Shape Shifting: A New Team Coaching Model

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Please Complete a Survey Before You leave!

Your feedback is greatly appreciated.

Thank You!
Acknowledgements

In life, its not just where you travel, its who you travel with.
Agenda

1. Welcome
2. Definitions
3. Research Study Overview
4. Interactive Case Study
5. Shape-Shifting Model Findings
6. Discussion & Implications
7. Connect & Learn More
Definitions

**Group:** “A social entity capable of acting as a whole and of expressing feelings and thoughts over and beyond those of its [individual] members” (Smith & Berg, p. 63).

**Team:** "A small number of people with complementary skills, who are committed to a common purpose, performance goals and approach, for which they hold themselves mutually accountable” (Katzenbach & Smith 2003).

**Work Team:** "An intact group whose members’ activities are *interdependent*; they are responsible for collectively performing tasks and producing outcomes in the context of a *larger social system* such as the organization in which it exists" (Hauser 2011).
Group Coaching and Team Coaching

Group Coaching

Team Coaching
Executive and Team Coaching

• Both require core competencies (i.e. ICF) and skills

• Yet team coaching requires more competencies due to complexity:
  . Wider scope of interactions
  . Trust and confidentiality
  . Attention to both individual and collective voices.

IT TAKES MORE ENERGY!
SHAPE-SHIFTING MODEL OVERVIEW
Inspiration

• Passion as a practitioner and educator to develop individuals, teams, and organizations (lever for the development of society)
• Requests from clients and students
• Curiosity and responsibility as an educator and ICF assessor to enhance curriculum and skill development for coaching work teams
Research Purpose & Questions

Purpose:

To explore an emerging issue in practice and research: coaching work teams conducted by an external coach.

Research Questions:

1. What does an external coach do when interacting with a work team, and,
2. What influences the coach’s decision about what to do when interacting with a team?
Methodology

• Design: Qualitative descriptive research design using open-ended questions and thematic analysis

• Inductive study vs. a priori framework

• Pilot study (inter-rater reliability .80+)

• Sample & size: Eight U.S. experienced coaches; 3+ years coaching experience; coach education; undergraduate degree + in related field; coached a team within the past year

• Data collection: telephone interviews (60-90 minutes).
Various Team Coaching Situations

Examples:

- Global oil and gas company ($2 billion)
- International bank
- U. S. Manufacturing company ($2 million)
- Multi-agency, U.S. government, military base clean up
- Small U.S.A. 50-person firm

Variety of frequency and duration of coaching, i.e.:

- Met monthly with the team for one year
- Interviewed individuals and then worked with the whole team
Key Finding: Coaches enact various types of behaviors when working with a team

Participants were asked to think of a specific situation when they coached a team within the last year.

“Describe what you actually did. What would I see or hear you doing if I watched you work with a team”.

A wide range of behaviors were reported…
Imagine...

You are an experienced and respected coach.

You receive a call from the Chief Information Officer (CIO), a prior executive coaching client, with whom you have successfully working with in the past.

She called you today with an urgent request to provide coaching services to her newly formed team. The team meets tomorrow. You have time and agreed to attend tomorrow's teams meeting.
Case Study—What Would You Do?

TABLE GROUPS:

- Listen to the case study scenario about coaching this work team. Consider what you, as a coach, would actually “do” during this first team meeting. (If I were to observe you, what would I see/hear you doing?)
Case Study Responses
Round 1
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<th>Behaviors</th>
<th>Focus/Intended Outcomes</th>
<th>Roles</th>
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Case Study Responses
Round 2

How would you categorize your responses using the focus/intended outcome definitions

1. Team Coordination
2. Team Learning
3. Team Cohesion
4. Team Transition
5. Other
6. Don’t know
Finding: Coaches used different types of behaviors during different *phases* of the coaching engagement

Study participants also described when they did what during the course of an entire coaching engagement. There appeared to be a logical *phasing* of their work over time.

The phases inductively coalesced into a typology categorized in the following way by the participants:

BEGINNING
MIDDLE
END
<table>
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<tr>
<th>Phase</th>
<th>Focus/Intended Outcomes</th>
<th>Role Behavior Type</th>
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<td>End</td>
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Finding: Internal and External Influencers of Coach Behaviors

Internal influencers:

1. Coaches' background
2. Client perceptions and readiness

External influencer:

3. Team coaching goals
4. Systemic context
Conclusions

1. External coaches who work with teams shape-shift role behaviors along both directive and dialogic continua over time;

2. Coaching a work team is more complex than coaching individuals due to the systemic context;

3. The effect of working with a team’s larger organizational system is greater than coaching only one part of the system, thus creating leverage; and

4. Coaching work teams, compared to coaching individuals, requires a broader base of knowledge, skills, and experience, notably related to team performance, group dynamics, team development, and systems.
Implications and Considerations

1. Implications of the Shape-Shifting team coaching model?
   . Your development and education as a coach?
   . Curriculum development of coaching programs?
   . Hiring of and education of coaches?

2. To what extent was your thinking stimulated, or changed, about coaching teams based on today's educational session?

3. What questions and curiosities might you want to explore after this session?
Stay Connected

✓ Receive the following benefits at the end of the October 27 Shape-Shifting Workshop:
  - All: Free *Everything DiSC Workplace®* assessment tool
  - ICF certified coaches only: One (1) CCEU
✓ Connect via LinkedIn.com. Mention this webinar
✓ Subscribe to e-newsletter: www.leadership-strategies.com
✓ Read the Shape Shifting article:
  http://leadership-strategies.com/proven-results/articles.html

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Biography

Laura Hauser, PhD, PCC

Dr. Hauser is a masterful coach and strategic change consultant, author, and educator. She works with corporate leaders who want to unite people toward a compelling vision, build innovation teams, and strengthen leadership skills required for the delivery of sound business results. For over 40 years her skills, presence, and impact have taken her into executive offices and onto the shop floor in companies such as Nestle' USA, Tyson Foods, Cedars Sinai Health Systems, Bacardi, Sony Computer Entertainment, and MTV Networks. She founded Leadership Strategies International in 1993 after working 18 years internally for large corporations.

Dr. Hauser serves as adjunct faculty for the graduate-level Evidence-Based Coaching program at Fielding Graduate. She also teaches for Pepperdine University’s Graziadio School of Business and Management.

For more information go to www.leadership-strategies.com
Partial Bibliography


