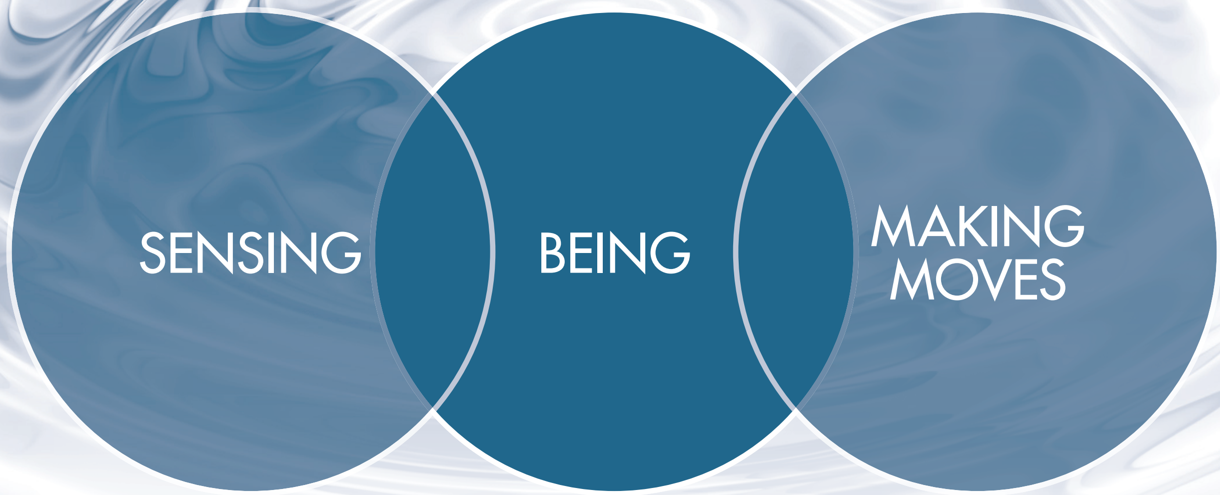
Introduction to

CORENTUS TEAM COACHING

BY ALEXANDER CAILLET AND AMY YEAGER



CORENTUS

Transforming Team Performance

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Dear Colleagues,

We are thrilled to share with you our first mini-book: Introduction to Corentus Team Coaching. This effort has truly been a labor of love. We have spent the past 20+ years working with hundreds of teams across a multitude of industries and organization types in more than 20 countries to create and fine-tune the insights, approaches, and methods captured here. You are benefiting from the experiences and input of countless Corentus clients, who have helped us recognize all we've gotten right and all we've gotten wrong about teaming through the years—enabling us to continually improve upon our approaches and methods along the way.

You are also benefiting from the extensive feedback we've received from the thousands of professionals who have participated in the Georgetown University Executive Certificate in Leadership Coaching program, as well as our own series of training workshops and Certificate Programs.

We know there are many other methods and styles of team coaching, and ours is only one. We hope you enjoy the Corentus style and find this introduction useful. Note that this introduction focuses on only certain parts of the Corentus Team Coaching Model. (We believe that if we included everything within this mini-book introduction, it would no longer be an introduction—or a mini-book.)

We proudly and humbly offer the Introduction to Corentus Team Coaching for your reading enjoyment. It is gratifying to share with people passionate about coaching and teaming this introduction to the work that we love, and that we have seen have a tremendous positive impact on the people we serve.

