intuition and felt sense to connect more fully what one has heard in how one plays it back.	'This person helps me to hear myself more fully than I can by myself.'

More recently I have developed this model, influenced by Otto Scharmer and his Theory U (Scharmer, 2007, 2013), as he also has four levels of listening which are parallel to my own but the wording is more focused on the discipline, consciousness and intention of the listener and provides another indication of how we can develop our listening capacity. He also indicates the team listening mode for each level as well as the awareness and attitude that each level requires (see Table 18.2).

Table 18.2 Levels of listening: Hawkins and Scharmer

Skip table

Level of listening	Hawkins model	Scharmer	Scharmer team activity	Field: s aware
1	Attending	Downloading	Downloading	Habitu aware
2	Accurate listening	Factual	Debate	Ecosys aware
3	Empathic listening	Empathic	Dialogue	Stakeh aware
4	Generative listening	Presencing	Collective creativity	Ecosys aware

The systemic team coach not only needs to be able to listen at depth to the team and its members, but also to listen to other parts of the wider stakeholder system not in the room and listen back into the past and forward into the future; to hear what is heard and what is important, within the team's wider systemic context, but only half-heard and not yet addressed by the team.

6. Presence

In Hawkins and Smith (2013) and Hawkins (2021) I included my model of 'Authority, Presence and Impact' and stressed the centrality of presence. This being fully present and having two aspects – the capacity to achieve rapport with a wide range of people.

Scharmer and colleagues (Senge *et al*, 2005) have created a new verb, presencing, which is made up of two other words: present and sensing. The systemic team coach needs to be fully present to the team's purpose and reason for being (Discipline 1), its plans and intentions (Discipline 2), all that is within the team, its dynamics, culture and internal relationships (Discipline 3), in the relationships between the team and all the team's stakeholders (Discipline 4), and what the future is requiring from the team and how the team develops, learns and changes to be future-fit over time (Discipline 5). The systemic team coach also needs to be able to sense the relational patterns within the team, between the team and its ecosystem and what the future is calling forth from the team. To have presence is to be fully present with all one's receptors open, listening and seeing and feeling with one's whole body (see resonance below and also Chapter 17).

7. Being open to emergence and non-attachment

Fritjof Capra (2003: 104) writes that: 'Throughout the living world, the creativity of life expresses itself through the process of emergence.' Emergence is the process where the parts of a system interact with each other synergistically to create a more complex or cohesive pattern. 'Emergence is how complexity and diversity are created from simplicity, and how apparently chaotic behaviour of swarms can result in self-organizing super-organisms' (Hutchins, 2012: 58). Emergence is at the heart of the evolutionary process and central to how teams become more than the sum of their parts. However, as Hutchins (2012: 59) so clearly articulates:

> Successful emergence at the organizational level requires deeply understanding what 'good' looks like, 'letting go' of predictability, and stepping out of comfort zones, being okay with ambiguity, working with dynamic tension, being flexible and patient and operating a higher level

> of trust and intellectual and moral maturity than is typically found in the firms of the past.

It is possible to listen at another level beyond the four mentioned in the listening capacity above. This fifth level is called pure listening (Amidon, 2012) and only comes into being when we stay presencing and open to all that is emerging in and around the team, but can at the same time stay unattached to the stories the team tell you, or your own ideas about the team and how it should change. One of the maxims I learned in my coaching training was, 'never know better and never know first'. This requires a discipline of non-attachment to knowing and understanding and judgement, but rather being with 'what is' at many levels and waiting upon what needs to emerge. In non-attachment the team coach notices what arises in the individual team members, in the relationships, in the team dynamic, in the team's relationship to their wider system, and within themselves, but does not cling to these noticings, but waits upon the natural emergence of connecting patterns. Non-attachment creates the space for grace, which is the next capacity.

8. Creating the space for grace

Creating the space for grace was first used by Hawkins and Smith (2006), and in our second edition (2013) we describe the capacity of the coach to create spaciousness in their relationship with the individual, team or organization, which provides the space for something to emerge, not previously conceived of by any of the team members or the team coach, but emerging from their new and fresh relating. That which comes by grace is something that emerges from the larger system we are all part of, as a gift, which is not earned or strived for, but arrives like 'manna from heaven'.

9. Resonance

A key aspect of listening is to move from listening just through the ears into the neo-cortex brain, to listening with all one's senses into the totality of one's being, including one's breathing, heartbeat, body and all aspects of the brain, the amygdala, reptilian, limbic and both sides of the neo-cortex (see Hawkins and Smith, 2014, 2018; Hawkins, 2021; Brown and Brown, 2012). One is attuning one's body, multiple brains and being to resonate with the reverberations of the team members, the team and the team's wider ecosystem. It is allowing oneself to be an instrument on which the larger systems can play, such as the Aeolian harp which, when hung on a tree, would play in resonance to the movement of the winds. Coleridge wrote a poem about such a harp, in which he indicates how through being like the harp we can connect to the one life that is within us and outside us:

> O! the one Life within us and abroad,
> Which meets all motion and becomes its soul,
> A light in sound, a sound-like power in light.
>
> *'The Eolian Harp', Samuel Taylor Coleridge, lines 27–29*

10. Triangulated thinking

All creative thinking requires three aspects to be present, and yet much of our discourse and ways of thinking are framed in opposites, polarities and dualistic thinking – light and dark, day and night, good and bad, up and down, making progress and standing still. Indeed, George Kelly (1955) developed a whole psychology and psychotherapy of understanding individuals by the polarity 'constructs' they used to differentiate one person or experience from another.

It is easy for the team coach to get caught in the characteristic duality constructs of the team, such as:

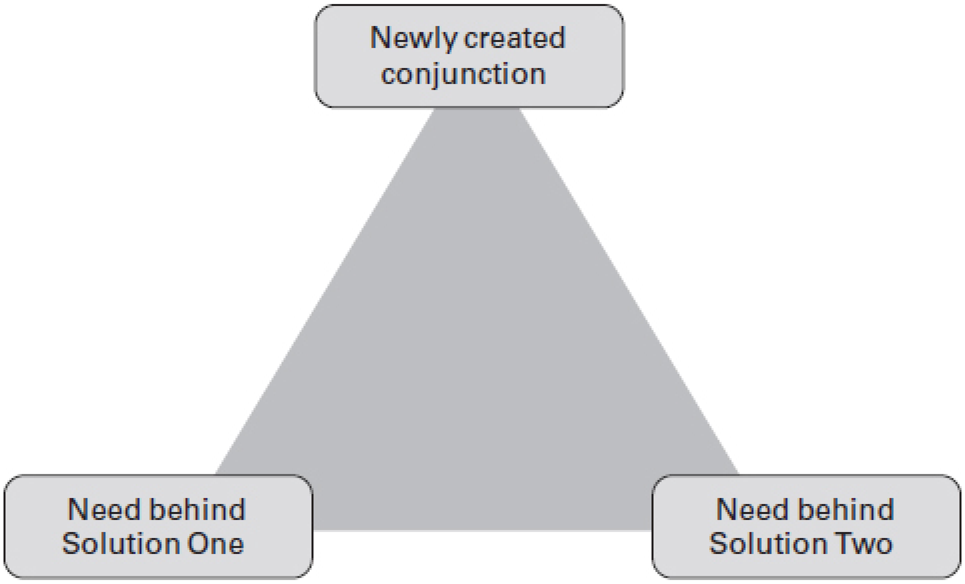
> 'We need to be a high performing team.' (construct: high and low performing)
>
> 'We have too much conflict.' (construct: conflict versus harmony)
>
> 'We need to be more externally focused.' (construct: internal focus versus external focus)

I have written elsewhere (Hawkins, 2005) how every leadership team I have worked in or with has had at least one stuck 'either–or' debate, such as: 'should we centralize or decentralize?', 'should we focus on our investors or our customers?', 'is the problem the strategy or the culture?' Each side of the polarity will often be represented by its passionate advocate, each very attached to their own solution. I developed the three simple laws of either–or:

1. If as a team you are having the same either–or debate for the third time, you are asking the wrong question.
2. Both opposing solutions are wrong and so moving from 'either–or' to 'both and' will just combine two wrong solutions.
3. Both opposing solutions represent important needs within the system, which we have not yet found a way of connecting.

Thus a stuck either–or debate is potentially a springboard to new fresh creative thinking, if the team coach or a team member can bring triangulated thinking to bear. They do this by first facilitating the team in why each solution by itself would fail to deliver the necessary way forward. They can then ask the team what would happen if they created a compromise between these two solutions, as this is also likely to be a false solution. Then they ask each solution advocate: ‘What is the need behind your solution?’ Having listed the needs represented by each of the opposing solutions, the team coach can then engage the whole team in thinking how to connect these two sets of system needs in a totally new way, outside and beyond the thinking that has created the polarity and which provides a way forward that would meet all the needs. This enables us to create a new transformational conjunction, which is a marriage of the opposites as conceived by Heraclitus, the alchemical philosophers and Carl Jung, rather than a compromise, convergence or confluence (see Figure 18.1).

Figure 18.1 Conjunction



Conjunction – Here we create a new third way, beyond the frame of the previously polarized duality.

11. Reflective practitioner

To function systemically is to recognize that we are part of every system we perceive, Coleridge's 'one life within us and abroad', and therefore can only see the system from how it shows up from our particular perspective. This requires disciplined reflective practice, which Donald Schön first defined as 'the capacity to reflect on action so as to engage in a process of continuous learning' (Schön, 1983).

So one of the best ways of discovering the patterns and dynamics within the team is to look within oneself at how the feelings and patterns show up in parallel in oneself (for more on parallel process, see Hawkins and Smith, 2013: 195–98).

Modern science has increasingly recognized that there is no such thing as pure objectivity, for the observer affects that which they are observing. This is even more true in the human sciences than it is in the material sciences, so the team coach needs to be able to reflect on themselves as part of the team or system they are attending to. For this process, supervision is essential, however, as one spiritual teacher pointed out, the one face we cannot see is our own. Yes, we can see its reflection in a mirror, a stream or in the responses our face elicits in others, but we can never see it the way we see the faces of others. Thus we are dependent on feedback, and the team coach needs to develop the capacity to hear all feedback, undefensively and without attachment or reactivity, to hear it as one of many reflections, which inevitably will involve projection from the feedback-giver, but which can help us see our part and stance within the system.

12. A lifelong learner

I have now got to the age when people ask me when I will retire! My current answer is when I work with a team or teach a training in which I do not learn something new. I firmly believe that when we stop learning, we stop being effective and work becomes stale, serving up previously cooked thoughts, rather than joining the team at their learning edge where together we can create new thinking and ways of relating and being together. To stay a creative learner becomes harder the more wisdom, knowledge and experience you possess. Jesus taught that it is easier for a camel to go through the eye of a needle than a rich man to enter into the kingdom of God. It is believed by some that Jesus was referring to a gate in the walls of the city of Jerusalem, which the camel could only go through if all the baggage it was carrying was removed. The riches we have to be able to let go of are not just material riches but also the riches of knowledge, wisdom and experience, which can stop us being open to the new and previously unrecognized learning.

13. Stewardship

The ethics of stewardship entail always trying to leave behind a better state of flourishing than was there before you arrived. This can apply to the house where you live, the garden or land you inhabit, the team or organization you lead or work within, or even a space or event you temporarily occupy. In business, stewardship theory stresses collaboration to align business objectives (Sundaramurthy and Lewis, 2003), the focus on creating a sustainable business, not just short-term profit, and the focus on creating added value for all the company's stakeholders, customers, partners/suppliers, investors, employees, communities in which the organization operates and the 'more than human' natural environment. Stewardship is about leaving a legacy greater than the one you inherited in every aspect of life. As a team coach we are focused on leaving a team better resourced, capable and higher-value-creating than when we first encountered them – to leave a team able to carry on coaching and developing themselves and a team that is co-creating increased value, with and for all its stakeholders. As a team leader, we are focused on coaching our own team to be able to have greater shared leadership and eventually to be able to thrive without us.

14. Eyes wide open

We are collectively facing the biggest set of interconnected challenges our human species has ever had to face. This is not just climate crisis, with the earth warming at an alarming rate, causing unprecedented heat waves, forest fires, Arctic melts, sea-level rises and frequent storms and flooding. It is also a wider ecological crisis with the mass extinction of many species, the collapse of whole ecosystems on both land and in the oceans, rivers and seas, and rises in the toxification of our atmosphere. Faced with this enormous challenge, it is easy for nearly all of us to sink into despair or denial – and overwhelm or 'wilful blindness'. What the earth needs of us is for us to collectively have the courage to face what is, with our eyes wide open. To learn new levels of collective collaborative response and actively partake in a major transformation in human consciousness.

Beatitudes

These 14 capacities have become my continuous teachers. To remind myself of these capacities I made a list to pin up by my desk. I then realized that each was a blessing and could not be striven after, and that the more one consciously dwells in them the more blessings come by grace. So for each capacity I developed a beatitude, both to capture the blessing that they are and that they bring, and also because the word can be read as 'be-attitude' or an 'attitude of being'.

Some may think that using the Christian biblical term beatitude is presumptuous, or for some offensive or sacrilegious; to any such readers I apologize in advance for any offence. The reason I have persisted is that I wanted to find a form that clearly captured the spiritual aspects of this craft:

1. *A relational perception*. Blessed are those who see the dance and not just the dancers, the drama and not just the actors, the relationship and not just the relata, for they shall reside in the dynamic flow of life.
2. *Being in service to the larger whole*. Blessed are they who can serve the larger system, for much will be returned unto them.
3. *Attending to at least three systems*. Blessed are those who can see the system above and the system below the one they are focusing on, for they shall reside in the stream of connection.
4. *'Leaning into the future'*. Blessed are those who can be grounded in the present but lean their attention into the future, for they shall sense what is emerging.
5. *Listening to the field*. Blessed are those who can truly listen, for they shall bring the gift of acceptance.
6. *Presence*. Blessed are those who can be fully present, sensing what is in the ecosystem, for they shall be in the place of power.
7. *Open to emergence and non-attachment*. Blessed are those who are non-attached to their thoughts, perceptions or attitudes, for they shall be able to pass through the eye of the needle and enter into a city of unexpected riches.
8. *Creating the space for grace*. Blessed are those who can create the space for grace, for they shall receive much blessing and be aware of the blessing they receive.
9. *Resonance*. Blessed are those who can listen with their whole being, body, mind and intuition and let themselves resonate so that the internal is attuned to the external, for they will be the musicians of life.

10. *Triangulated thinking*. Blessed are those who can constantly attend to the third implicit in every dyad, for creativity shall be theirs.
11. *Reflective practitioner*. Blessed are those who can see their own face and themselves as part of the system they are attending to, for they shall become undefensive and able to use themselves as a means of understanding the larger system.
12. *A lifelong learner*. Blessed are they who continue to learn and unlearn throughout their lives, for each of their days will be a new dawn.
13. *Stewardship*. Blessed are the stewards of teams and organizations, for they can rest knowing they have left a greater legacy for those who come after them.
14. *Eyes wide open*. Blessed are those who can keep their eyes wide open and face all that comes, without denial or despair, for they will discover and do what life is requiring.

Conclusion

To develop the 14 core capacities described in this chapter may sound like a tall mountain to climb, or a lifetime's work, and indeed that might be true. However, the good news is that they are called beatitudes because they are blessings, and as you open yourself to these ways of being, the wider system comes to meet and help you. These core capacities will also enrich every other aspect of your life and the view that will be increasingly open to you will be much deeper and broader.

In the next chapter we will further explore the journey to becoming a systemic team coach and outline training designs that can support this learning and development.

19
Training systemic team coaches

PETER HAWKINS, JOHN LEARY-JOYCE AND HILARY LINES

Introduction

We have been working together since 2009 developing and leading programmes in systemic team coaching for experienced coaches, leaders and organization development practitioners. These have included a three-day intensive certificate programme, leading to a 12-month diploma programme in systemic team coaching, delivered in the UK and internationally in over 30 countries (www.aoec.com and www.renewalassociates.co.uk), as well as in-house programmes for many varied international organizations.

In this time we have adapted and enriched our approaches with the contributions of both faculty colleagues and our participants, and, in the process, learned a lot about how to support people in the complex journey of becoming a systemic team coach. The pandemic of 2020–21 has provided us the added challenge of adapting our programmes to be delivered in a virtual format, while retaining their full experiential element, and, in addition, we have had the privilege of designing and delivering the first suite of programmes for the WBECS Global Team Coaching Institute, alongside David Clutterbuck, to a global audience of over 1,500 people from 100 different countries. Those who have been with us as we have reinvented and enhanced our programmes have been generous fellow pioneers, co-creating and developing the craft and refining how best to transfer our learning: we greatly appreciate their contributions.

This chapter is mainly written as an imaginary email exchange with prospective course participants about how they can get the best from the different training programmes that we provide so that they can develop the craft of systemic team coaching. It integrates many of the actual conversations we have had with trainees and other international trainers and we hope that in addressing their questions we will also address some of the questions you would like to ask, and also some that you haven't considered yet.

Learning to become a systemic team coach

Dear John, Peter and Hilary,

I want to enquire further about becoming a systemic team coach.

My colleague Amara and myself work in a global banking group based in Nairobi, where I am head of L&D with a key focus on coaching and Amara is our lead external coach. Both of us are qualified with ICF, PCC and MCC, respectively, but are consistently being invited to provide team coaching. Following some moderate success and difficult situations, we feel the need to join a substantial team coach training programme.

