MAPPING THE COMPLEX TERRITORY OF TEAM COACHING AND SUPERVISION

REFLECTION & DISCUSSION CARDS

These cards, developed by Ghadah Angawi,
are for use with the concept map by Alison Hodge:
'Mapping the territory of team coaching'

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ETHICS & DILEMMAS

- Do I feel safe in not knowing?
- How do I see the boundaries between team, leader and organisation?
- Who is the client?
- How do I address team conflict?
- Are there any biases arising from team discussions that get me involved emotionally?
- How do I deal with that?

CULTURE OF THE ORGANISATION

- Where is this taking place geographically and contextually?
- What is not being said about 'how things are done around here'?
- What is the cultural perception of norms, habits, structure, and mutual responsibility for outcome?
- How is collaboration perceived?

PSYCHOLOGICAL PHENOMENA

- What is the influence of family of origin and past group experience on individual behaviour?
- What is each person's need for power and control?
- How does an individual member's sense of competition and authority impact them and others?
- What projection and transference are likely to be present?
- How do I create safety and trust as a team coach?

RELATIONSHIPS

- What kind of relationships exist within the team?
- How do they impact the leader?
- What is the team's relationship with stakeholders?
- How about their relationships with the organisation, in the functional roles they play in it?
- Who is locked into a role (e.g. scapegoat)?
- Is anyone bringing judgmental energy?
- Am I bringing any of this energy?

PROGRESS REVIEWS

- What is the purpose and outcome of the coaching intervention?
- How will progress be reviewed?
- Was this part of the contract?
- What are the success indicators for the coaching intervention?
- What is the accountability of the coach?
- What is the accountability of the team, individually and collectively?
- What is the accountability of the leader?

COLLECTIVE INTELLIGENCE

- Are we exploring issues from multiple perspectives?
- Are we exploring issues in sufficient depth?
- What is the team capacity to work together?
- How are the team members being socially sensitive?
- How are individuals combining, uniting or disrupting the team?
- What is the level of conscious awareness in the team?

WIDER SYSTEM

- What did I do to enhance the quality of the clients' thinking?
- Did we create a 'bias for action'?
- How is the system influencing teamwork and productivity?
- What are the informal relations in the system beyond the team that can impact the work they do?
- How is the team leader supporting the team in a wider context?
- Does the team require more resources, information, training, and visibility?
- How is the team serving its stakeholders and aligning with them?

COACHING FRAMEWORK

- Is there a framework or theoretical underpinning for team coaching?
- As team coach, where am I sufficiently challenging?
- Have I given the client enough time to think?
- Have I helped the team reflect on the system?
- What other theories and models do I tend to use when coaching the team?

TEAMS

- How does the group evolve into a team, or into a high performing team, as I coach them?
- What am I noticing about their evolution?
- How are the team members changing?
- What is the team level of emotional intelligence?
- How are their circumstances and relationships in the wider system changing?

INDIVIDUAL PARTICIPANTS

- What do I notice about individual members, personality preferences, behavioural patterns, and approach to learning?
- What about individuals' personal motivation and preferred aptitude to be a member of the team, or in the coaching?
- What issues of diversity and inclusion arise – e.g. gender, race, disability, social stratification, and age?
- How do members' roles in the team affect their presence, participation and learning?
- Am I noticing each person's stage of development, including where they are now, and where they aspire to be?

CONTRACTING

- Was the purpose of the intervention clearly defined?
- Is contracting happening regularly at every stage of the assignment?
- Are individual and group needs changing and being addressed?
- What other contracts are happening along the way between members and leaders? Between team members and sponsors? Between the team and the team coach/es?
- Is the original contract being updated to keep pace with these changes?
- How do the roles and relations of the coach change as the contracting is addressed?

COACH OR COACHES

- How do I manage my anxiety or sense of control in a system that seems uncontrollable?
- Where do I place my attention and energy?
- Which members of the group do I notice I am focusing on more?
- How do I notice my own patterns and preferences of being in a group?
- How does this impact my capacity to sit with others?
- In what ways do I need to be mindful of my roles and responsibilities, alongside the team project or deliverables?

LEADERSHIP

- Who is officially named a leader?
- Who is in power?
- Who is a leader psychologically and mentally when the group is together?
- How do power relations with the leader affect what happens with individuals and the collective in the team?
- Is leadership distributed and addressed openly?
- Is the team self-governed? Self-monitored? Self-designed? An orchestra without a conductor?

PARTNERING

- If I am working in a dyad (or more) as a coaching team, how do I feel about this smaller partnership?
- What is working and how could it be even more effective?
- How is the communication between us adding or subtracting value from the team?
- Who does what – and is it helping?
- What other issues are arising in the co-coaching relationship that may affect our approach, or how we handle the team?
- What is not being said between us?
- How do we address our differences – and when?

Find more resources like this, including the team coaching supervision map, and a reading list for team coaching, group facilitation and supervision, on the Alison Hodge website:

alisonhodge.com