Alexander Caillet and Amy Yeager

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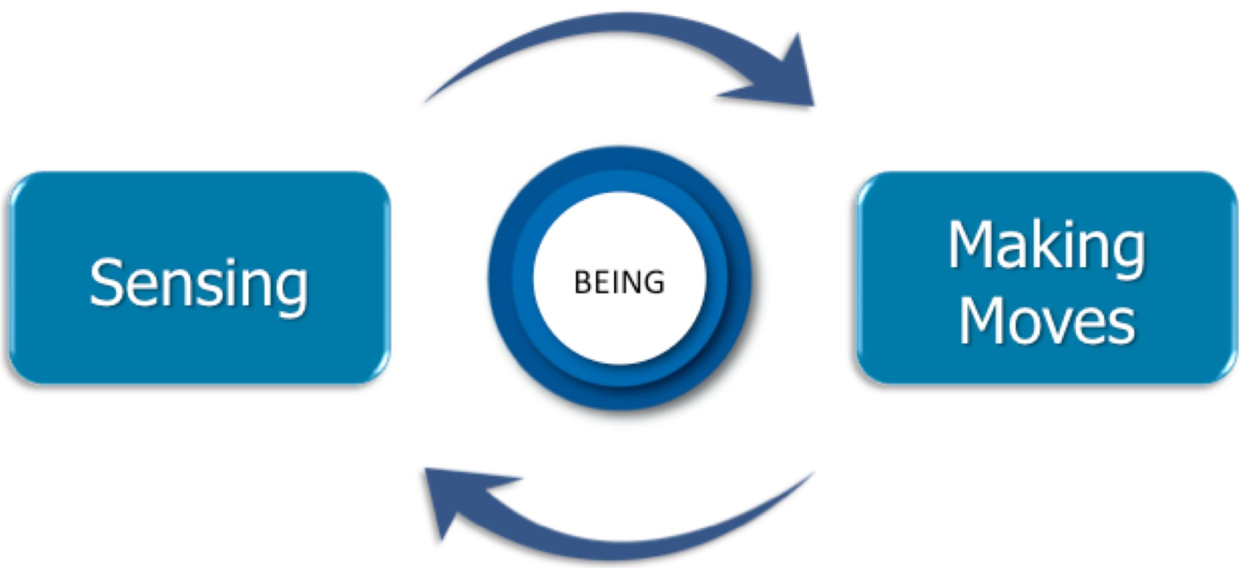
PART ONE
Team Coaching Overview



Team Development Modalities

There are a variety of different ways of working with teams, including:

- Team facilitation
- Team training
- Team building
- Team consulting
- Team coaching

Each of these ways of working—or *modalities*—has value, and each is appropriate in certain circumstances. It's important to be clear about which modality you're using at any given moment, as well as the outcomes you're likely to achieve with that approach. It's also important to educate your clients about the distinctions among the various modalities and what each modality can achieve, so that they'll have realistic expectations and be able to make informed choices about what to contract for, based on their needs. The following pages explore each of the five team development modalities in greater detail.

Modality #1: Team Facilitation

> *"The next step in this process is a brainstorm session. I'll remind you of the guidelines and lead you through it."*

- **Approach:** Active guidance and leadership of a specified method, process, or tool during a planned meeting or work session
- **Practitioner Responsibility:** Implementing the method, process, or tool effectively to drive the team's desired results
- **Direct Outcomes:** Achievement of a specific team goal or deliverable
- **Team Performance Impact:** Encouraged by the progress they've made, the team leader and members may adopt useful facilitator behaviors and/or a new method, process, or tool.

Modality #2: Team Training

> *"Now that you've learned about team-based decision making, split up into pairs and discuss how decisions are made in your teams."*

- **Approach:** Learning curriculum delivered through reading, teaching, and exercises
- **Practitioner Responsibility:** Accurately and effectively communicating subject matter; facilitating knowledge transfer
- **Direct Outcomes:** Increased knowledge and understanding of a given subject area; acquisition of new skills
- **Team Performance Impact:** Practiced skills may be transferred over into real work situations.

Modality #3: Team Building

> *Everyone grab a blindfold, a piece of rope, and a rubber ball.*

- **Approach:** Games, simulations, role plays, and other structured group experiences delivered during special events
- **Practitioner Responsibility:** Structuring and leading an engaging, bonding experience for the team
- **Direct Outcomes:** Greater team spirit, cohesion, and personal trust
- **Team Performance Impact:** Team spirit, trust, and cohesion may have a positive impact on member interactions.