I originate from Hong Kong – practising HR and, early in my career, I was into team-building and some team facilitation around leadership development. My learning style is more dynamic, engaging and diving in at the deep end.

Amara is Kenyan with an extensive international career in OD consulting but little team facilitation experience – he is more reflective, measured and thoughtful. So between us we bring a good mix of skills and learning styles to the team coaching enterprise.

I travel regularly (although curtailed due to Covid) to London and New York and visit family in mainland China periodically. Amara now does little air travel due to climate consciousness and family.

We would appreciate you recommending a systemic team coaching programme that would fit our circumstances.

Regards Brigit Liu

Dear Brigit

We are delighted to Hear Of Your Enthusiasm For Systemic Team Coaching and to provide you with information about our suite of programmes. We provide programmes at the practitioner and senior practitioner/diploma levels, and we set out below information about both of these levels, so that you get a sense of the whole systemic team coaching development journey.

The systemic team coaching practitioner-level programmes

We have two systemic team coaching practitioner programmes that I think will suit your different learning styles and circumstances. Both cover the same theoretical material and both use a team coaching business simulation for practice, but they differ in their structure and mode of delivery.

First, there is the AoEC/Renewal three-day intensive Systemic Team Coaching Certificate, which we have run in many countries (including Kenya and China) and organizations, and is usually delivered face to face (but virtually when there is Covid or other travel restrictions) with a group of 15–30 people and two faculty. The programme provides a rigorous grounding in the principles and practices of systemic team coaching, focusing on the application of the Five Disciplines Model. Theory and practice are interwoven, with the use of a real-life simulation in which participants apply their learning in experiential practice groups – and a lot is covered in a short time. Pre-course reading and videos provide an introduction so that the maximum time in the programme is spent on application. It is advisable that you already do some team facilitation or coaching work before attending this programme.

From your description of your own style and preferences, I would suggest that the format of this programme would appeal to your learning style and approach. Also with your travelling options you could actually attend a face-to-face intensive in London, Beijing, New York, Dubai or Johannesburg – so a great choice. The STCC programme provides ICF CCE units as there is no assessment or exam.

The second option is the 10-month fully virtual STC Practitioner programme, run by Global Team Coaching Institute with the same content, practice and faculty. This is divided into monthly theory webinars, virtual practicum sessions and interactive Q&A sessions, totalling 4.5 engagement hours per month. Participants are required to find a team coaching assignment so that they can apply the learning to real client work, in parallel with their course of study. From a learning style perspective, this may be more attractive to Amara – it provides lot of time to reflect and a more gentle pace for applying the learning in stages over a 10-month period, as well as not having to travel. It does, however, require the discipline to incorporate regular learning and practice time between other work commitments over the duration of the programme. This programme carries an EMCC Practitioner qualification due to the longer teaching hours, study requirement and final assessment.

Of course, another option open to you would be for two of our senior trainers to run a bespoke three-day certificate programme for your organization if you had a minimum of 15 people, including team leaders, who would benefit from the learning.

This would give you the opportunity to develop your thinking and practice in collaboration with some of your internal team coaching clients and explore how systemic team coaching can help the organization develop its teaming culture. (See Chapter 16 of this book for more information.)

Given your own background, I would advise that you join directly into one of the above programmes, but would recommend that Amara attends a foundation team coaching programme first, to introduce him to the fundamentals of shifting from a one-to-one to a team coaching focus. For the foundation programme, the Global Team Coaching Institute (GTCI) offers a four-month virtual gateway of six modules.

I must emphasize that the practitioner programmes described here are the entry level into systemic team coaching. The programmes will enable you to practise the craft and, depending on your level of experience, you may decide that this is sufficient development for you in the short term. But to fully qualify as a systemic team coach, and to build deep resilience and agility in your craft, we recommend you continue into the one-year AoEC/Renewal Diploma or GTCI Senior Practitioner programmes. We describe these below.

The 12-month Diploma and GTCI Senior Practitioner programmes

The Systemic Team Coaching Diploma is designed for those who have completed the STCC or practitioner programmes and are seeking to develop and expand their team coaching competence and practice while also gaining a recognized professional qualification. While the three-day intensive certificate and the virtual practitioner give a strong foundation of systemic team coaching, the diploma programmes provide you with a deeper understanding of the theory, the opportunity to practise in a wide range of team coaching situations and the chance to fully explore how to develop your ways of being as a systemic team coach.

To mirror the complexity of working with teams, the programme learning opportunities are varied:

- First, didactic input from the faculty stimulates discussion around the specific topics for each module. This includes multiple examples to illustrate the theory in action.

- Being part of the large group experience challenges you to engage in the learning community and demonstrate your capability to make an impact. For many, this is a major personal experience, being part of a small, dynamic, living organization. The faculty observe, facilitate and comment on the process of the community and what needs to happen for it to thrive and be effective.
- The small supervision groups provide a ‘home learning place’ where client case studies are discussed and supervised, theory is applied, interventions discussed, everyone’s personal development is supported and challenged. This can become an intimate, profound context in which to explore doubts and uncertainties about your capability, find ways to overcome them and discover your power and strengths.
- Practice and experimentation groups provide the crucible where you can bring your own case study, set up experimental case scenarios, work with a co-coach, test out new approaches and methods, and receive feedback from colleagues. Here you can safely experiment with being the team coach, but also role-play being the member of a ‘client team’ as well as observer of the process and provider of feedback. The faculty also provide supervision on client situations and insights into different interventions.

In parallel with the programme, you are required to work with a client team to apply your learning in a real business setting. Here is the opportunity to try out those new interventions, grapple with the complexity of team functioning and get straight feedback on your style and presence. Because the client team engagement takes place over the 12 months of the programme, there is the expectation that the impact of your interventions can be measured. ‘Before and after’ surveys can be carried out and analysis of ‘return on investment’ explored (see Chapter 14).

Faculty are available as knowledge sources and examples of team coaches. One-to-one tutorials and supervision provide essential support and guidance in helping you reflect on your practice, gain new insights and deepen your learning.

Your personal learning journey through the ups and downs of being a participant in the programme provides a rich insight into how you are developing as a systemic team coach: the process of being in it – while going through it. Ultimately, how you ‘show up’ as a team coach is down to your personal ‘signature presence’, so the programme is designed to give you that deep personal understanding of yourself in your roles as a team member and team coach.

To complete your qualification you are required to submit the following pieces of writing:

- your client case study, and the learning arising from this both for yourself as coach and for the team;

- your signature approach to systemic team coaching: where you were at the start of the programme, what you have learned, and where you are now in your systemic thinking, doing and being; this essay underpins a third document requirement…;
- your marketing statement, which invites you to set out how you will market yourself as either an internal or external STC, what is unique about the way you practise your craft and who are the clients that you will best serve.

At the final module, you are invited to present to your colleagues your draft thinking on these documents, and to receive supportive and challenging feedback to enrich your awareness of yourself and your thinking and practice. This is a rich learning experience and often described as 'life-changing' by participants….

Delivery of the diploma programme in a virtual setting

Between 2010, when we ran the first STC Diploma Programme, and 2021, we have completed the first Americas Diploma and embarked on the ninth London programme, the fourth South African programme, and embarked on the first Chinese diploma programme. Until 2020 the diploma programmes have all been run face-to-face, comprising three, three-day and one, two-day module, spread over a 10–12-month period. Covid lockdowns and travel restrictions put a sharp halt to this and demanded us to rethink: how would we deliver on a virtual platform a programme that had at its core the experiencing of complex dynamics in the room? After a moment of frozen disbelief about our ability to do this, we realized that this crisis gave us a vital opportunity:

1. to find ways to teach and experience team coaching approaches in a virtual setting, so that our approach could be of benefit to more teams across the world, many of

whom work remotely anyway and rarely meet face-to-face;

2. to enable our participants to offer and provide desperately needed team coaching support to their client organizations during the pandemic, where team working had been disrupted by the inability of people to meet as a result of lockdown regulations, and many relationships were under strain.

We knew that delivering the programme online would require us to rethink the materials, the modes of practice and the duration of any intervention. Everyone was finding the switch to virtual working a strain on energy and mental health. We decided to divide each programme module into seven, three-hour learning laps, supported by offline reflection and preparation, some to be undertaken alone personally, and some in co-coaching pairs and supervision groups. The learning laps themselves comprised a range of learning methods to suit individual styles and to maintain attention and energy: teaching input, personal reflection space, mindfulness exercises, paired coaching, case study practice groups, supervision groups and whole-community discussions. We developed video material to present material on enhancing emotional range and embodied practice as a team coach, so that participants could revisit this material to deepen practice in their own time. We drew on a range of virtual platforms to teach and experience complex interactive and embodied processes, including sculpting, and to explore community dynamics.

We consulted the two diploma communities, one which started in London and the other in New York, to explore what rhythm and duration of online sessions would suit them best. Interestingly, they chose differently, one group deciding to have one learning lap per month, and the other arranging their learning laps in two- or three-day clusters.

We are indebted to the faculty colleagues and participant groups who accompanied us as we reinvented the programme in this way, and who contributed their own expertise, guidance and feedback. This was a challenging time for the whole world, and running the programme at this time provided us with a constant reminder of how the stresses of the wider system impact on the dynamics within our communities, our teams and our families. The programme gave us a chance to live through this experience together and to stand back to witness how the crises affecting our world impacted our relationships, our dynamics and those of the clients we were serving.

These crises included not only the pandemic but also the shock and outrage over the killing of George Floyd and the questions that were being asked around the world about racial inequality, and the threat to democracy posed by the storming of the US Capitol. We were able to build flexibility into the programme to give space to the emotions arising, especially from this last event, and to reflect on what this meant for us as agents of change in an increasingly polarized world. This ‘holding the space’ experience was often uncomfortable, and we didn’t get it right for everyone, but by doing this we held true to our belief that change comes by pausing and tuning in to what is here among us and in the wider system, and sharing and listening to what the world calls from us. This is a belief that underpins our own team coaching practice and how we teach it, so by incorporating it into our learning approach we were being true to the philosophy of our craft, and also helping others to develop the muscle to do this in their own work in the systems within which they work. It also helped us explore, with curious eyes and minds, the differences that we brought to our learning community and the importance of holding space for exploring difference within teams. This allowed us to develop deep emotional connections despite the fact that were working all the time on a virtual platform.

Our experience of redesigning the diploma to be delivered virtually will be vital as we start to design the senior practitioner programme for the Global Team Coaching Institute (GTCI) to be commenced in 2023.

Our hope that the way in which we adapted the programme bore fruit for participants was answered by the following feedback by one from the London group:

> The Systemic Team Coaching Master Diploma has been transformational for me on so many levels:

- deepening my understanding of what and how to work systemically;
- providing the theory, and practical application of it in the real world to make the shift from being an experienced executive coach to a team coach;
- as an experienced MCC with the ICF , the impact it has had on my executive coaching has been surprising, significant and highly beneficial to my clients;
- it has deepened my understanding of who I am as a coach and how I work.

> I thought this course was going to be a ‘nice to do’ and would be interesting, instead I believe it has been an ‘essential to do’ to add value to my clients as they operate in an increasingly complex world.

> The quality and the real-world experience of the faculty has been exceptional – I felt like I was learning from the best. I cannot recommend this course highly enough.

And another participant wrote:

> It has been one of the best, most integrative, learning experiences of my life. It has challenged me to think again about how I work with teams, organizations and the systems within which they are embedded.
>
> Given the restrictions of the pandemic and lockdown, the programme sustained and developed me through this and got me into a mode of experimentation with virtual team coaching that I would not have done without it.

Dear Brigit,

We hope that the descriptions of the practitioner and diploma-level programmes were helpful to you in understanding what is available. Before moving forward, however, we wanted to give you both some questions to reflect on before you embark on this course of development. We hope the following thoughts are useful in helping you decide whether this is something you want to take forward.

What is my intention?

It is important to reflect deeply on your reasons for becoming a systemic team coach. Otto Scharmer and Jo Jaworski say: ‘Intention is not a powerful force. It is the only force’ (Scharmer with Kaufer, 2013: 178).

You might like to answer the following questions:

1. What are you passionate about doing and what is the difference you want to make in the world?
2. How does systemic team coaching connect to this purpose?
3. How will this training enable you to make a greater contribution?
4. What stakeholders will your team coaching serve?
5. What attributes, capacities and capabilities will each of these stakeholders need from you?
6. What would you like them to be saying two years from now about your work with them?

Please come back to us if you need to discuss further or would value any further information

Yours truly,

Hilary, Peter and John

Dear John, Hilary and Peter

Many thanks for your useful information about your systemic team coaching programmes. Amara and I are very interested in attending one of these. Before we commit, I wonder whether you could share more about the principles of the programmes and what we need to do as preparation to ensure we get the most out of them.

Many thanks for any advice that you can give.

Kind regards

Brigit

Dear Brigit

Thanks for your email, and we are delighted that you and Amara are intending to take up places on our programmes. In answer to your question about further guidance, we are including some information on the underpinning principles of our programmes, and how to get the best from them.

Key principles of systemic team coaching

1. Developing oneself as an instrument of change

The most important instrument of change you possess as a systemic team coach is your own being. How you refine this instrument so that it can more powerfully resonate, reflect and respond is at the heart of the training. Bill O'Brien, who was the modest but transformational CEO of Hanover Insurance, said: 'The success of an intervention depends on the interior condition of the intervener' (Scharmer, 2007: 27).

This is echoed by Ed Nevis at the Cape Cod Institute, who wrote:

> There is a premium on digging into oneself so as to be fully in touch and as clear as possible in articulating self-awareness, but an equally important effort is required for listening to and understanding others. It is this interplay of expressed awareness among the people involved that is critical for the stimulation of energy in the group. (Nevis, 1987)

All our programmes are first and foremost about developing all the 'be-attitudes' described in Chapter 18 and the personal capacities that go along with these.

2. Shifting levels of focus

Often the first learning in team coaching is being able to see the team as a living system and not just a group of individuals who work together and have thoughts and feelings about each other. This involves being able to listen to individuals through the lens of hearing them speaking as one aspect of the collective team, rather than as expressing personal thoughts and feelings. So ask yourself: 'What are they expressing on behalf of the team and what is the particular systemic need that they represent and hold for the team?'

The next learning is to be able to see the team as one living system nested within a whole chain of systems. In Chapter 18 Peter talks about the importance of always being able to see the level above and the level below the system you are focusing on.

On the diploma and senior practitioner level programmes, you have a great opportunity to practise scaling up and down these levels as they apply to the learning community you are part of, moving your focus from yourself to taking in each of the other individuals in your group (micro), to focusing on the group you are in as a living system (meso), to focusing on the system of the whole training and how the learning community task and dynamics unfold over time (macro), to focusing on the ecosystem of the training (mundi), including all the necessary stakeholders (such as the client teams, the client teams' organizations and stakeholders, your sponsoring organization or own business, future clients, the team coaching profession).

You can also practise scaling up and down these levels when listening to case studies presented by your colleagues or the course faculty: the team member (micro), team as a living system (meso), the team and the team coaches (meso) plus the wider organization (macro), the team's ecosystem (mundi).

We all also need to learn that interconnecting systems go well beyond these four levels. The whole cosmos is a never-ending chain of nested systems interacting with one another. Although sub-atomic physicists and astronomical scientists have both spent many years trying to discover the 'basic building block of life' (the indivisible system) and the ultimate system of the universe, which is not part of any other system, they have never been able to locate a system so small that there is no subsystem potentially within it, or a system so large that there is no system potentially beyond it. It reminds me of the story of the people who believed the world was balanced on the back of a turtle. 'What is the turtle resting on?' they were asked. 'Another turtle, who stands on another turtle' was the reply. 'What does the bottom turtle stand on?' they were then asked. They replied: 'It is turtles all the way down and all the way up.'

Bateson (1972) argues that life is 'a seamless web' of interconnected living processes; that to understand we need to apply the analytic scissors. He points out that there are more and less sensible places to apply the analytic scissors of our understanding, but that true madness is to apply the scissors, forget we have done so and believe that the cut exists in nature.

3. Learning the five disciplines

At the core of the training is the Five Disciplines Model of value creating teams. This framework is both a model for the different key territories of team performance as well as a map for the different areas a team coach needs to engage with a team to address. It would be helpful to start by reading about the five disciplines (there is a short summary in Chapter 2 of this book and longer descriptions in Hawkins (2021)) and then marking, on the model below, first the percentage of your time or attention you currently spend focusing on this aspect of the team, and second the percentage of time you think you should ideally spend on each of these aspects. It would be good to see how this changes over the time you are on the programme.

4. Learning the cycle of relationship between team coach and team

Another key model we use on the programme is the CID-CLEAR (Hawkins, 2021: 88–104) way of looking at the process stages of the coaching relationship. These are contracting, inquiry, diagnosis/discovery/design, contracting with the whole team, listening, exploring, action and review. Another version of this is the SIDER model (Leary-Joyce and Lines, 2017). SIDER stands for: scoping, inquiring, discovery/designing, executing and reviewing. Do not lose yourself in this map, while you are on the journey, but like all good maps, use it to discover what you might want to attend to on the next stage of the journey with the client team and also on the journey through the various stages of the training programme. Find time to explore how the journey unfolds for you and the team, how this is reflected in or aided by the CID-CLEAR/SIDER model and how it goes beyond it. Often it is worth asking: 'What does this stage require? And what might the team and ourselves as coaches regret not having done at this stage, when we look back from the end of the journey?'

5. Learning to co-coach

Both the GTCI practitioner and the diploma programmes offer an opportunity for you to work with a co-coach. This provides many challenges and benefits. It means that you can reflect on what is happening in the team, their context and your relationship with them from bifocal rather than single-eyed vision. It also means that one of you can be working actively with the client while the other is stepping back and taking a more reflective perspective on what emergent patterns are arising and how you are both getting caught up in the system. When you systemically team coach by yourself, you have to combine both these roles and have the challenge to be both engaged and intervening as well as standing back and reflecting; focusing on the task and process; focusing at the levels of the individuals, the team, the wider context and your own responses and reactions; and the dance between all of these. This is quite a tall order, and easier to develop when you can play with the various positions along with a colleague. Co-coaching also enables you to bring your different styles to the client work, to learn from each other's approaches and to receive honest feedback, support and challenge from a trusted colleague. Co-coaching is explored in a number of the joint case studies in this book.

If you work with a co-coach, we would encourage you to experiment with reflective explorations between you at various stages in the work:

1. directly after you finish each meeting that you both attend: perhaps sharing what you noticed at each level; each of you in turn sharing what you appreciated

about what your partner did, what you did, and the dance of your co-working; also what you sense you both could do to take your work and that of the team to the next level;

2. in supervision to reflect on how the pattern of the team is being paralleled in the relationship between the two of you, and in the dance between you as a coaching team and the team being coached;
3. to risk having time-out reflections between the two of you in front of the group, sharing your emerging questions and dilemmas, and modelling co-creating a way forward out of co-reflection.

Some areas of deeper exploration before you embark on your STC development

What traps might I fall into?

In teaching systemic team coaching over many years, we have seen a number of traps that trainees regularly fall into. You might like to watch out for these in your colleagues on the course, but most importantly in yourself. Every time you notice a colleague in one of these traps, use it as an opportunity to explore creative projection, by asking: 'How might I also be in this state that I recognize in my colleague?' The traps are probably impossible to avoid completely, and most of these we have fallen into in our own development, but the skill is to notice yourself being in them and learn the way out.

1. Attachment to your current competence

Everyone who comes on to the training programme will already have a combination of skills – individual coaching, organizational consulting, team leadership or team facilitation. Some will be employed internally within organizations, but most will be working independently or in coaching or consulting businesses and therefore will be competitors in the coaching/consulting marketplace. The common human thoughts and marketplace behaviours can kick in from day one: Who knows more than me? Who is more or less skilled? Who do I need to impress as they might employ me in the future? How do I establish my standing and authority in this group?

These thoughts and behaviours become a strong barrier to taking risks in practising new approaches, and to 'unlearning', both of which are necessary preludes to developing the capacities of a systemic team coach. It is essential to discover how to rest lightly in your past abilities and capability, without having to demonstrate them, or get others to notice, and at the same time hold these skills and beliefs loosely, without attachment, not knowing which aspects will be useful as you go forward and which you will need to unlearn and let go of.

ANTIDOTE: OPEN MIND, OPEN HEART, OPEN WILL

Otto Scharmer and Katrin Kaufer (2013) have built on Otto's earlier work in developing 'Theory U' (Scharmer, 2007) by showing how to develop the necessary capacities to open oneself for the learning journey and to respond to the requirements of the emerging futures:

- Step one: open your mind by suspending old habits of thought.
- Step two: open your heart, to become unattached to your own feelings and perspectives and empathically step into the shoes and look through the eyes of others.
- Step three: letting go of control and having to know what to do: 'With an open will we can let go and let the new come.' (Scharmer with Kaufer, 2013: 22)

This is similar to what is described as 'creating the space for grace' (Hawkins and Smith, 2006, 2013) (see a description of this in Chapter 16).

2. This training will give me another product I can sell

We have frequently been asked: 'How do I sell systemic team coaching?' Our answer is that we do not sell systemic team coaching, rather we talk with team leaders, senior executives and CEOs about what the world is requiring them and their team to step up to, which they are struggling to know how to do. Systemic team coaching is not and never can be a product. Nor can the systemic team coach be a supplier. Of course, many organizations may invite you to be a supplier and ask you how long team coaching will take, how much it will cost, and what are the benefits it will deliver. But as soon as we get locked into that conversation, the work stops becoming systemic, which to be successful must be based on partnership and co-inquiry.

ANTIDOTE: DEVELOP PARTNERSHIP AND TRIANGULATED THINKING

When working with a team, it is important to start with the inquiring attitude, asking: 'What can we do together that we cannot do apart?' To remember you are not there to coach the team, but to enable team coaching to happen between you, the team leader and all the team members. Also, remember to ensure that systemic team coaching happens in the spaces between the team and their wider ecology (their social, political, economic and natural environment and in the relationships with all their stakeholders).

Triangulated thinking moves beyond suppliers and customers facing each other, negotiating what each can do for the other in a transactional contract, to both parties standing alongside each other, discovering their joint intention and the collective endeavour they are both in service of and what they must both do to co-create a synergistic development (see a fuller account of triangulated thinking in Chapter 18).

3. This programme is about adding to my toolkit

On some programmes we have become aware of trainees measuring the value of the training on how many new tools they have added to their toolkit. Underneath this behaviour is a belief that the more tools I have, the more competent I will be, and beneath that is the hope that: 'With lots of tools I will never get caught out, not knowing how to respond. I will always have something up my sleeve!' We become ruled by the archetype of team coach as magician.

If we get stuck in this trap, we are in danger of losing some of the most important capacities we need to bring to the work of systemic team coaching, that is, our human vulnerability, our not knowing and our curious outsiderness.

ANTIDOTE: THINKING FUTURE–BACK AND OUTSIDE–IN

With the team, we start by asking them what the world of tomorrow requires them collectively to step up to. How does this require them as a team to be different? What is the work the team and the coach need to do together to enable this difference? You can practise this on the course at every module. You can internally hold the questions: 'What do future client teams and organizations need us, a community of potential systemic team coaches, to develop on this programme? In the light of that, what does the learning community require to enable its development? How can I be best in service of that development right now?'

4. I need to be fully competent before I start

Linked to the above can be a belief that I need to be fully competent before I start. Some team coaches contribute to the delay in getting started, as they feel they must learn enough before getting going. When encouraged to get on with the work, they can then put on a cloak of false competence in front of the client, claiming a clarity and a confidence that they don't yet own, which inevitably encourages the team members to do the same.

ANTIDOTE: PRACTISE SHARING WHAT YOU DON'T KNOW AND GO FOR 'FAST FAILURE'

This programme is a great place to practise humility, transparency, open inquiry, and to sense what needs to emerge, learning as you go. Then to constantly experiment with the team, learning what works and what does not. Scharmer and Kaufer (2013) encourage us to 'iterate, iterate and iterate'. Great systemic team coaches get it wrong constantly but are able to learn fast in an open and transparent way that provides learning for all parties. When you write up your case study of your team coaching in the practitioner or diploma programmes, you will be assessed not just on what you got right, but more importantly, how well you learned from what went wrong.

Recommended reading

You asked about reading and, of course, there is a long list of key books that the course asks you to read, and there are lists of the core recommended books in both Peter Hawkins' (2021) *Leadership Team Coaching* and John Leary-Joyce and Hilary Lines' (2017) book *Systemic Team Coaching*, but we would also encourage you to find time to read poetry (Peter's own current favourites include Mevlana Rumi, Blake, Coleridge, Hafiz, Rilke); as well as some of the great system thinkers who help take our perceiving, learning and thinking to the next level – people like Gregory Bateson (1972), David Bohm (Bohm and Nichol, 2003), Fritjof Capra (2003), Andreas Weber (2017), Malcolm Parlett (Parlett and Dearden, 2015), Peter Reason (2017) and Giles Hutchins (2016).

For all your reading we would encourage you to read proactively and dialogically; by that we mean, rather than opening a book to passively absorb the wisdom of the author, imagine that you are going to meet them for dinner and decide before you arrive what it is you want to ask them and find out from them. Then it is advantageous to buy the book, so that you can respond when they say things you agree with, or when you disagree, or it sparks off new questions and you can write these in the margins. This way you will get far more out of each book.

Well, we hope that this information is valuable to you as you reflect on your future development as a systemic team coach. And we very much hope that you enjoy the programmes that you decide to embark on, even though we can promise it will not be a straightforward ride, but a challenging rollercoaster, with challenge, frustration, adventure, setbacks, and intellectual and personal stretch. We also hope you discover even more than you expect. We are including some recommended pre-reading for you to look at before you come.

Bon voyage
Peter, Hilary and John

Conclusion

Becoming a systemic team coach is not something you can learn on a three-day or even a one-year programme, for it is a lifetime journey. It involves acquiring new competencies, capabilities and capacities, which are diverse and varied, and integrating these into your own signature approach to being a systemic team coach, which maximizes your own unique mix of experience, skills and knowledge.

The learning journey involves constantly going around the action-learning cycle: learning new thinking; planning and practising how to use this; getting out there and coaching teams; reflecting on what has happened in a structured way, both with your colleagues and in formal team coaching supervision; and from this developing new grounded theories and methodology that support your team coaching.

Each team we coach should become our next teacher on this journey. We have often said that the day we work with a team, or indeed teach a team coaching programme and fail to learn something new, or develop a new approach or method, is the day we should retire from the field! We hope that this is still a number of years away. Meanwhile, back to new learning.

20
Systemic team coaching – where next?

PETER HAWKINS AND KRISTER LOWE

> *The organization of the future will be an embodiment of community, based on shared purpose calling on higher aspirations of people.*
> (DEE HOCK, FOUNDER OF THE VISA GROUP)

Introduction

This book has taken us on a long journey through many team lands. We have had the privilege to visit the living world of teams from Sydney, Australia, to Vancouver in Canada, and from Japan to South Africa. We have explored work with police forces, hospitals, financial companies, pharmaceutical, manufacturers and front-line community organizations. Many systemic team coaches have generously shared not only their successes but also their struggles and their learning. We hope that these travels and insights have helped all of us to learn how we might be more attuned 'teamlanders' (see Chapter 1), able to read the many layers of a team's dynamics and ecosystem, and grow our own capacity to think and be in more complex, systemic ways (see Chapter 18).

Whether we lead teams, are members of teams, coach a number of teams or all three, increasingly we need to be able to do so in a world that has been described as VUCA (Johansen, 2007: 51–3) – that is, volatile, uncertain, complex and ambiguous (and crowded) – a world that is interconnected and resource-constrained and facing major challenges. In my (Peter) own lifetime I have lived through the world’s human population trebling (from 2.4 billion to 7.7 billion) and human expectations and consumption accelerating even faster. At the same time, the Earth has seen a frightening rise in the extinction rates of species, with the majority of scientists in 1998 believing that we are currently in the early stages of a human-caused extinction (the Holocene extinction) and that up to 20 per cent of all living populations could become extinct within 30 years (by 2028). In 2012, EO Wilson went further and suggested that if current rates of human destruction of the biosphere continue, half of all plant and animal species of life on Earth will be extinct in 100 years. The current rate of species extinctions is estimated at 100 to 1,000 times the average extinction rates on Earth, although this is disputed by some as a very imprecise science (Lawton and May, 2010).

Within this macro global context of disruption, the nature of work and the workplace itself is witnessing the beginnings of a dramatic transformation. While there are 3 billion people in the global workforce, worker productivity is flat and employee engagement is declining. The old models of organization that got us to here are insufficient to help us adapt effectively in the 21st century (Laloux, 2014). The organization of the future was reported in Deloitte’s 2017 *Human Capital Trends* research on 7,000 companies in 130 countries as the number-one human capital issue. 92 per cent of companies in their study reported that they were not organized correctly to succeed in the digital era, and only 14 per cent reported having clarity on what the organization of the future would look like. As they noted, ‘the world is moving from a top-down hierarchical model to one of a “network of teams” in which people are iterating and solving problems in a dynamic, agile way’. As human work transforms to one that is increasingly team-centric and hybridized with technology (eg artificial intelligence, virtual reality, cognitive bots, etc), there is an explosion of demand for team-centric tools and approaches (eg Microsoft Teams, Facebook Workplace, Slack, Trello, pulse surveys, agile work methods, coaching, team of teams networks, monitoring, analytics, assessment tools and more). This changing workplace as of necessity demands not only new approaches to teams and team coaching, as have been illustrated in this book, but also new forms of individual and collective leadership that can support this transformation.

In my (Peter) first book on leadership team coaching (Hawkins, 2011a, 2014a, 2017a, 2021), I argued that the complexity, speed and scale of leadership challenges were such that we had passed the time when the place of integration was the individual heroic CEO leader, and that we needed to move to collective leadership teams, with the CEO as orchestrator and coach of the collective capacity of the team to create integrated transformation in their organization and wider community. We can no longer afford to have teams that are not functioning at more than the sum of their parts or spending too much time focusing on their internal politics and relationships rather than creating sustainable value for the world around them.

In this chapter we will bring the book to a conclusion, first exploring the growing demand and professionalization of team coaching, then exploring some of the challenges the field will need to face in the future. Finally, we will argue that team coaching cannot be a field focused on its own, isolated development, but must see itself as a small but significant part in transforming leadership development in service of the wider challenge of evolving human consciousness.

The continuing growth of the demand for team coaching

It is clear that there is a growing interest in, and development of, coaching in organizations in many parts of the world. The 2013 Ridler Report (Coaching at Work, 2013) on coaching (with responses from 145 organizations) found only 5 per cent of organizations had no plans to introduce team coaching in the next three years. In the report they quote Lynne Chambers, the then Global Head of Executive Development for Rolls-Royce:

> I think the whole area of team-based coaching is going to grow significantly in our organization and coaches need to be agile at dealing with the shift from individual to group work, including all the boundary sensitivities and interpersonal issues that this shift may bring. (Coaching at Work, 2013: 7)

The 2016 Ridler Report, based on responses from 105 large and mostly international organizations, found that coaching as a whole represented 12.5 per cent of all learning and development spend. Although team coaching only represented 9 per cent of all coaching activity, 76 per cent of respondents expected an increase in team coaching in the next three years, the largest growth of any form of coaching.

58 per cent of respondents currently used team coaching, 11 per cent were planning to deliver it within the next year, and 17 per cent thought they would introduce it within two to three years, with only 15 per cent suggesting they were not going to use team coaching.

The main situations giving rise to team coaching included 'teams needing to deal with organizational change' (37 per cent) and 'teams needing to align to business strategy' (25 per cent), suggesting that much of the team coaching has a strong systemic element.

The Sherpa Report, which is the largest and most global (over 1,000 responses, most of which were from coaches, only 10 per cent from HR professionals and only 8 per cent from business executives), only started looking at team coaching in 2012 and in 2013. It said:

> Team coaching is a newer concept. Large firms have not yet taken the lead in the design and development of team coaching.
>
> Executive coaches, both internal and external, are presented with a rather large opportunity. Are they really taking advantage of it?

- 37 per cent of coaches offer established team coaching programme.
- Just 24 per cent of HR and training professionals do. (Sherpa Coaching, 2013: 9)

Henley's 2013 corporate survey of 359 senior executives from 38 countries found that 55 per cent had plans for using team coaching as a part of their learning and development plans in 2014 (second in popularity after individual coaching).

In a much smaller, targeted survey I (Peter) carried out in 2014 of internal heads of leadership and development in large organizations, 82 per cent saw their efforts in team coaching growing over the next three years, 18 per cent thought they would stay the same and no one thought they would diminish.

Both the Ridler reports and my own recent smaller survey showed a wide variation in where organizations were focusing their team coaching efforts. The responses fell into three distinct clusters:

1. those focusing on the board and the senior executive teams;
2. those focusing on significant account teams or key project teams;
3. those focusing on lower-level management teams.

Why is there a recent and continuing growth in team coaching?

From studying recent coaching surveys, research on team coaching and the recent literature on the subject, there is general agreement that team coaching is growing fast and will continue to do so. In explaining why this is the case, most studies suggest that there are three main drivers of this growth:

1. There is a growing need for more collective, shared and collaborative leadership in a more complex, globalized and interconnected world.
2. Nearly all companies are facing the ‘unholy trinity’ (Hawkins, 2012, in Hawkins and McMahon, 2021) of having to do more, at higher quality with fewer resources. This necessitates organizations having teams that are high-value-creating and research shows that most teams perform at less than the sum of their parts. Thus some writers (Lencioni, 2002, 2006) have pointed to effective

teamworking as a major competitive advantage for organizations.

3. There is a need for global companies to have account teams that can work in an integrated way across sectors, cultures and countries in a way that can provide added value to the customer company, beyond the products and services provided, through business foresight and/or customer/company insight (Hawkins, 2021: ch7).
4. Increasingly the challenges for organizations do not lie in the people, or in the individual teams or functions. As one CEO said: ‘I have lots of coaches who coach my people, and consultants who consult to parts of my organization, but all my challenges lie in the connections’ (Hawkins, 2017b). Other CEOs commented on how in the next five years they would be employing fewer people, but the number and complexity of the stakeholders they will have to partner with in order to be successful will exponentially increase. This will continue to drive the need for more ‘team of teams coaching’ (see Chapters 6 and 12) and ‘ecosystemic team coaching’ (Hawkins, 2021: ch10, 11).