Modality #4: Team Consulting

> *"You're missing some critical competencies on this team. I recommend you bring in at least one new member who can…"*

- **Approach:** Assessment followed by recommendations and expert advisory support
- **Practitioner Responsibility:** Providing relevant and useful analysis and advice
- **Direct Outcomes:** Expertise and understanding of what needs to be accomplished to achieve a desired outcome
- **Team Performance Impact:** Recommendations that the team can commit to and implement may have positive effects on their work.

Modality #5: Team Coaching

> *"Over the past five minutes, what have you noticed about the team's approach to making this decision?" "What would you like to do differently going forward?"*

- **Approach:** Real-time interventions during regular team meetings and work sessions
- **Practitioner Responsibility:** Sharing in-the-moment observations and questions that expand team awareness and potential for change
- **Direct Outcomes:** Immediate improvements in awareness, skills, and effectiveness
- **Team Performance Impact:** Positive changes in individual and team performance can be observed and reinforced right away.

When planned and executed effectively, the modalities of team facilitation, team training, team building, team consulting, and team coaching all complement and support each other. All five may be successfully incorporated into a single team engagement, or even a single team event. The more modalities we've mastered, the greater the variety of options we can offer.

Team Coaching:
A Team Development Catalyst

Each of the five team development modalities is very helpful in achieving certain client outcomes, but not as helpful in achieving others. Problems arise when there's a disconnect between the outcome the client wants and the modalities being used to achieve it.

Arguably the most challenging type of outcome to achieve is transformative change. True transformation requires that the team does more than acquire useful tools, learn new ideas or skills, or achieve specific short-term results. The team must develop and maintain fundamentally new patterns of behavior and ways of working that produce lasting long-term changes.

Our experience with hundreds of teams has shown that when transformation is the goal, an integrated team development approach that incorporates team coaching offers unmatched potential to guide the team where it needs to go. Team coaching is not sufficient on its own; rarely will a team engagement consist purely of this one modality. However, as a core practice—supported by other modalities that provide the basic tools, skills, and methods necessary for teamwork—it serves as an essential driver of the team's success. Team coaching acts as a catalyst, helping to spark the transformation of ideas, insights, and intentions into sustainable improvements in team behaviors and outcomes.

The power of team coaching derives from its unique combination of a real work context, real-time interventions, and a consistent drive toward real, meaningful results:

- **Real work**. Team coaching takes place, for the most part, in the context of real meetings and work sessions, rather than in specially scheduled sessions focused on simulations, games, or exercises.

- **Real time**. The coach jumps in with live, real-time interventions. These interventions (called "moves," as in chess moves) challenge the team and individual team members to notice how they're operating right at that moment, as well as how these patterns of interaction are affecting their performance. In response, the team makes specific adjustments—again, in real time—to either build on their strengths or improve on areas of weakness.

TEAM COACHING =

REAL WORK in **REAL TIME** for **REAL RESULTS**

- **Real results**. The adjustments the team makes are motivated by and directed toward achieving concrete results of importance to the team and the organization. Any behavior or process changes adopted by the team (e.g., decreasing interruptions, improving participatory decision making, or engaging in difficult conversations) are valued for their contribution to the team's cohesion and effectiveness—and, ultimately, performance and results—rather than being pursued as ends in themselves.