These four main drivers of growth are putting pressure on organizations to adjust their designs and shift their structures to ones that are increasingly team-centric. In Deloitte’s industry report on human capital management trends – *HR Technology Disruptions for 2018: Productivity, design and intelligence reign* – they provide one notable example of how companies are grappling with this shift:

> As companies replace hierarchical management with a networked team structure, we are going to be using new tools purpose-built for teams. For example, Cisco Systems’ team enablement leader found that while the company has 20,000 teams actively working on projects, none of their

> work or team-related data is in the HR systems of record – so the company has implemented a brand-new team-based management system to manage goals, performance, coaching, and more.

As this example illustrates, moving from a hierarchical structure to a team-centric structure is creating a need for an integrated and holistic approach to teams that includes organizational design, HR technology, performance management, team coaching and more. Team coaches would do well to see themselves as one important player in a larger team contributing to this sea change in organizations. Consequently, this shift is creating a ripeness for team coaching that has been up until recently a harder sell to organizational decision-makers and gatekeepers.

In sum, the time for team coaching to be taken seriously by organizations is no longer in some distant future. Its time has come and is here now. Are we as an industry and profession ready to respond? How do we need to keep developing to be fit for purpose ourselves? What disruptions do we need to proactively inject into our thinking, being and acting as team coaches to stay relevant?

Professionalization of team coaching

Team coaching is currently at the same stage that individual coaching was about 30 years ago (Sherman and Freas, 2004) – with no clarity of quality standards, little research or even accepted clear definition of terms, or established professional accreditation. However, in the same way we have seen coaching rapidly professionalize, I would predict we will see the same happen in the field of team coaching. As always, there is a strong debate for and against professionalization, and we need to be aware of the negative side effects that can come with professionalizing, such as over-standardization, increasing barriers to entry, reduction in fringe innovation and so forth. However, with the growing need from organizations to access skilled, ethically sensitive and well-trained team coaches and to have clarity about what they are purchasing and what they can expect, the drive for professionalization is inevitable.

The usual core features of a profession, according to Lane (2010) and Spence (2007), are:

- formal academic qualifications;
- adherence to an enforceable code of ethics;
- practice licensed only to qualified members;
- compliance with applicable state-sanctioned regulations;
- common body of knowledge and skills.

Bennett (2006) used these criteria to review the literature and argued that coaching had a long way to go, and yet Palmer (2008) argued that individual coaching in the UK was already a profession, rather than an 'industry', as there were:

- nationally and internationally established bodies;
- professional qualifications;
- *university or exam board accredited and professional body recognized courses*;
- national registers of coaches and accredited coaches;
- *supervision of coaches and attendance at CPD events being required*;
- codes of practice and ethics adhered to by members of professional bodies;
- national occupational standards;
- *competencies*;

- *growing research and publication of research*;
- *books and evidence-based journals*.

I have highlighted in italics the items that are already beginning to happen in the field of team coaching. In the UK, the Association of Professional Executive Coaching and Supervision (APECS; www.apecs.org) was the first professional body to go live with accrediting team coaches (see below). The diploma and certificate courses run by the Academy of Executive Coaching and Renewal Associates are recognized as Masters-level courses and accredited by the ICF, and the one-year diploma is now run in China, the USA, South Africa and the UK. Over the last few years, we have witnessed a dramatic increase in the number of team coaching certification programmes that are being offered. By far the largest is the Global Team Coaching Institute, run virtually by WBECS and led by Peter Hawkins and David Clutterbuck along with a global faculty from 20 different countries. There are also an increasing number of courses by team coaching consultancies and institutes (eg ORSC, Team Coaching International, CMI, Ruth Wageman and Krister Lowe's Six Conditions training, Executive Coach Studio, Henley Business School and more) that qualify for ICF continuing coach education units (CCEUs). Increasingly, team coaches are having specific supervision for their team coaching, and models of team coaching supervision are being developed (see Hawkins, 2021: ch16). The universities of Middlesex, Reading (Henley Business School) and Oxford Brookes have a number of people doing research on team coaching and, indeed, two of the contributors to this book completed their doctorates in team coaching through Middlesex University.

The professionalization and training of team coaches will also require the certifying organizations as well as the team coaches themselves to increasingly situate their development within the rapidly changing trends in organizations. Are we training team coaches that can work systemically, in an increasingly agile and digital work environment, at scale in a ‘team of teams’ approach, and in closer partnership with organizational leaders, HR, customers and other important stakeholders? These are important questions for those seeking to professionalize the team coaching industry and will separate the mediocre and good programmes from the great in the years to come.

Accreditation of team coaches

As mentioned above, APECS is the first organization to have a formal process for accrediting professional executive team coaches. As with their approach to executive coaches, they expect team coaches to be able to demonstrate knowledge, competence and capability in all three legs of the coaching stool (see Hawkins, 2012: 51):

- business and organizational understanding;
- psychological training and understanding;
- training in coaching and team coaching knowledge, skills and practice.

In 2020 team coaching standards were produced by the EMCC (www.emccglobal.org/accreditation/tcqa/) and in 2021 the ICF and the Association for Coaching each created their team coaching competencies:

- ICF: https://coachingfederation.org/team-coaching-competencies
- Association for Coaching: https://cdn.ymaws.com/www.associationforcoaching.com/resource/resmgr/Accreditation/Accred_General/Coaching_Competency_Framewor.pdf

This needs to be linked to receiving regular supervision, clear understanding of ethics in the field of team coaching, and an ability to describe and demonstrate one's own signature approach to team coaching.

Development of research on, and case studies of, team coaching

There continues to be a good deal of research on team effectiveness. Google launched their Project Aristotle to study the most important ingredients of successful teams in their organization. These, in order, were:

1. *Psychological safety*: Can we take risks on this team without feeling insecure or embarrassed?
2. *Dependability*: Can we count on each other to do high-quality work on time?
3. *Structure and clarity*: Are goals, roles and execution plans on our team clear?
4. *Meaning of work*: Are we working on something that is personally important for each of us?
5. *Impact of work*: Do we fundamentally believe that the work we're doing matters? (Rozovsky 2015).

Bersin (2016), in the global Deloitte survey, found that: 'leadership now becomes a "team sport", where leaders must inspire and align the team, but also be good at connecting teams together and sharing information.'

There has been research on medical teaming (Gawande, 2011), health care (West and Markiewicz, 2016) and scientific research teams (Cooke and Hilton, 2015) as well as leadership teams (Aldag and Kuzuhara, 2015; Karlgaard and Malone, 2015; Wageman *et al*, 2008).

However, as mentioned in Chapter 3, there has been a dearth of detailed case studies of team coaching in practice, and this book, when it first came out, doubled the number readily available, as well as providing tools and guidance on how to maximize the learning from case studies. Since then, *The Practitioner's Handbook of Team Coaching*, edited by David Clutterbuck *et al*, (2019) and *The Team Coaching Casebook* by Clutterbuck *et al* (2022) have grown the number of case studies available. But we are still on the nursery slopes and much more needs to be done. Our hope is that this book will inspire many others to develop case studies of their work with teams and make them available, and give them some guidance and frameworks that will help them develop excellent and useful studies.

From editing each of the three editions of this book, I (Peter) have learned a great deal about what makes for a valuable case study and offer the following principles that I have gleaned. The case study is best when:

1. It shares multiple perspectives on the work. Many of the case studies here have been written by the team leader and the external team coach.
2. The study shows the challenges that the team were faced with and how these were addressed.

3. There are data not just on the team but on their wider organizational and stakeholder systems and attention is paid to the interaction between these levels.
4. There is evidence of how the team coaching impacted not only on the team members' relationships, the team processes and meetings, but also on the team performance and the impact on the performance of the wider organization.
5. The team leaders and/or coaches describe the models, tools and interventions they used, what worked and what did not work.
6. The team leaders and team coaches reflect on their own role, joint working and learning, and share what they would do differently next time.
7. The case study completes the action learning cycle (Kolb, 1984) and goes from theory, to planning, to action, to reflection and to new development of the starting theory.

Digitalization and team coaching

The next few years will see a dramatic development in the digitalization of many professional and support services. It is expected that investments in digital transformation will exceed $6 trillion over the next four years. The legal, medical, accountancy, education and many other professions will be greatly transformed. Already there are computers that can diagnose more accurately than 80 per cent of general practitioner doctors. Coaching will not be exempt.

Already we have the development of computer software that has harvested the best coaching questions from across the world, that can read client moods and adjust their 'empathic responses and tone' accordingly, and can link clients with an enormous network of resources and contacts.

Systemic team coaching will also need to incorporate digital innovation, both because the need for systemic team coaching is already outstripping the number of trained practitioners, but also to increase effectiveness and efficiency and reduce cost. Also, there is an enormous growth in virtual teams that need their team coaching to be virtual.

Already many team coaches are leveraging collaboration platforms and technologies such as Trello, Slack, MURAL, Microsoft Teams, Facebook Workplace, Zoom, Skype, WebEx, Adobe Connect and countless others as part of their regular engagements with teams. As virtual and augmented reality technologies become mainstream in the next few years, the digital landscape is going to open up exciting new tools and opportunities for teams and their coaches.

All aspects of the coaching lifecycle can be supported through technology: from improving the administration and procurement processes, coach-matching using algorithms, gathering insights and understanding, through to psychometrics or even wearable technology, enhancing video and asynchronous conversations, nudging and reinforcing behaviour change, reporting on coaching impact. There are many ways technology can help if used wisely.

I (Peter) am working with one exciting tech start-up (www.saberr.com) and their CEO Tom Marsden contributed to this section. They have spent several years researching the best of team coaching and how to make it digitally available. They have looked at the enormous amount of data from dating agencies on successful and unsuccessful matches and applied this to predict success of team relationships. They have also looked at how teams can be coached digitally by: team members filling in simple questionnaires, engaging with chat bots, creating a collective profile of the team's strengths and challenges, providing exercises, videos, resources for each of the development challenges, providing a team room for the planned actions, and regular nudges and reminders on follow-ups.

The smart aspect of what they are developing is that it will not replace systemic team coaches but enable them to better support and sustain their work by such features as: collecting all the thinking on a team workshop online and turning it into followed-through action; supporting the continuation of the action between team coach engagements; evaluating progress and highlighting concerns. It will also enable systemic team coaches to increase their impact, by working directly with the senior teams and providing parallel e-enabled support mechanisms for teams throughout the same organization, supporting team alignment and inter-team learning. I have written more about how this can be used to support enterprise-wide leadership development and a teaming culture in Chapter 16.

Systemic team coaches need to be learning from and working with digitalization. Many of our clients are needing help in developing their digital strategy and managing the culture change this requires. We need to role-model that we are doing digital enablement in our own industry.

How are we in the team coaching profession disrupting ourselves now to integrate emerging technologies into our approaches? For too many of us, the answer is probably ‘not much’.

Coaches that thrive in the future will integrate technology into their practice. They will understand the unique role that technology can play to support them. Technology is efficient, scalable, it enables consistency, is cost-effective, it is accessible 24/7. Some coachees have commented that they like the fact the technology is non-judgemental. This will accentuate the importance of the ‘human’ role of the coach – the ability to develop a broad contextual understanding of complex situations, an ability to empathize.

One fact is clear: work is becoming increasingly hybridized with tighter integrations between technology and people. Team coaching has served an important role as a new disruptive social technology that promises to help with the shift from individual-centric to team-centric approaches to work and organizations. Yet if we are not proactive, the digitization of the economy may indeed quickly turn the tables and disrupt us in the coming years. What we are sure of is that team coaching five years from now will likely look and feel very different than it does today. Do we as an emerging profession have what it takes to take our team coaching game to the next level in the digital era? Accelerating our learning and culture of experimentation as team coaches in the coming years will differentiate the winners and the losers. How are you planning to stay relevant?

Team development, organizational transformation and human evolution

This book has set out the core principles of an eco-leadership approach to leading teams and organizations, as suggested in the first chapter of this book, where leadership is focused on seeing the team or the organization in dynamic relationship with its wider ecosystem:

> Just as an organism fills a niche within its ecosystem and food web, so does an organization fill a niche within its business ecosystem (the stakeholder community across the social, economic and environmental landscapes within which the organization operates). (Hutchins, 2012: 53)

The team is both transformed by, and transforming of, its wider organization and stakeholder ecosystem and only creates value through these wider engagements. I have throughout the book emphasized that every team needs to focus at a minimum on a stakeholder set that includes:

- investors, funders, commissioners;
- regulators;
- customers (and in many cases customers' customers);
- suppliers and partner organizations;
- employees (and contractors);
- communities in which the company operates;
- the natural, 'more than human' environment.

Elsewhere I have talked about the dangers of the stakeholder that is not noticed or attended to, and like the 13th fairy in the Grimms' fairy tale of *Sleeping Beauty*, when not invited to the party, becomes the bad fairy that will later cause major problems for the organization.

A good example of this is the oil giant BP. It failed to notice, before it was too late, that fishermen off the coast of the United States were an important stakeholder in its drilling in the Gulf of Mexico and that this stakeholder had a massive influence on

US voters, customers and politicians, which eventually led to massive expenditure by BP in compensation and legal costs.

I have consistently argued that all leadership team coaching needs to be systemic team coaching, working with the team not just on its internal relating, but on its engagements with its wider organization and ecosystem. This means that we need to move beyond talking about a high-performing team based solely on the team's attributes, processes and behaviours. Yes, it is important to attend to and provide coaching for these, but only as a means to an end. In Chapter 13, I suggest that:

> A team's performance can best be understood through its ongoing ability to facilitate the creation of added value for the organization it is part of, the organization's investors, the team's internal and external customers and suppliers, its team members, the communities the team operates within and the more than human world in which we reside.

This is echoed in Chapter 15 on boards, where we quote Van den Berghe and Levrau (2013: 156, 179) on what makes an effective board: 'a board is effective if it facilitates the creation of value added for the company, its management, its shareholders and all its relevant stakeholders'.

Many businesses are beginning to recognize that only by creating 'shared value' (Porter and Kramer, 2011) for all their stakeholders will they flourish and grow. The entrepreneur and leader of the large number of Virgin companies, Richard Branson (2011: 331), wrote:

> Those in businesses that do well by doing good are the ones that will thrive in the coming decades. Those that continue with 'business as usual', focused solely on profit maximization, will not be around for long (and don't deserve to be).

Tata, an even larger global conglomerate business, based in India, has creating value for all its stakeholders at the heart of its mission and values: 'Our purpose in the Tata Group is to improve the quality of life of the community we serve' (Doongaji, 2010):

> We must continue to be responsible, sensitive to the countries, communities and environments in which we work, always ensuring that what comes from the people goes back to the people many times over. (www.tata.com)

Dee Hock, the founder of the VISA financial services group, wrote: 'The organization of the future will be an embodiment of community, based on shared purpose calling on higher aspirations of people.'

Leadership and systemic team coaching must be part of a much wider movement to understand how we create organizations and organizational leadership fit for the future and able to create a sustainable world that is fit for life. We need to continue researching how teams can be more effective and creating and leading transformation in their wider system of influence, which enables these organizations to become more-values driven, resilient, adaptive and innovative, in ways that create added value for the ecosystems they are both sustained by and sustain. (Hutchins (2012), Porrit (2007), Hawken *et al* (1999) and Porter and Kramer (2011) all give much greater detail on the business of the future.)

Systemic team coaching also needs to learn from and contribute to the growing field of new approaches to new paradigms of leadership. Much has been written about new models of leadership. What is still lacking is an integrated approach to leadership that brings together:

- strategic leadership (Hamel and Prahalad, 1994; Keller and Price, 2011);

- global leadership (Black *et al*, 2014);
- visionary, resonant and engaging leadership (McKee *et al*, 2008);
- values-based leadership (Barrett, 2010);
- authentic leadership (George, 2003; George and Sims, 2007; Boston, 2014);
- embodied leadership (Hamill, 2013);
- adaptive leadership (Heifetz and Laurie, 1997; Heifetz *et al*, 2009; Obolensky, 2010);
- relational leadership (Lines and Scholes-Rhodes, 2013; Kellerman, 2008; Hersted and Gergen, 2013);
- sustainability and ecosystem leadership (Redekop, 2010; Western, 2010, 2013; Senge, 2010; Avery and Bergsteiner, 2011);
- collective leadership (Hawkins, 2011a, 2014a, 2017a, 2021);
- collaborative leadership (Hackman, 2011a; Archer and Cameron, 2013);
- future-fit leadership (Hawkins and Smith, 2013, 2017b; Hutchins, 2016; Krznaric, 2020);
- regenerative leadership (Hutchins and Storm, 2019).

There is also a much written about why leadership development is no longer fit for purpose (Kellerman, 2012; Hawkins, 2017b). However, there is a lack of an integrated approach that brings together all the necessary ingredients. The research I led for Henley Business School between 2015 and 2017 (Hawkins, 2017b) looked for best practice in developing 21st-century collective leadership, as opposed to 20th-century leaders. We found a range of 'green shoots – seven places where the future leadership development is already sprouting'. These included:

- **challenge-based leadership development** – where team coaches work with diverse teams from across the business on breakthrough projects;
- **deep immersion development** – where a team of leaders is given a project in a very different culture and setting to do in partnership with the local people;
- **team coaching a shadow leadership team** of millennial young staff from across the business in parallel with coaching the senior leadership team, and then coaching the generative dialogue between the two teams;
- **leaders providing team coaching and consultancy** to each other's teams and businesses.

What is needed is leadership development that:

- develops collective leadership and leadership teams rather than just individual leaders;
- attends to developing the collective leadership culture not only across the organization, but in all partnerships with its wider stakeholder ecosystem;
- holistically develops intellectual, emotional, social, political, ethical end ecological intelligences;
- is systemic in not only what it teaches but how it teaches;
- is focused on facing and addressing current and future challenges, connecting leadership and organizational development in a way that accelerates and deepens both;
- delivers creatively blended learning, utilizing teaching, action learning, group work, challenge and project teams, coaching, team coaching, virtual and e-learning, gaming and social media.

Leadership team coaching needs to play its part in the provision of leadership development fit for the future.

If we are leaders, systemic team coaches, executive coaches, consultants, or in the wider leadership development industry, we are an important part of the necessary revolution in human consciousness, human thinking, relating and being. In Chapter 18 I quoted Giles Hutchins: ‘re-evaluation and transformation of our business paradigm is fundamental to successful evolution, not only of business, but of our species as a whole… Transformational times call for transformational change’ (Hutchins, 2012: 17).

For some time the ‘more than human world’, that is, the whole ecological system that contains and supports human life, has been sending feedback that it needs the human species to evolve to a new mode of interrelating to the rest of life with which it shares this planet. So far, the human species has been wilfully blind to the feedback and unwilling to make the changes. But while challenged by the enormity of the task, we must proceed with ‘active hope’ (Macy and Johnstone, 2012), always recognizing that whatever area we are specializing in, we need to focus not on its success, but on its contribution to the greater whole.

In their inspirational book *Leading into the Emerging Future*, Otto Scharmer and Karin Kaufer (2013) present a four-stage model of evolution of both human consciousness and human social organizations. One level is not necessarily better than the preceding levels and all have their place, time and function. However, Scharmer and Kaufer argue that the current world state is requiring more human beings and societies to embrace level 4.0, which is still in the early stage of emergence.

The stages of evolution of human consciousness are:

1.0 Fixed beliefs and judgements.
2.0 Scientific factual inquiry.
3.0 Collective dialogue and empathic engagement.
4.0 Collective generative dialogue – co-sensing the future needs, co-inquiring into possible responses and co-creating innovative action.

The stages in the evolution of human social organizations are:

1.0 *The state-centric model*, characterized by coordination through hierarchy and control in a single-sector society.
2.0 *The free-market model*, characterized by the rise of a second (private) sector and coordinated through the mechanisms of market and competition.
3.0 *The social market model*, characterized by the rise of a third (NGO) sector and by negotiated coordination among organized interest groups.
4.0 *The co-creative ecosystem model*, characterized by the rise of a fourth sector that creates platforms and holds the space for cross-sector innovation that engages stakeholders from all sectors. (Scharmer and Kaufer, 2013: 13–14).

These levels can be applied to thinking about the evolution of leadership teams and company boards and board functioning:

1.0 *Leadership teams and boards focused on conformance, managing risk and ensuring compliance* – both externally to the legal and fiduciary requirements of the countries in which they operate, and internally in monitoring performance and adherence to agreed strategy and processes.
2.0 *Leadership teams and boards focused on managing performance* – setting targets for growth, market share,

profitability, shareholder return and company value.

3.0 *Leadership teams and boards focused on managing connections and relationships* – ensuring that the organization has the right internal connections to ensure effective and timely responsiveness to all stakeholders and a culture of 'can do' attitude and leadership at all levels. Externally, focusing on connections with the wider ecosystem: upstream with the suppliers and downstream with the customers, with partner organizations, potential mergers and acquisition organizations.

4.0 *Leadership teams and boards focused on sensing the emerging future* through listening deeply to all parts of the organization and the wider stakeholder ecosystem and orchestrating collaborative inquiries across the internal and external systems about what 'the organization can uniquely do, to contribute with others to what the world of tomorrow needs'.

There is much to be done and success will only emerge through new levels of collaboration: between individuals in teams; teams working collaboratively across organizations; organizations partnering more effectively across sectors and countries; not-for-profit and for-profit organizations collaborating to create shared value; and the human species learning from the more than human world how to live collaboratively with our wider ecosystem.

Creating future-fit organizations

Systemic team coaching must not become a new siloed offering. In the research I led with global research partners for Henley

Business School between 2015 and 2017 on tomorrow's leadership (Hawkins, 2017b), I argued that within the next five years we need to integrate the often-separate departmental functions of strategy, HR, leadership development, organizational development and coaching into one critical function, which I have called 'the future-fit function'. All of these activities, including systemic team coaching, have one combined purpose – to enable the organizations, and the functions, teams, relationships and individuals within them, to be 'future-fit', along with the networks, partnerships and business ecosystems that the organization is within.

In this book we have chosen to include several short and long case studies that show systemic team coaching, integrating with leadership development, individual coaching, HR and strategy, to help their organization ride the rollercoaster of hyper-change and embrace the growing complexity of a hyper-connected world. We have also provided detailed guidance on how team coaching can be integrated with leadership development to create a 'teaming' and 'team of teams' culture in Chapter 16.

The Tomorrow's Leadership research (Hawkins, 2017b) involved interviewing CEOs, HR directors and nominated millennial future leaders in over 40 companies from different sectors and countries. This was combined with data from the world's leading surveys on these three groups, over a hundred pieces of thought leadership that have been published on future leadership and the changing needs of leadership development, and a number of carefully facilitated focus groups.

It showed that the seven largest challenges that organizational leaders are currently seeing are:

1. unceasing and accelerating transformation;
2. the technological and digital revolution;
3. disintermediation and ‘Uber-ization’;
4. the hollowing-out of organizations and the growing complexity of the stakeholder world;
5. globalization;
6. climate change;
7. the need to learn and adapt faster.

It then argued that this emerging world was going to require new and different leadership capacities (not individual leader competencies, but collective leadership capacities). We began to see the shape of a number of critical tipping points, both in our assumptions about leadership (what it is, where it is located and how it operates) and in how it needs to transform to be fit for our future world.

These tipping points were:

- from ‘leading my people’ to ‘orchestrating business ecosystems’;
- from ‘heroic individual leaders’ to ‘collective and collaborative leadership’;
- leadership needing to be driven by purpose and value-creation for all stakeholders;
- from serial and fragmented innovation to working simultaneously in three timeframes;
- embracing multiple individual diversity and also systemic diversity;
- leader as developer;
- motivation, millennials and mobility;
- ‘no place to hide’ – implications of living in a transparent world;

- partnering and networking. (Hawkins, 2017b: 17)

The report also identified ‘green shoots’, where there were examples of new leadership development approaches that were more likely to develop 21st-century needed leadership, rather than 20th-century leaders. These included:

- integrating individual, team and organizational learning;
- challenge-based leadership development – building leadership development by getting multi-functional groups working on the future challenges of the organization, supported by systemic team coaches/trainers, who can provide ‘just-in-time learning input’ and maximize the learning from both the content and the group process;
- deep immersion training – an extension of challenge-based leadership development is development programmes that involve deep immersion in a very different culture and setting from the one you are used to;
- systemic team coaching of intact teams and ‘team of teams’ coaching;
- secondments and peer consulting – leaders going in to other areas to partner them with their transformation;
- shadow leadership teams – where a group of young millennial future leaders works in parallel to the leadership teams on the same agenda and then there is a facilitated dialogue that focuses each team on shifting the fixed mindsets of the other group and generating new thinking beyond both;
- self-system awareness – developing agility, resilience, capacity and consciousness through jointly working on inner self-awareness and awareness of the wider

ecosystems you are part of; this can be combined with any of the above approaches.

Systemic team coaching must not become a new silo of activity – or be seen as a golden bullet to solve complex organizational challenges. Rather, it should be seen as a constantly developing new synthesis of the best of organizational development, coaching practice and leadership development, geared to addressing the urgent need to create future-fit leadership and future-fit organizations – organizations that can not only increase and sustain their individual success, but can constantly co-create value with and for all their stakeholders and make a positive contribution to creating the well-being world for our collective grandchildren.

Chris Fussell, who worked as aide-de-camp for General McChrystal as they developed a radical 'team of teams' approach in terrorist-ridden, post-war Iraq, and who has gone on to apply this thinking in many commercial and public sector organizations, ends his book (Fussell, 2017: 248–49) by saying:

> Aligning teams, communicating with transparency, decentralizing decision-making, these stand-alone concepts are not new. But if organizations are willing to truly embody them together, lynchpinned by leaders who can assume humble, non-heroic roles and individual team members who embrace new realms of responsibility, they will set the standard for effective enterprises in the years to come…
>
> Those who survive this transformation into the information age will set the standards for years to come, and those who hold tightly to the twentieth century playbook will be a footnote in history.

Ed Gillespie (2021) bravely challenges everyone in the consultancy industry on how they are conspiring in a collusion of silence with many organizations who are driving the ecological destruction. He calls us back to the core of work which applies not just to consultants but to systemic coaches and systemic team coaches:

> Our work is again about overcoming the willful blindness, having brave conversations, sitting with discomfort, working generously, taking decisive action and crucially is collaborative across sectors in a 'bigger than self' fashion – the only way we have a hope of some form of transition.

To step up to the great challenges of our time requires nothing less than a radical transformation in human consciousness, and new forms of human collaboration in and across teams, organizations, sectors and countries, and more than this, a fundamentally new partnership between the human and the 'more than human' world in this one Earth we all share.

Our hope is that this book has made a small contribution to that greater cause.

REFERENCES

Abrahamson, DE (2019) Shifting policing paradigms: The roles of collaboration and team coaching in evidence-based policing implementation, in *The Practitioner's Handbook of Team Coaching*, 1st edn, eds D Clutterbuck, J Gannon, S Hayes, I Iordanou, K Lowe and D MacKie, pp 497–505, Routledge, London

Acharya, S (2008) The halcyon years, 2003–08, *The Business Standard*, New Delhi

Adelman, C (1993) Kurt Lewin and the origins of action research, *Educational Action Research*, **1** (1), pp 7–24, doi: 10.1080/0965079930010102

Aldag, RJ and Kuzuhara, LW (2015) *Creating High Performing Teams: Applied strategies and tools for managers and team members*, Routledge, New York

Amidon, E (2012) *The Open Path: Recognizing non-dual awareness*, Sentient Publications, Boulder, CO

Ancona, DG and Caldwell, DF (1992) Bridging the boundary: External activity and performance in organizational teams, *Administrative Science Quarterly*, **3**7, pp 634–65

Anderson, M, Anderson, D and Mayo, W (2008) Team coaching helps a leadership team drive cultural change at Caterpillar, *Global Business and Organizational Excellence*, **2**7 (4), pp 40–50

Archer, D and Cameron, A (2013) *Collaborative Leadership: Building relationships, handling conflict and sharing control*, Routledge, London

Avery, G and Bergsteiner, H (2011) *Sustainable Leadership*, 1st edn, Routledge, London

Bandler, R and Grinder, J (1975) *The Structure of Magic I: A book about language and therapy*, Science & Behavior Books, Palo Alto, CA

Barrett, R (2006) *Building a Values-Driven Organization*, Butterworth-Heinemann, Oxford

Barrett, R (2010) *The New Leadership Paradigm*, 1st edn, Lulu.com (archived at https://perma.cc/LKU7-BCD5), Lexington, KY

Barrick, M, Mount, M and Judge, T (2001) The FFM personality dimensions and job performance: Meta-analysis of meta-analyses, *International Journal of Selection and Assessment*, **9**, pp 9–30

Bateson, G (1972) *Steps to an Ecology of Mind*, Ballantine Books, New York

BBC (2020) Why so many of the world's oldest companies are in Japan, www.bbc.com/worklife/article/20200211-why-are-so-many-old-companies-in-japan (archived at https://perma.cc/69KC-ESKN)

Beisser, A (1970) Paradoxical theory of change, in *Gestalt Therapy Now*, eds J Fagen and IL Shepard, Harper Colophon, New York

Belbin, M (2004) *Management Teams: Why they succeed or fail*, Heinemann, London

Bell, S (2007) Deep-level composition variables as predictors of team performance: A meta-analysis, *Journal of Applied Psychology*, **92** (3), pp 595–615

Bengay Stanier, M (2020) *The Advice Trap: Be humble, stay curious & change the way you lead forever*, Box of Crayons Press, Toronto

Bennett, JL (2006) An agenda for coaching-related research: A challenge for researchers, *Coaching Psychology Journal: Practice and Research*, **58** (4), pp 240–49

Berry, JW (1997) Immigration, acculturation, and adaptation, *Applied Psychology: An International Review*, **46**, pp 5–34, doi: 10.1111/j.1464-0597.1997.tb01087.x

Berry, W (1983) *Standing by Words*, North Point Press, San Francisco

Bersin, J (2016) *Predictions for 2017*, www2.deloitte.com/content/dam/Deloitte/at/Documents/about-deloitte/predictions-for-2017-final.pdf (archived at https://perma.cc/F2HM-ZYPJ)

Black, JS, Morrison, AJ and Gregersen, HB (2014) *Global Explorers: The next generation of leaders*, Routledge, London

Blackman, A, Moscardo, G and Gray, DE (2016) Challenges for the theory and practice of business coaching, *Human Resource Development Review*, **15** (4), pp 459–86, doi: 10.1177/1534484316673177

Blattner, J and Bacigalupo, A (2007) Using emotional intelligence to develop executive leadership and team and organisational development, *Consulting Psychology Journal: Practice and Research*, **59** (3), pp 209–19

Blomberg, T, Brancale, J, Beaver, K and Bales, W (2016) *Advancing Criminology and Criminal Justice Policy*, Routledge, New York

Bohm, D and Nichol, L (2003) *The Essential David Bohm*, 1st edn, Routledge, London

Borgatta, EF (2007) Jacob L Moreno and sociometry, *Social Psychology Quarterly*, 7**0** (4), pp 330–32

Boston, R (2014) *ARC: The path to authentic responsible courageous leadership*, 4th draft edn, lulu.com (archived at htt

ps://perma.cc/LKU7-BCD5)
Boyatzis, RE (2019) Coaching teams through intentional change theory, in *The Practitioner's Handbook of Team Coaching*, 1st edn, eds D Clutterbuck and J Gannon, pp 63–74, Routledge, London
Boyatzis, RE, McKee, A and Johnston, F (2008) *Becoming a Resonant Leader: Develop your emotional intelligence, renew your relationships, sustain your effectiveness*, Harvard Business Review Press, Boston
Boyatzis, RE, Smith, M and Van, OE (2019) *Helping People Change: Coaching with compassion for lifelong learning and growth*, Harvard Business Review Press, Boston
Brackett, MA, Reyes, MR, Rivers, SE, Elbertson, NE and Salovey, P (2011) Classroom emotional climate, teacher affiliation, and student conduct, *Journal of Classroom Interactions*, **46**, pp 27–46
Branson, R (2011) *Screw Business as Usual*, 1st edn, Virgin, London
Britton, J (2010) *Effective Group Coaching: Tried and tested tools and resources for optimum coaching results*, Wiley, Mississauga, Ontario
Britton, J (2013) *From One to Many: Best practices for team and group coaching*, Jossey-Bass, Mississauga, Ontario
Brown, P and Brown, V (2012) *Neuropsychology for Coaches*, 1st edn, Open University Press, Maidenhead
Bruch, H and Vogel, B (2011) *Fully Charged: How great leaders boost their organization's energy and ignite high performance*, 1st edn, Harvard Business Review Press, Boston
Buljac-Samardžic´, M (2012) *Health Teams: Analysing and improving team performance in long term care*, PhD thesis,

Erasmus University, Rotterdam
Burnison, G (2019) 7 years ago, Google set out to find what makes the 'perfect' team – and what they found shocked other researchers, *CNBC Science of Success, Make It*, www.cnbc.com/2019/02/28/what-google-learned-in-its-quest-to-build-the-perfect-team.html (archived at https://perma.cc/L386-FX7B)
Cadbury Committee, The (1992) *The Financial Aspects of Corporate Governance*, Gee and Co, London
Canney Davison, S and Ward, K (1999) *Leading International Teams*, McGraw-Hill, Maidenhead
Capra, F (2003) *The Hidden Connections: A science for sustainable living*, Flamingo, London
Carr, C and Peters, J (2012) *The Experience and Impact of Team Coaching: A dual case study*, PhD thesis, Middlesex University, Institute for Work Based Learning
Carter, C and Lorsch, J (2004) *Back to the Drawing Board*, 1st edn, Harvard Business School Press, Boston
Cascio, J (2020) Facing the age of chaos, *Medium.com*, 29 April, https://medium.com/@cascio/facing-the-age-of-chaos-b00687b1f51d (archived at https://perma.cc/AR7K-4MBG)
Chait, RP, Ryan, WP and Taylor, BE (2005) *Governance as Leadership*, John Wiley & Sons, Inc, Hoboken, NJ
Chambers, M (2022) Team coaching for communication continuity, in *The Team Coaching Casebook*, eds D Clutterbuck, T Turner and C Murphy, pp 79–86, Open University Press, Maidenhead
Chamine, S (2012) *Positive Intelligence: Why only 20% of teams and individuals achieve their true potential and how you can achieve yours*, Greenleaf Book Group Press, Austin, Texas