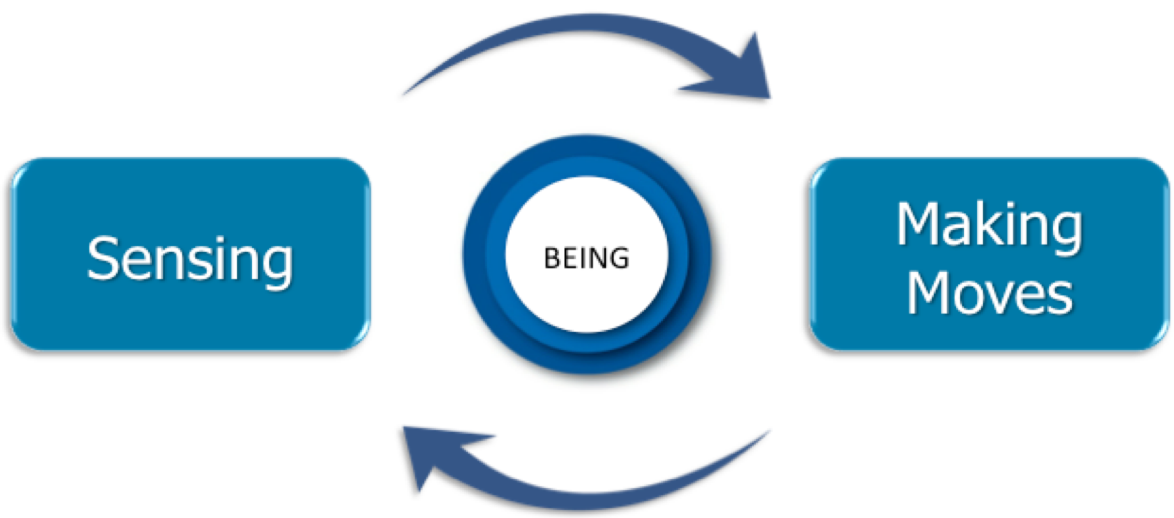
Skillful team coaching:

- Reveals hidden gaps in skill and understanding
- Brings awareness to habitual team patterns, *as they occur*
- Enables real-time shifts in behavior
- Shows immediate benefits
- Increases long-term sustainability

A final defining feature of team coaching is the role of the coach, which is deliberately lower in profile than that of a consultant or facilitator. All meetings and work sessions in which team coaching occurs are fully owned by the team leader and members, not by the coach. This means that the team leader and members are responsible for setting the agenda, running the meeting, and achieving the meeting outcomes. By asking questions and sharing observations and data, the coach acts as a guide, supporting the team to make their own observations and adjustments, as needed. When the team achieves transformation, it's their victory, and they're fully empowered to move forward on their own.

Team Coaching Model

The Corentus Team Coaching Model is composed of two distinct steps—Sensing and Making Moves—surrounding a core of Being. This model provides a clear organizing framework to help team coaches observe teams in action and make effective real-time interventions, while maintaining the right state of mind to successfully accomplish both.



Sensing

Gaining a clear sense of the team's current state of functioning by observing the team and gathering data in real time