Charas, S (2022) Team intelligence (TQTM) assessment that informed effective team coaching approaches and generated improvements in financial performance, in *The Team Coaching Casebook*, eds D Clutterbuck, T Turner and C Murphy, pp 87–96, Open University Press, Maidenhead

City of Brampton (n.d.) *Immigration and Ethnocultural Diversity*, https://geohub.brampton.ca/pages/profile-diversity (archived at https://perma.cc/4BTP-ETNF)

Clayton, H (2020) *Leadership – Inside Out Framework*, www.heatherclaytonconsulting.com/uncategorized/good-on-the-inside-good-on-the-outside (archived at https://perma.cc/VYR6-FPR8)

Clayton, H and Carr, C (2020) *Leadership Self Assessment*, unpublished document

Clutterbuck, D (2007) *Coaching the Team at Work*, Nicholas Brealey, London

Clutterbuck, D (2020) *Coaching the Team at Work*, 2nd edn, Nicholas Brealey, London

Clutterbuck, D, Hayes, S, MacKie, D, Iordanou, I, Gannon, J and Lowe, K (2019) *The Practitioner's Handbook of Team Coaching*, Taylor & Francis, London

Clutterbuck, D, Turner, T and Murphy, C (2022) *The Team Coaching Casebook*, Open University Press, Maidenhead

Coaching at Work (2013) Credibility voted top quality in coaches, *Coaching at Work*, **8** (4), p 7

Cockcroft, TW (2014) Police culture and transformational leadership: Outlining the contours of a troubled relationship, *Policing: A Journal of Policy and Practice*, **8**, pp 5–13

Cohen, SG and Bailey, DE (1997) What makes teams work: Group effectiveness research from the shop floor to the executive suite, *Journal of Management*, **23**, pp 239–90

Cole, TK (2017) *Innovation Capital: Case study 2: Team coaching*, https://synovationspteltd.wixsite.com/syno/case-studies-2 (archived at https://perma.cc/XBG6-QHTB)

Collins, J (2001) *Good to Great*, Random House, London

Cooke, NJ and Hilton, ML (eds) (2015) *Enhancing the Effectiveness of Team Science*, The National Academies Press, Washington, DC

Cooperrider, D and Srivastva, S (1987) Appreciative inquiry in organizational life, in *Research in Organizational Change and Development*, Vol 1, eds RW Woodman and WA Passmore, JAI Press, Greenwich, CT

Cooperrider, D *et al* (2008) *The Appreciative Inquiry Handbook*, Berrett-Koehler Publishers, Oakland, CA

Covey, SR (2011) *The 3rd Alternative: Solving life's most difficult problems*, Simon & Schuster, London

de Guzman, M, Das, AM and Das, DK (eds) (2017) *Strategies and Responses to Crime: Thinking locally, acting globally*, Routledge, New York

de Haan, E, Molyn, J and Nilsson, VO (2020) New findings on the effectiveness of the coaching relationship: Time to think differently about active ingredients?, *Consulting Psychology Journal*, **72** (3), pp 155–67

Deakin, R (2007) *Wildwood: A journey through trees*, 1st edn, Hamish Hamilton, London

Deloitte (2017) *Global Human Capital Trends*, www2.deloitte.com/content/dam/Deloitte/global/Documents/About-Deloitte/central-europe/ce-global-human-capital-trends.pdf (archived at https://perma.cc/9UZA-J9N4)

Deloitte (2018) *2018 HR Technology Disruptions: Productivity, design and intelligence reign*, www2.deloitte.com/content/da

m/Deloitte/us/Documents/human-capital/us-hc-2018-hr-technology-disruptions.pdf (archived at https://perma.cc/5QT5-RZ53)
Devine, DJ, Clayton, LD, Philips, JL, Dunford, BB and Melner, SB (1999) Teams in organizations: Prevalence, characteristics, and effectiveness, *Small Group Research*, **30**, pp 678–711
Diamandis, PH and Kotler, S (2014) *Abundance: The future is better than you think*, Free Press, New York
Dilts, R (1996) *Visionary Leadership Skills: Creating a world to which people want to belong*, Meta Publications, Toronto
Dilts, R (2003) *From Coach to Awakener*, Meta Publications, Toronto
Dilts, R (2017) *Visionary Leadership Skills: Creating a world to which people want to belong*, Meta Publications, Capitola, CA
DISC (2012) www.discprofile.com/what-is-disc (archived at https://perma.cc/GD4J-NV2Y)
Djuric, Z (2006) *Psychodrama: A beginner's guide*, Jessica Kingsley, London
Doongaji, TR (2010) The legacy of Jamsetji Tata, *Business Line*, 21 September, www.thehindubusinessline.com/todays-paper/tp-opinion/the-legacy-of-jamsetji-tata/article1004501.ece (archived at https://perma.cc/7EYL-9VZW)
Edelman Trust Barometer Global Survey (2012) www.edelman.com/trust (archived at https://perma.cc/4BWT-4C3C)
Edelman Trust Barometer Global Survey (2017) www.edelman.com/trust (archived at https://perma.cc/4BWT-4C3C)
Edmondson, A (1999) Psychological safety and learning behavior in work teams, *Administrative Science Quarterly*, **44** (2)
Edmondson, A, Bohmer, R and Pisano, G (2001) Speeding up team learning, *Harvard Business Review*, October, reprint

R0109, pp 125–34
Edmondson, AC (2012) *Teaming: How organizations learn, innovate and compete in the knowledge economy*, Jossey Bass, San Francisco
Edmondson, AC (2013) The three pillars of a teaming culture, *Harvard Business Review*, 17 December, https://hbr.org/2013/12/the-three-pillars-of-a-teaming-culture (archived at https://perma.cc/C9DT-385Y)
Einzig, H (2017) *The Future of Coaching*, Routledge, Abingdon
Elkington, J and Jochen Zeitz, J (2014) *The Breakthrough Challenge: 10 ways to connect today's profits with tomorrow's bottom line*, Jossey-Bass, San Francisco
Englén, P and Troedsson, A (2022) The HR partner team at the Swedish migration agency, in *The Team Coaching Casebook*, eds D Clutterbuck, T Turner and C Murphy, pp 107–13, Open University Press, Maidenhead
Erdal, D (2011) *Beyond the Corporation: Humanity working*, Bodley Head, London
Estés, CP (1992) *Women Who Run with the Wolves: Myths and stories of the wild woman archetype*, Ballantine Books, New York
European Mentoring and Coaching Council (2020) *Draft EMCC Global Team Coaching Accreditation Standards Framework* [unpublished]
Fiaramonti, L (2017) *Wellbeing Economy: Success in a world without growth*, Pan Macmillan, Johannesburg
Financial Reporting Council (2011) *Guidance on Board Effectiveness*, Financial Reporting Council, London
Financial Reporting Council (2012) *UK Stewardship Code*, Financial Reporting Council, London

Financial Reporting Council (September 2012) *UK Corporate Governance Code*, Financial Reporting Council, London
Financial Reporting Council (2018) *UK Corporate Governance Code*, www.frc.org.uk/getattachment/88bd8c45-50ea-4841-95b0-d2f4f48069a2/2018-UK-Corporate-Governance-Code-FINAL.PDF (archived at https://perma.cc/8SBJ-W8ZN)
Fitzgerald, N (2005) Boardroom agenda, *Financial Times*, 27 September
Francis, T (2009) Upwardly mobile, *Coaching at Work*, June
Fredrickson, B and Losada, M (2005) Positive affect and the complex dynamics of human flourishing, *American Psychologist*, **60** (7), pp 678–86
Fritz, R (1999) *The Path of Least Resistance for Managers*, Berrett-Koehler Publishers, San Francisco
Fussell, C (2017) *One Mission: How leaders build a team of teams*, Macmillan, London
García-Izquierdo, AL, Moscoso, S and Ramos-Villagrasa, PJ (2012) Reactions to the fairness of promotion methods: Procedural justice and job satisfaction, *International Journal of Selection and Assessment*, **20** (4), pp 394–403, doi: 10.1111/ijsa.12002
Gawande, A (2011) *The Checklist Manifesto: How to get things right*, Profile Books, London
Geier, J (2004) *Disc Profiling*, www.geierlearning.com/welcome.html (archived at https://perma.cc/5FMQ-ZQAR)
Gendlin, ET (1979) Befindlichkeit: Heidegger and the philosophy of psychology, *Review of Existential Psychology & Psychiatry: Heidegger and Psychology*, **XVI** (1, 2, 3)
Gendlin, ET (1982) *Focusing*, 2nd edn, Bantam Books, New York

George, W (2003) *Authentic Leadership: Rediscovering the secrets to creating lasting value*, Jossey-Bass, San Francisco
George, W and Sims, P (2007) *True North: Discover your authentic leadership*, Jossey-Bass, San Francisco
Gersick, CJG (1988) Time and transition in work teams: Towards a new model of group development, *Academy of Management Journal*, **31**, pp 9–41
Gilchrist, A and Barnes, L (2013) *Systemic Team Coaching Case Study: The living organisation*, www.thelivingorganisation.co.uk/wp-content/uploads/2013/07/rocela-report.pdf (archived at https://perma.cc/G5RM-YBJA)
Gillespie, E (2021) *The Omertà of Consultancy*, https://edgillespie.medium.com/the-omert%C3%A0-of-consultancy-bf26b116e3e0 (archived at https://perma.cc/JK6R-PPRU)
Gladstein, DL (1984) Groups in context: A model of task group effectiveness, *Administrative Science Quarterly*, **29** (4), pp 499–517
Goldsmith, M (2013) Pay for results is all about client selection!, 23 October, https://marshallgoldsmith.com/articles/pay-for-results-is-all-about-client-selection (archived at https://perma.cc/CUL5-DHP5)
Goldsmith, M and Silvester, S (2018) *Stakeholder Centered Coaching*, Thinkaha, Cupertino, CA
Goleman, D (n.d.) *What is Emotional Self-Awareness?*, Korn Ferry, www.kornferry.com/insights/this-week-in-leadership/what-is-emotional-self-awareness (archived at https://perma.cc/3CUD-J7X3)
Grant, A (2012) ROI is a poor measure of coaching success: Towards a more holistic approach using a well-being and

engagement framework, *Coaching: An International Journal of Theory, Research and Practice*, **5** (2), pp 1–12
Graves, G (2021) What do the experiences of team coaches tell us about the essential elements of team coaching?, *International Journal of Evidence Based Coaching and Mentoring*, (S15), pp 229–45, https://radar.brookes.ac.uk/radar/items/fe000ae4-258d-4fed-8fcb-8d2d484295e1/1/ (archived at https://perma.cc/2CU5-MUH4)
Grosjean D (2015) *Vision, Stratégie, Management*
Hackman, J (1990) *Groups That Work (and Those That Don't)*, 1st edn, Jossey-Bass, San Francisco
Hackman, JR (1983) *A Normative Model of Work Team Effectiveness (Technical Report No. 2)*, Research Program on Group Effectiveness, Yale School of Organization and Management, New Haven, CT
Hackman, JR (1987) The design of work teams, in *Handbook of Organizational Behavior*, ed J Lorasch, pp 315–42, Prentice-Hall, Englewood Cliffs, NJ
Hackman, JR (2002) *Leading Teams: Setting the scene for great performance*, Harvard Business School Press, Boston
Hackman, JR (2011a) *Collaborative Intelligence: Using teams to solve hard problems*, Berrett-Koehler, San Francisco
Hackman, JR (2011b) Six common misperceptions about teamwork, *Harvard Business Review*, https://hbr.org/2011/06/six-common-misperceptions-abou (archived at https://perma.cc/A622-W8JX)
Hackman, JR and O'Connor, M (2005) *What Makes for a Great Analytic Team? Individual vs team approaches to intelligence analysis*, Intelligence Science Board, Office of the Director of Central Intelligence, Washington, DC

Hackman, JR and Wageman, R (2005) A theory of team coaching, *Academy of Management Review*, **30** (2), pp 269–87
Hackman, JR, Wageman, R and Fisher, CM (2009) Leading teams when the time is right: Finding the best moments to act, *Organizational Dynamics*, **38** (3), pp 192–203
Hamel, G and Prahalad, C (1994) *Competing for the Future*, 1st edn, Harvard Business School Press, Boston
Hamill, P (2013) *Embodied Leadership: The somatic approach to developing your leadership*, Kogan Page, London
Haug, M (2011) What is the relationship between coaching interventions and team effectiveness?, *International Journal of Evidence Based Coaching and Mentoring*, Special Issue No 5, pp 89–101
Hauser, LL (2014) Shape-shifting: A behavioral team coaching model for coach education, research, and practice, *Journal of Psychological Issues in Organizational Culture*, **5** (2), pp 48–71
Hawken, P (2007) *Blessed Unrest*, Penguin, New York
Hawken, P, Lovins, A and Hunter Lovins, A (1999) *Natural Capitalism: Creating the next industrial revolution*, Little Brown, Boston
Hawkins, P (2005) *Wise Fool's Guide to Leadership: Short spiritual stories for organisational and personal Transformation*, O Books, London
Hawkins, P (2010) Coaching supervision, in *The Complete Handbook of Coaching*, 1st edn, eds E Cox, T Bachkirova and D Clutterbuck, Sage, London
Hawkins, P (2011a) *Leadership Team Coaching: Developing collective transformational leadership*, 1st ed, Kogan Page, London

Hawkins, P (2011b) Systemic coaching supervision, in *Supervision in Mentoring and Coaching: Theory and practice*, eds T Bachkirova, P Jackson and D Clutterbuck, Open University Press, Maidenhead
Hawkins, P (2012) *Creating a Coaching Culture*, McGraw Hill/Open University Press, Maidenhead
Hawkins, P (2014a) *Leadership Team Coaching: Developing collective transformational leadership*, 2nd edn, Kogan Page, London
Hawkins, P (ed) (2014b) *Leadership Team Coaching in Practice*, 1st edn, Kogan Page, London
Hawkins, P (2014c) The challenge for coaching in the 21st century, *E-Organisations and People*, **21** (4)
Hawkins, P (2015) Cracking the shell: Unlearning our coaching assumptions, *Coaching at Work*, **10** (2), pp 42–46
Hawkins, P (2017a) *Leadership Team Coaching: Developing collective transformational leadership*, 3rd edn, Kogan Page, London
Hawkins, P (2017b) *Tomorrow's Leadership and the Necessary Revolution in Today's Leadership Development*, Henley Business School, Henley
Hawkins, P (2017c) The necessary revolution in humanistic psychology, in *The Future of Humanistic Psychology*, eds R House and D Kalisch, Routledge, London
Hawkins, P (2018a) Coaching supervision, in *The Complete Handbook of Coaching*, eds E Cox, T Bachkirova and D Clutterbuck, Sage, London
Hawkins, P (ed) (2018b) *Leadership Team Coaching in Practice*, 2nd edn, Kogan Page, London

Hawkins, P (2019) Resourcing – the neglected third leg of supervision, in *The Heart of Coaching Supervision: Working with reflection and self-care*, eds E Turner and S Palmer, Routledge, Abingdon

Hawkins, P (2020a) *We Need to Move Beyond the High-Performing Teams*, Renewal Associates, www.renewalassociates.co.uk/2020/07/we-need-to-move-beyond-high-performing-teams/ (archived at https://perma.cc/8A6R-FP4M)

Hawkins, P (2020b) *Let the Ecology do the Coaching*, www.renewalassociates.co.uk/2020/11/let-the-wider-ecology-do-the-coaching/ (archived at https://perma.cc/397Z-BW65)

Hawkins, P (2021) *Leadership Team Coaching: Developing collective transformational leadership*, 4th edn, Kogan Page, London

Hawkins, P and Boyle, G (2014) Inter-team coaching: From team coaching to organizational transformation at Yeovil Hospital Foundation Trust, in *Leadership Team Coaching in Practice: Developing collective transformational leadership*, ed P Hawkins, pp 131–46, Kogan Page, London

Hawkins, P, Carr, C and Peters, J (2018) Learning from case studies and an overview of published case studies, in *Leadership Team Coaching in Practice*, ed P Hawkins, pp 23–43, Kogan Page, London

Hawkins, P, Carr, C and Peters, J (2021, in press) Learning from case studies and an overview of published case studies, in *Leadership Team Coaching in Practice*, ed P Hawkins, pp 23–43, Kogan Page, London

Hawkins, P and McMahon, A (2021) *Supervision in the Helping Professions*, 5th edn, Open University Press/McGraw Hill, Maidenhead