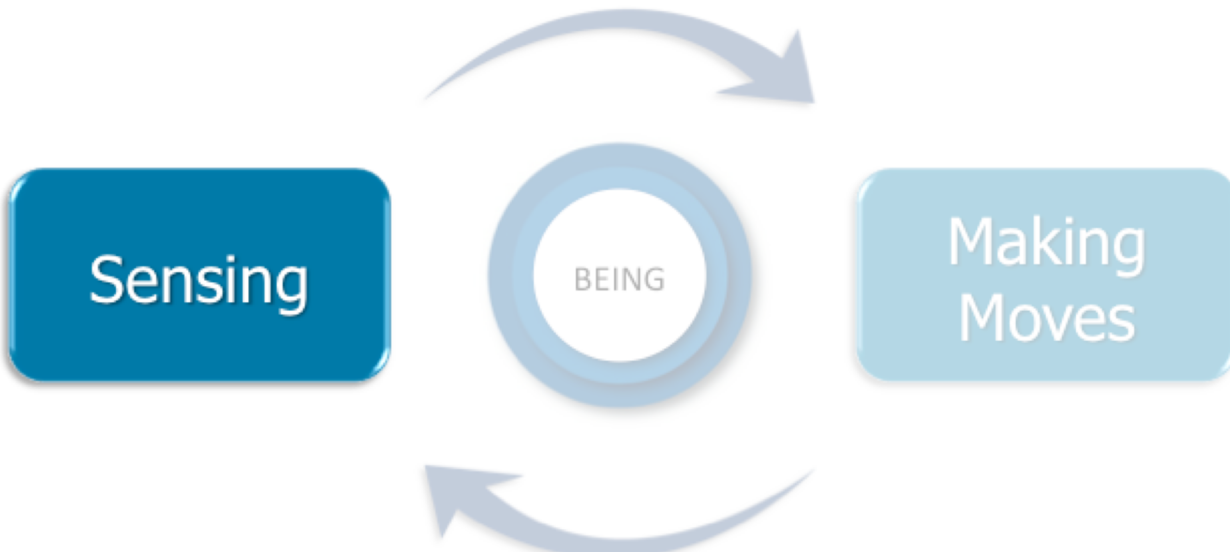
Being

Maintaining a level of self-awareness and mental, emotional, and physical well-being that cultivates presence and a clear state of mind

Making Moves

Intervening in real time to help the team expand its awareness, build skills, and improve its levels of cohesion, effectiveness, and performance

PART TWO
Sensing



Gaining a clear sense of
the team's current state of functioning
by observing the team and gathering data
in real time

What Is Sensing?

Before you can perform a team coaching intervention—i.e., make a move—you need to gather data. Data gathering typically begins with a structured assessment process, using interviews, surveys, and/or other assessment instruments. In addition to this initial assessment data, you also need to gather real-time, in-the-moment data as you work with the team. You do this by *sensing,* observing and gathering data on the team's behaviors, interactions, and work practices as they do real work.

You will be actively engaged in sensing before and after each coaching move you make. In addition, at the beginning of your engagement with a team, and periodically after that, you may wish to spend an entire meeting simply sensing and recording your observations. You can then feed results back to the team at the end of the meeting and/or at a later time, after you've had a chance to digest and analyze the data.

The most obvious modes of sensing are visual and auditory. For example, during a meeting, you might see team members roll their eyes or repeatedly check their email, or you might hear voice tones that seem edgy, defensive, or resigned. Visual and auditory data are vital to understanding what's happening in a team. On their own, however, they're often not enough to paint a complete picture. If you're in a clear state of mind and closely attuned to the team, you can also get a more intuitive, "gut" sense of shifts in mood, energy levels, tension, and other emotional factors. You might sense that there's tension or lack of trust between certain team members, even though you can't point to any specific observations that gave you that impression. Frequently, these types of intuitions or insights inspire questions that play a key role in helping the team make transformative changes.

A critical element of sensing is *time*. Compared to other modalities, team coaching affords generous timeframes for sensing. Within a work session, a facilitator may have a responsibility to intervene any time the team gets stuck or hits a stopping point, but a team coach does not; within this role, you're expected to remain quietly observant for extended periods of time. And because team coaching is a long-term process, you have the luxury of sensing across multiple work sessions, over several months.

The extended timeframe is essential; typically, what's most important to notice are repeated phenomena—habitual patterns of team interaction that occur again and again. Often it's only after prolonged exposure to a team that certain patterns will become clear to you.

The Value & Challenge of Sensing

Sensing is an activity that does not directly engage the team. Yet it takes up a greater percentage of the team coach's time than making moves, and is just as important to study, practice, and refine. In fact, a large part of the value of team coaching rests in the sensing process. Clients rely on team coaches to discern what's happening in their teams, when they lack the distance, perspective, training, language, or tools to do it themselves.

Your own sensing will be affected by a variety of factors, including:

- Personal tendencies (based on your beliefs, personal and professional history, etc.)
- Cognitive biases (aspects of human perception and cognition that shape the selectivity of all human sensing)
- Team coach role (the attitudes and approach you deliberately adopt when practicing within the team coaching modality)
- Areas of focus (dimensions of team function you choose to selectively attend to)
- Theoretical frameworks (the Corentus O-P-N Framework or any other framework that provides a broad theoretical underpinning for team coaching)
- State of being (the quality of your awareness and mental, emotional, and physical state)

The pages that follow explore each of those factors in detail. The more you understand these influences, the more you will be aware of them in the moment and the better able you will be to use them to your advantage in service of your clients.