Hawkins, P and Shohet, R (1989) *Supervision in the Helping Professions*, 1st edn, Open University Press, Milton Keynes
Hawkins, P and Shohet, R (2000) *Supervision in the Helping Professions*, 2nd edn, Open University Press, Milton Keynes
Hawkins, P and Shohet, R (2006) *Supervision in the Helping Professions*, 3rd edn, Open University Press, Milton Keynes
Hawkins, P and Shohet, R (2012) *Supervision in the Helping Professions*, 4th edn, Open University Press, Milton Keynes
Hawkins, P and Smith, N (2006) *Coaching, Mentoring and Organizational Consultancy: Supervision and development*, Open University Press/McGraw Hill, Maidenhead
Hawkins, P and Smith, N (2010) Transformational coaching, in *The Complete Handbook of Coaching*, 1st edn, eds E Cox, T Bachkirova and D Clutterbuck, pp 231–44, Sage, London
Hawkins, P and Smith, N (2013) *Coaching, Mentoring and Organisational Consultancy*, McGraw-Hill Education, Maidenhead
Hawkins, P and Smith, N (2014) Transformational coaching, in *The Complete Handbook of Coaching*, 2nd edn, eds E Cox, T Bachkirova and D Clutterbuck, pp 231–44, Sage, London
Hawkins, P and Smith, N (2018) Transformational coaching, in *The Complete Handbook of Coaching*, 3rd edn, eds E Cox, T Bachkirova and D Clutterbuck, pp 231–44, Sage, London
Hawkins, P and Turner, E (2020) *Systematic Coaching: Developing value beyond the individual*, Routledge, New York
Hawkins, P and Wright, A (2009) Being the change you want to see: Developing the leadership culture at Ernst & Young, *Strategic HR Review*, **8** (4), pp 17–23
Hay, J (2009) *Transactional Analysis for Trainers*, 1st edn, Sherwood, Watford

Heffernan, M (2011) *Wilful Blindness: How we ignore the obvious at our peril*, Simon & Schuster, London
Heffernan, M (2013) *A Bigger Prize: Why competition isn't everything and how we do it better*, Simon & Schuster, London
Heifetz, RA and Laurie, DL (1997) The work of leadership, *Harvard Business Review*, Jan/Feb
Heifetz, RA, Grashow, A and Linsky, M (2009) *Practice of Adaptive Leadership: Tools and tactics for changing your organization and the world: A fieldbook for practitioners*, Harvard Business Press, Boston
Hellinger, B (1998) *Love's Hidden Symmetry*, Zeig, Tucker & Theisen, Phoenix, AZ
Hellinger, B (1999) *Acknowledging What Is*, Zeig, Tucker & Theisen, Phoenix, AZ
Henley Business School (2013) *Corporate Learning Priorities Annual Report*, Henley Business School, University of Reading
Hersey, P (1985) *The Situational Leader*, Warner Books, New York
Hersted, L and Gergen, KJ (2013) *Relational Leading*, 1st edn, Taos Institute Publishing, Chagrin Falls, OH
Hogan, A (2012) *Excellent Board Leadership*, Anchor Partners, https://anchorpartners.co.uk/ (archived at https://perma.cc/7TXQ-YYX6)
Holt, S (2011) *Creating Effective Leadership Development Programs: A descriptive quantitative case study*, UNLV Theses, Dissertations, Professional Papers, and Capstones, https://digitalscholarship.unlv.edu/thesesdissertations/1012 (archived at https://perma.cc/EMR3-H6HD)
Hughes, E and Turner, T (2022) Whose bias is it? Moving the dial from 'me' to 'we': a systemic challenge for team coaching,

in *The Team Coaching Casebook*, eds D Clutterbuck, T Turner and C Murphy, pp 15–22, Open University Press, Maidenhead
Hutchins, G (2012) *The Nature of Business: Redesigning for resilience*, 1st edn, Green Books, Totnes, Devon
Hutchins, G (2016) *Future-Fit*, CreateSpace Independent Publishers
Hutchins, G and Storm, L (2019) *Regenerative Leadership: The DNA of life-affirming 21st century organizations*, Wordzworth
International Coach Federation (2020) *ICF Team Coaching Competencies: Moving beyond one-to-one coaching*, https://coachingfederation.org/team-coaching-competencies (archived at https://perma.cc/WUT8-5WB5)
International Coach Federation and PricewaterhouseCoopers (2012) *2012 ICF Global Coaching Study: Executive summary*, https://coachingfederation.org/research/global-coaching-study (archived at https://perma.cc/BN92-7W6X)
Ismail, S (2014) *Exponential Organisations: Why new organizations are ten times better, faster, and cheaper than yours (and what to do about it)*, Diversion Books, New York
Issacs, W (1999) *Dialogue and the Art of Thinking Together*, Doubleday, New York
Jarrett, D (2014) Team coaching as part of organizational transformation: A case study of Finnair, in *Leadership Team Coaching in Practice: Developing collective transformational leadership*, ed P Hawkins, pp 100–116, Kogan Page, London
Jaworski, J (2012) *Synchronicity: The inner path of leadership*, Berrett-Koehler, San Francisco
Johansen, B (2007) *Get There Early: Sensing the future to compete in the present*, Berrett-Koehler, San Francisco

Joiner, B (2006) *Leadership Agility: Five levels of mastery for anticipating and initiating change*, Jossey-Bass/Wiley, San Francisco

Jones, RJ, Napiersky, U and Lyubovnikova, J (2019) Conceptualizing the distinctiveness of team coaching, *Journal of Managerial Psychology*, **34** (2), pp 62–78, www.emerald.com/insight/content/doi/10.1108/JMP-07-2018-0326/full/html (archived at https://perma.cc/3TSZ-YPV5)

Kakabadse, A and Kakabadse, N (2008) *Leading the Board: The six disciplines of world class chairmen*, Palgrave, London

Kakabadse, A and Kakabadse, N (2009) *Global Boards: One desire, many realities*, Palgrave, London

Kakabadse, A and Van den Berghe, L (eds) (2013) *How to Make Boards Work: An international overview*, Palgrave Macmillan, Basingstoke

Kakabadse, NK, Knyght, R and Kakabadse, A (2013) High-performing chairmen: The older the better, in *How to Make Boards Work: An international overview*, ed A Kakabadse and L Van den Burghe, pp 342–59, Palgrave Macmillan, Basingstoke

Kaner, S (2014) *Facilitator's Guide to Participatory Decision Making*, Jossey-Bass, San Francisco

Karlgaard, R and Malone, MS (2015) *Team Genius: The new science of high-performing teams*, HarperCollins, New York

Karpman, S (1968) Fairy tales and script drama analysis, *Transactional Analysis Bulletin*, 7 (26), pp 39–43

Katzenbach, J (2012) Look beyond the team, it is about the network, *Harvard Business Review* [blog], https://blogs.hbr.org/2012/03/look-beyond-the-team-its-about/ (archived at https://perma.cc/A9ZH-LMQK)

Katzenbach, J and Smith, D (1993) *The Wisdom of Teams: Creating the high-performance organization*, Harvard Business School Press, Boston

Katzenbach, J and Smith, D (1999) *The Wisdom of Teams: Creating the high-performance organization*, Harvard Business School Press, Boston

Kegan, R and Lahey, L (2009) *Immunity to Change*, Harvard Business School Press, Boston

Kegan, R and Lahey, L (2016) *An Everyone Culture: Becoming a deliberately developmental organization*, Harvard Business School Press, Boston

Keller, S and Price, C (2011) *Beyond Performance: How great organizations build ultimate competitive advantage*, John Wiley & Sons, Inc, Hoboken, NJ

Kellerman, B (2008) *Followership*, 1st edn, Harvard Business School Press, Boston

Kellerman, B (2012) *The End of Leadership*, 1st edn, Harper Business, New York

Kelly, GA (1955) *The Psychology of Personal Constructs*, Vols 1 and 2, Norton, New York

Kemmis, S, McTaggart, R and Nixon, R (2014) *The Action Research Planner: Doing critical participatory action research*, Springer Singapore

Kimmerer, RW (2020) *Braiding Sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*, Penguin Random House, London

Kirkpatrick Partners (n.d.) *Resources Section*, www.kirkpatrickpartners.com/Resources (archived at https://perma.cc/C8AJ-N4J2)

Kline, N (2015) *More Time to Think: The power of independent thinking*, Cassell, London
Koch-Lesaicherre F and Oddoux L (2017) *Le coaching d'organisation*, Trajectives
Kohlberg, L (1981) *The Philosophy of Moral Development*, 1st edn, Harper & Row, San Francisco
Kolb, DA (1984) *Experiential Learning: Experience as the source of learning and development*, Prentice Hall, Englewood Cliffs, NJ
Kolb, D (2014) *Experiential Learning: Experience as the source of learning and development*, 2nd edn, Prentice Hall, London
Korn Ferry (2020) *Accelerating Through the Turn*, Korn Ferry
Kozlowski, SW, Gully, SM, Salas, E and Cannon-Bowers, JA (1996) Team leadership and development: Theory, principles and guidelines for training leaders and teams, in *Advances of Interdisciplinary Studies of Work Teams*, eds MM Beyerlein, DA Johnson and ST Beyerlein, pp 253–91, JAI, Greenwich, CT
Krznaric, R (2020) *The Good Ancestor: How to think long term in a short-term world*, WH Allen, London
Kübler-Ross, E (1969) *On Death and Dying*, Routledge, London
Kübler-Ross, E and Kessler, D (2005) *On Grief and Grieving: Finding the meaning of grief through the five stages of loss*, 1st edn, Scribner, New York
Laloux, F (2014) *Reinventing Organizations*, Nelson Parker, Brussels
Lane, D (2010) Coaching in the UK: An introduction to some key debates, *Coaching: An International Journal of Theory, Research and Practice*, **3** (2), pp 155–66
Laske, O (2011) *Measuring Hidden Dimensions: The art and science of fully engaging adults*, IDM Press, Gloucester, MA

Lawrence, P and Moore, A (2018) *Coaching in Three Dimensions: Meeting the challenges of a complex world*, Routledge, Abingdon
Lawrence, P and Whyte, A (2017) What do experienced team coaches do? Current practice in Australia and New Zealand, *International Journal of Evidence Based Coaching and Mentoring*, **15** (1), pp 94–113
Lawton, JH and May, RM (2010) *Extinction Rates*, Oxford University Press, Oxford
Leary-Joyce, J and Lines, H (2017) *Systemic Team Coaching*, Academy of Executive Coaching, London
Lencioni, P (2002) *The Five Dysfunctions of a Team: A leadership fable*, Jossey-Bass, San Francisco
Lencioni, P (2005) *Overcoming the Five Dysfunctions of a Team: A field guide*, Jossey-Bass, San Francisco
Lencioni, P (2006) *Silos, Politics and Turf Wars: A leadership fable*, Jossey-Bass, San Francisco
Lenhardt, V (2003) *Coaching for Meaning*, Palgrave Macmillan, Basingstoke
Levy, A (1986) Second-order planned change: Definition and conceptualization. *Organizational Dynamics*, **15** (1), pp 5–17, 19–23
Lewin, K (1951) *Field Theory in Social Science*, Harper and Row, New York
Lewis, T, Amini, F and Lannon, R (2000) *A General Theory of Love*, Random House, New York
Likert, R (1932) A technique for the measurement of attitudes, *Archives of Psychology*, **140**, pp 1–55
Lines, H and Scholes-Rhodes, J (2013) *Touchpoint Leadership: Creating collaborative energy across teams and organizations*,

Kogan Page, London
Lipnack, J and Stamps, J (1996) *Virtual Teams: People working across boundaries with technology*, John Wiley & Sons, Hoboken, NJ
Liu, C, Lin, L, Huang, I and Lin, K (2010) Exploring the moderating effects of LMX quality and differentiation on the relationship between team coaching and team effectiveness, in ICMSE (ed), International Conference on Management Science and Engineering (17th), November 24–26, Tainan, Taiwan, pp 896–92
Loevinger, J and Blasi, A (1976) *Ego Development: Conceptions and theories*, Jossey-Bass, San Francisco
Mabogunje, A, Sonalkar, N, Miller, M and Bailenson, J (2021) Design team performance: Context, measurement, and the prospective impact of social virtual reality, in *Design Thinking Research*, ed A Mabogunje, pp 177–201, Springer International Publishing
MacKie, D (2022) A strength-based approach to developing team leadership and effectiveness, in *The Team Coaching Casebook*, eds D Clutterbuck, T Turner and C Murphy, pp 181–91, Open University Press, Maidenhead
Macy, J and Johnstone, C (2012) *Active Hope*, 1st edn, New World Library, Novato, CA
Maister, D, Green, C, and Galford, R (2002) *The Trusted Advisor*, The Free Press, New York
Marcos, E, Hens, R, Puebla, T and Vara, JM (2021) Applying emotional team coaching to software development, *IEEE Software*, **38** (4), pp 85–93
McChrystal, SA, Collins, T, Silverman, D and Fussell, C (2015) *Team of Teams: New rules of engagement for a complex world*,

Portfolio/Penguin, New York
McEwen, K and Boyd, C (2018) A measure of team resilience: Developing the resilience at work team scale, *Journal of Occupational and Environmental Medicine*, **60** (3), pp 258–72
McKee, A and McMillen, M (1992) Discovering social issues: Organization development in a multi-cultural community, *Journal of Applied Behavioral Science*, **28** (3), pp 445–60
McKee, A, Boyatzis, R and Johnston, F (2008) *Becoming a Resonant Leader*, 1st edn, Harvard Business School Press, Boston
McKenna, M, Shelton, D and Darling, J (2002) The impact of behavioral style assessment on organizational effectiveness: A call for action, *Leadership and Organization Development Journal*, **23** (6), pp 314–22
McKinney, WR, Mulvaney, MA and Grodsky, R (2013) Pay increase monies for municipal agencies: A case study, *Public Personnel Management*, **42**, pp 471–92, doi: 10.1177/0091026013495766
Meier, D (2005) *Team Coaching with the Solution Circle: A practical guide to solutions focused team development*, Solution Books, Cheltenham
Miller, S (2013) Voices from the field: Expanding coaching from leader to team and across the organization, in *From One to Many: Best practices for team and group coaching*, ed J Britton, pp 4–8, Wiley, Mississauga, Canada
Moreno, J (1959) *Psychodrama*, Vol II, Beacon House, New York
Moreno, J (1985) *The Autobiography of J L Moreno, MD* (abridged), Moreno Archives, Harvard University
Moss-Kanter, R (2011) How great companies think differently, *Harvard Business Review*, November

Mulec, K and Roth, J (2005) Action, reflection, and learning and coaching in order to enhance the performance of drug development project management teams, *R&D Management*, **35**(5), pp 483–91
Myers, I, Briggs, MH, McCaulley, NQ and Hammer, A (1998) *MBTI Handbook: A guide to the development and use of the Myers–Briggs Type Indicator*, 3rd edn, Consulting Psychologists Press, Palo Alto, CA
Neeley, T (2021) *Remote Work Revolution: Succeeding from anywhere*, Harvard Business School Press, Boston
Nevis, EC (1987) *Organisational Consulting: A Gestalt approach*, Gestalt Institute of Cleveland Press, Cambridge, MA
Obolensky, N (2010) *Complex Adaptive Leadership: Embracing paradox and uncertainty*, 1st edn, Gower, Farnham, Surrey
Organisation for Economic Co-operation and Development (1999, 2004) *OECD Principles of Corporate Governance*, OECD, Paris
Oshry, B (1995) *Seeing Systems: Unlocking the mysteries of organizational life*, Berrett-Koehler, San Francisco
Oshry, B (1999) *Leading Systems*: *Lessons from the power lab*, Berrett-Koehler, San Francisco
Oshry, B (2007) *Seeing Systems: Unlocking the mysteries of organizational life*, Berrett-Koehler, San Francisco
O'Sullivan, P and Field, C (2014) Team coaching for organizational learning and innovation: A case study of an Australian pharmaceutical subsidiary, in *Leadership Team Coaching In Practice: Developing collective transformational leadership*, ed P Hawkins, pp 119–27, Kogan Page, London
Overfield, DV (2016) A comprehensive and integrated framework for developing leadership teams, *Consulting*

Psychology Journal: Practice and Research, **68** (1), pp 1–20
Palmer, S (2008) *How you can personally contribute to the field of coaching*, Paper presented at the Association for Coaching, Embracing Excellence, London
Parker, GM (1990) *Team Players and Teamwork: The new competitive business strategy*, Jossey-Bass, San Francisco
Parlett, M and Dearden, G (1977) *Introduction to Illuminative Evaluation: Studies in higher education*, Pacific Soundings Press, Sacramento, CA
Pedler, M (1997) What do we mean by action learning?, in *Action Learning in Practice*, ed M Pedler, Gower, Aldershot
Pelleau O and De la Moissonnière E (2015) *Team Development*, Turningpoint
Peters, J (2013) Voices from the field: Team coaching as a lever for change, in *From One to Many: Best practices for team and group coaching*, ed J Britton, pp 8–11, John Wiley & Sons, Canada
Peters, J (2015) *High Performance Relationships: The heart and science behind success at work and home*, InnerActive Leadership Associates Inc, Calgary
Peters, J (2022) Team coaching for culture change, in *The Team Coaching Casebook*, eds D Clutterbuck, T Turner and C Murphy, pp 122–30, Open University Press, Maidenhead
Peters, J and Carr, C (2013) *50 Terrific Tips for Teams: Proven strategies for building high performing teams*, InnerActive Leadership Associates Inc, Calgary
Peters, J and Carr, C (2019) What does 'good' look like? An overview of the research on the effectiveness of team coaching, in *The Practitioner's Handbook of Team Coaching*,

eds D Clutterbuck, J Gannon, S Hayes, I Iordanou, K Lowe and D Mackie, pp 89–120, Routledge, Abingdon

Pittinsky, TL (2009) *Crossing the Divide: Inter-group leadership in a world of difference*, Harvard Business Books, Boston

Pliopas, A, Kerr, A and Sosinski, M (2014) *Team Coaching Project*, Hudson Institute of Coaching, Santa Barbara, CA

Porrit, J (2007) *Capitalism as if the World Matters*, Earthscan, London.

Porter, ME and Kramer, MR (2011) Shared value: How to re-invent capitalism and unleash a wave of innovation and growth, *Harvard Business Review*, **89** (1/2), pp 62–77

Public Service Agency (2013) Voices from the field: Team coaching case study: British Columbia Public Service Agency, in *From One to Many: Best practices for team and group coaching*, ed J Britton, pp 11–20, Wiley, Canada, Mississauga

Reason, P (2017) *In Search of Grace*, Earth Books, S.I.

Redekop, BW (2010) Introduction: Connecting leadership and sustainability, in *Leadership for Environmental Sustainability*, ed BW Redekop, Routledge, New York

Region of Peel (2016) *2016 Census Bulletin: Immigration and ethnic diversity*, www.peelregion.ca/planning-maps/CensusBulletins/2016-immigration-ethnic-diversity.pdf (archived at https://perma.cc/NP3U-FH3R)

Reilly, R, Lynn, G and Aronson, H (2002) The role of personality in new product development team performance, *Journal of Engineering Technology Management*, **19**, pp 39–58

Revans, R (1982) *The Origin and Growth of Action Learning*, Chartwell-Bratt, Brickley, UK

Richardson, J (2010) An investigation of the prevalence and measurement of teams in organisations: The development

and validation of the real team scale, Unpublished doctoral dissertation, Aston University, Birmingham, UK
Ridler Report (2016) www.ridlerandco.com (archived at https://perma.cc/B7SX-WW7F)
Rod, A and Fridjhon, M (2016) *Creating Intelligent Teams: Leading with relationship systems intelligence*, KR Publishing, Randberg
Rozovsky, FA (2015) *Consent to Treatment: A practical guide*, 5th edn, Wolters Kluwer, New York
Salas, E, Dickinson, TL, Converse, SA and Tannenbaum, SI (1992) Toward an understanding of team performance and training, in *Teams: Their training and performance*, eds RJ Swezey and E Salas, pp 3–29, Ablex, Norwood, NJ
Salas, E, Reyes, DL and McDaniel, SH (2018) The science of teamwork: Progress, reflections, and the road ahead, *The American Psychologist*, **73** (4), pp 593–600, https://doi.apa.org/doiLanding?doi=10.1037%2Famp0000334 (archived at https://perma.cc/9842-E62W)
Salas, E, Stagl, KC, Burke, CS and Goodwin, GF (2007) Fostering team effectiveness in organizations: Toward an integrative theoretical framework of team performance, in *Modeling Complex Systems: Motivation, cognition and social processes: Nebraska Symposium on Motivation*, Vol 51, eds RA Dienstbier, JW Shuart, W Spaulding and J Poland, pp 185–243, University of Nebraska Press, Lincoln
Salz Review (2013) *An Independent Review of Barclays' Business Practices*, https://online.wsj.com/public/resources/documents/SalzReview04032013.pdf (archived at https://perma.cc/HNF9-2SNX)

Sandahl, P (2013) Voices from the field: Trends in team coaching and health care case study, in *From One to Many: Best practices for team and group coaching*, ed J Britton, pp 21–24, Wiley, Canada, Mississauga

Sandahl, P and Phillips, A (2019) *Teams Unleashed: How to release the power and human potential of work teams*, Nicholas Brealey, London

Scharmer, O (2007) *Theory U: Leading from the future as it emerges*, Berrett-Koehler, San Francisco

Scharmer, O with Kaufer, K (2013) *Leading From the Emerging Future: From ego-system to eco-system economies*, Berrett-Koehler, San Francisco

Scharmer, O *et al* (2018) *The Essentials of Theory U: Core principles and applications*, Berrett-Koehler Publishers, San Francisco

Schein, EH (1987) *Process Consultation Revisited: Building the helping relationship*, Prentice Hall, London

Schippers, M, West, MA and Dawson, JF (2014) Team reflexivity and innovation: The moderating role of team context, *Journal of Management*, https://journals.sagepub.com/doi/10.1177/0149206312441210 (archived at https://perma.cc/HAR2-J3WL)

Schmidt, E, Rosenberg, J and Eagle, A (2019) *Trillion Dollar Coach: The leadership playbook of Silicon Valley's Bill Campbell*, John Murray, London

Schnell, ER and Hammer, AL (2004) *Introduction to the FIRO-B Instrument in Organizations*, CPP Inc, Mountain View, CA

Schön, D (1983) *The Reflective Practitioner*, Basic Books, New York

Schutz, WC (1973) *Elements of Encounter*, Joy Press, Big Sur, CA

Searles, HF (1955) The informational value of the supervisor's emotional experience, in *Collected Papers of Schizophrenia and Related Subjects*, Hogarth Press, London
Senge, P (1990) *The Fifth Discipline: The art and practice of the learning organization*, Doubleday, New York
Senge, PM (2006) *The Fifth Discipline: The art and practice of the learning organization*, revised and updated, Doubleday/Currency, New York
Senge, P (2010) *The Necessary Revolution*, 1st edn, Nicholas Brealey, London
Senge, P, Jaworski, J, Scharmer, C and Flowers, B (2005) *Presence: Exploring profound change in people, organizations and society*, Doubleday, New York
Senge, P, Kleiner, A, Ross, R, Roberts, C and Smith, B (1994) *The Fifth Discipline Fieldbook: Strategies and tools for building a learning organization*, Doubleday, New York
Senge, P *et al* (2011) *The Fifth Discipline Fieldbook*, Nicholas Brealey, London
Sharpe, B and Williams, J (2013) *Three Horizons: The patterning of hope*, Triarchy Press, Axminster, Devon
Sharpe, B, Hodgson, A, Leicester, G, Lyon, A and Fazey, I (2016) Three horizons: A pathways practice for transformation, *Ecology and Society*, **21** (2), p 47, www.ecologyandsociety.org/vol21/iss2/art47/ (archived at https://perma.cc/CN9J-32H5)
Sharpe, K (2013) *Rebranding Rule*, Yale University Press, New Haven, CT
Sherman, S and Freas, A (2004) The Wild West of executive coaching, *Harvard Business Review*, **82** (11), pp 82–90
Sherpa Coaching (2013) *8th Annual Executive Coaching Survey at the Summit*, https://cdn2.hubspot.net/hubfs/6645778/Xpone

nts_December2019/PDF/Survey-Executive-Coaching-2012.pdf (archived at https://perma.cc/ME2J-4TJK)
Shuffler, ML, Diazgranados, D, Maynard, MT and Salas, E (2018) Developing, sustaining, and maximizing team effectiveness: An integrative, dynamic perspective of team development interventions, *The Academy of Management Annals*, **12** (2), pp 688–724, https://journals.aom.org/doi/10.5465/annals.2016.0045 (archived at https://perma.cc/KU55-R6LU)
Shuffler, ML, Salas, E and Rosen, MA (2020) The evolution and maturation of teams in organizations: Convergent trends in the new dynamic science of teams, *Frontiers in Psychology*, **11**, p 2128, www.frontiersin.org/articles/10.3389/fpsyg.2020.02128/full (archived at https://perma.cc/UT54-7P8U)
Silberman, M (2005) *101 Ways to Make Training Active*, John Wiley & Sons, Hoboken, NJ
Skinner, S (2020) An empirical investigation of leader identity formation and implications for executive coaching and leadership development, *Philosophy of Coaching: An International Journal*, **5** (2), pp 18–39, https://philosophyofcoaching.org/v5i2/03.pdf (archived at https://perma.cc/S7JN-2V69)
Sparrer, I and Von Kibed, MV (2001) *Miracle, Solution and System: Solution-focussed systemic constellations for therapy and organisational change*, Solution Books, Cheltenham
Spence, GB (2007) Further development of evidence based coaching: Lessons from the rise and fall of the human potential movement, *Australian Psychologist*, **42** (4), pp 255–65
Sundaramurthy, C and Lewis, M (2003) Control and paradoxes of governance, *Academy of Review*, **28** (3), pp 397–415

Tannenbaum, SI, Mathieu, JE, Salas, E and Cohen, D (2012) Teams are changing: Are research and practice evolving fast enough?, *Industrial and Organizational Psychology*, **5** (1), pp 2–24

Terblanche, NHD and Erasmus, ED (2018) The use of organisational network analysis as a diagnostic tool during team coaching, *SA Journal of Industrial Psychology*, **44** (1), pp 1–10, https://sajip.co.za/index.php/sajip/article/view/1548 (archived at https://perma.cc/3G27-USZ4)

The Insights Group Limited (2012) *Insights Team Effectiveness*, www.insights.com/products/insights-team-effectiveness/ (archived at https://perma.cc/PCB5-9A9K)

Thomsen, S (2008) A minimum theory of boards, *An International Journal of Corporate Governance*, **I**, pp 73–96

Thornton, C (2010) *Group and Team Coaching*, 1st edn, Routledge, London

Thornton, C (2016) *Group and Team Coaching*, 2nd edn, Routledge, London

Torbert, B (2004) *Action Inquiry: The secret of timely and transforming leadership*, Berrett-Koehler, San Francisco

Torbert, WR and Rooke, D (2005) 7 transformations of leadership, *Harvard Business Review*, **83** (4), pp 67–76

Torbert, WR (2021) *Numbskull in the Theatre of Inquiry: Transforming self, friends, organizations and social science*, Waterside Publications, Cardiff, CA

Traylor, A, Stahr, E and Salas, E (2020) Team coaching: Three questions and a look ahead: a systematic literature review, *International Coaching Psychology Review*, **15** (2), pp 54–68

Tricker, RI (1984) *Corporate Governance*, Gower, Aldershot

Trompenaars, F and Nijhoff Asser, M (2010) *Global M&A Tango: Cross-cultural dimensions of mergers and acquisitions*, McGraw-Hill, Philadelphia

Tuckman, B (1965) Developmental sequence in small groups, *Psychological Bulletin*, **63** (6), pp 384–99

Turner, E and Hawkins, P (2016) Multi-stakeholder contracting in executive/business coaching: An analysis of practice and recommendations for getting maximum value, *International Journal for Evidence-Based Coaching and Mentoring*, **14** (2) pp 48–65

Turner, E and Hawkins, P (2019) Mastering contracting, in *Mastering Executive Coaching*, eds J Passmore, B Underhill and M Goldsmith, Routledge, Abingdon

Turner, JR, Thurlow, N, Baker, R, Northcutt, D and Newman, K (2019) Multiteam systems in an agile environment: A realist systematic review: IMS, *Journal of Manufacturing Technology Management*, **30** (4), pp 748–71, www.emerald.com/insight/content/doi/10.1108/JMTM-10-2018-0355/full/html (archived at https://perma.cc/HLS8-BDQN)

Van den Berghe, L and Levrau, A (2013) Promoting effective board decision-making, the essence of good governance, in *How to Make Boards Work: An international overview*, ed A Kakabadse and L Van den Burghe, pp 211–67, Palgrave Macmillan, Basingstoke

van Woerkom, M, Meyers, M and Bakker, A (2020) Considering strengths use in organizations as a multilevel construct, *Human Resource Management Review*, www.sciencedirect.com/science/article/pii/S1053482220300401 (archived at https://perma.cc/ZGT8-HC5A)

Vaughan-Lee, L (ed) (2013) *Spiritual Ecology: The cry of the earth*, The Golden Sufi Centre, Point Reyes, CA

Vitali, S, Glattfelder, JB and Battiston, S (2011) The network of global corporate control, *PLoS ONE*, **6** (10), p e25995, doi: 10.1371/journal.pone.0025995

Wageman, R (2001) How leaders foster self-managing team effectiveness, *Organization Science*, **12** (5), pp 559–77

Wageman, R and Hackman, R (2009) What makes teams of leaders leadable?, in *Advancing Leadership*, eds N Nohria and R Khurana, Harvard Business School Press, Boston

Wageman, R, Fisher, C and Hackman, JR (2009) Leading teams when the timing is right: Finding the best moments to act, *Organizational Dynamics*, **38** (3), pp 192–203

Wageman, R, Hackman, JR and Lehman, E (2005) Team Diagnostic Survey: Development of an instrument, *Journal of Applied Behavioral Science*, **41** (4), pp 373–98

Wageman, R, Nunes, DA, Burruss, JA and Hackman, JR (2008) *Senior Leadership Teams*, Harvard Business School Press, Boston

Walker, D (2009) *A Review of Corporate Governance in UK Banks and Other Financial Industry Entities*, The Walker Review Secretariat, London

Ward, G (2008) Towards executive change: A psychodynamic group coaching model for short executive programs, *International Journal of Evidence Based Coaching and Mentoring*, **6** (1), pp 67–78

Watzlawick, P, Weakland, JH and Fisch, R (1974) *Change: Principles of problem formation and problem resolution*, Norton, New York

Weber, A (2017) *Matter and Desire: An Erotic Ecology*, Chelsea Green Publishing, Vermont
Weinberg, R and McDermott, M (2002) A comparative analysis of sport and business organizations: Factors perceived critical for organizational success, *Journal of Applied Sports Psychology*, **14**, pp 282–98
Weisbord, M and Janoff, S (2010) *Future Search: Getting the whole system in the room for vision, commitment and action*, Berrett-Koehler, San Francisco
Welch, D (2012) Ethical buyers guide to supermarkets, *Ethical Consumer Report*, www.ethicalconsumer.org/retailers/shopping-guide/supermarkets (archived at https://perma.cc/J553-5W6U)
West, MA (1996) *Effective Teamwork*, Excel, New Delhi
West, MA (2012) *Effective Teamwork: Practical lessons from organizational research*, 3rd edn, Wiley Blackwell, Oxford
West, MA and Markiewicz, L (2016) Effective team working in health care, in *The Oxford Handbook of Healthcare Management*, eds E Ferlie, K Montgomery and AR Pedersen, Oxford University Press, Oxford
Western, S (2010) Eco-leadership: Towards the development of a new paradigm, in *Leadership for Environmental Sustainability*, ed BW Redekop, Routledge, New York
Western, S (2013) *Leadership: A critical text*, 2nd edn, Sage, London
White, A (2008) *From Comfort Zone to Performance Management*, White & MacLean, Belgium
Whitmore, J (1992) *Coaching for Performance: A practical guide to growing your own skills*, Nicholas Brealey, London

Whittington, J (2012) *Systemic Coaching and Constellations*, Kogan Page, London
Widdowson, L and Barbour, P (2021) *Building Top Performing Teams: A practical guide to team coaching to build collaboration and organizational success*, Kogan Page, London
Williams, D (2019) Transformative leadership coaching: Shifting culture in organisations, in *Transformational Coaching to Lead Culturally Diverse Teams*, 1st edn, ed D Williams, pp 30–43, Routledge, London
Williams, RL (2010) Leadership and the dynamics of collaboration, in *Leadership for Environmental Sustainability*, ed BW Redekop, Routledge, New York
Wilson, EO (2012) EO Wilson wants to know why you're not protesting in the streets, Interview with Lisa Hymas, *Grist*, 30 April, https://grist.org/article/e-o-wilson-wants-to-know-why-youre-not-protesting-in-the-streets/ (archived at https://perma.cc/CMN8-MLJ4)
Woodhead, V (2011) How does coaching help to support team working? A case study in the NHS, *International Journal of Evidence Based Coaching and Mentoring*, Special Issue No 5, pp 102–19
Woodhead, V (2019) How does coaching help to support team working?, in *The Practitioner's Handbook of Team Coaching*, 1st edn, eds D Clutterbuck and J Gannon, pp 469–74, Routledge, London
World Economic Forum (2012) *Global Competitiveness Report 2012–2013*, www.weforum.org/ (archived at https://perma.cc/ZR56-2GYC)
Yong, H and Yazhou, H (2017) *Haier Purpose: The real story of China's first global super-company*, Thinkers50, Oxford

Zaccaro, SJ, Rittman, AL and Marks, MA (2001) Team leadership, *The Leadership Quarterly*, **12**, pp 451–83

Zink (2022) The good, the bad, and the unexpected impact of internal coach on a high performing team development journey, in *The Team Coaching Casebook*, eds D Clutterbuck, T Turner and C Murphy, pp 53–62, Open University Press, Maidenhead

Zinker, J (1977) *Creative Process in Gestalt Therapy*, 1st edn, Brunner/Mazel, New York

Zinker, J (1980) The developmental process of a Gestalt therapy group, in *Beyond the Hot Seat: Gestalt approaches to group*, eds B Feder and R Ronall, pp 55–77, Brunner-Mazel, New York

Zuber-Skerritt, O (2011) From action learning and action research to action leadership, in *Action Leadership*, ed O Zuber-Skerritt, pp 1–19, Springer, Netherlands

INDEX

NB: page numbers in *italic* indicate figures or tables.

First published in Great Britain and the United States in 2014 by Kogan Page Limited
Second edition 2018
Third edition 2022

2nd Floor, 45 Gee Street
London
EC1V 3RS
United Kingdom
www.koganpage.com

8 W 38th Street, Suite 902
New York, NY 10018
USA

4737/23 Ansari Road
Daryaganj
New Delhi 110002
India

Kogan Page books are printed on paper from sustainable forests.

ISBNs

Hardback 978 1 7896 6623 6
Paperback 978 1 7896 6621 2
Ebook 978 1 7896 6622 9

British Library Cataloguing-in-Publication Data

A CIP record for this book is available from the British Library.

Library of Congress Control Number

2021053839