Influences on Sensing:
Social, Cultural, & Personal Tendencies

Sensing is a fundamental capacity possessed by all human beings; whether you think about it or not, you naturally pick up data from the world around you. However, no two people sense in exactly the same way. What you notice and how you interpret it can vary significantly based on a wide variety of factors, including but not limited to:

- **Personal and social identity (gender, age, race, nationality, etc.)**
  What expectations have been shaped by particular aspects of your identity, and how others have responded to you through your life? What might you be particularly prone to noticing? What might be less salient to you than to others in the room?

- **Beliefs and values (religion, moral assumptions, principles, etc.)**
  What behaviors, attitudes, or approaches jump out at you as right or wrong, useful or not? Which values resonate with you? Which do you have trouble relating to?

- **Personal and professional history (past positions in organizational or family systems, experience in local, national, or organizational cultures)**
  What positions within a system do you relate to most easily? What judgments or expectations have you formed about other positions? In which types of systems, roles, and cultures do you feel most at home or least at home?

- **Knowledge, skills, and tools (developed through training, practice, etc.)**
  How does your prior knowledge affect the way you interpret, categorize, and organize the data you collect? In what ways, and for what purposes, have you made observations in the past? What types of patterns has your training or experience prepared you to see?

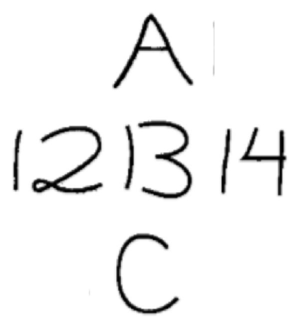
- **Personality and information processing styles**
  How do you prefer to take in information? Do you have an easier time tracking auditory, visual, or kinesthetic information? Are you more drawn to noticing task- or relationship-focused data?

You can think of your personal sensing tendencies as lenses that systematically color the way you perceive any team (or individual, or organization) you encounter. You may not be able to, or wish to, completely remove them. However, knowing that they're there—that whatever data you gain is gathered through those filters—can help you put your observations in perspective. If you get opportunities to do sensing in partnership with another practitioner, try choosing a partner whose tendencies complement your own.

Influences on Sensing: Cognitive Biases

Despite variations in personal tendencies, one thing we all have in common is that our sensing is selective*:* we take in only certain pieces of data, while neglecting others (often unconsciously). We know from cognitive psychology research that our perception is influenced by a variety of systematic biases. Consider, for instance:

- **Ambiguity suppression:** When we're presented with ambiguous data, we often fail to see beyond a single interpretation. This is true even with what seems like direct, objective sensory perception. Consider the image below, popularized by psychologist Daniel Kahneman.



  Depending on the context, the same visual stimulus appears to be either the number 13 or the letter B. This perception happens automatically, so it feels like we're just passively taking in data; we're unaware of making any assumption or interpretation. Kahneman explains: "In visual perception, you have a process that suppresses ambiguity, so that a single interpretation is chosen, and you're not aware of the ambiguity." Some of the data we observe in team coaching—such as voice tone, facial expressions, and other types of body language—are highly ambiguous. We must be careful to avoid landing on a single interpretation and accepting it as a fact.

- **Confirmation bias:** Another powerful, pervasive psychological phenomenon is *confirmation bias*—the tendency to seek and interpret information in ways that support our pre-existing beliefs. This happens in various ways, including: 1) Limiting our attention to a single, favored hypothesis; 2) Giving more weight to evidence that supports our hypothesis; 3) Looking only or mostly for positive

Baer, D. (2017, Jan 13). Kahneman: Your Cognitive Biases Act Like Optical Illusions.
Kahneman, D. (2011). *Thinking Fast and Slow.* Nickerson, R.S. (1998). Confirmation Bias: A Ubiquitous Phenomenon.

cases; 4) Giving disproportionate weight to confirmatory data; and 5) Seeing what we expect to see. Therefore, coming in with certain expectations about a team (e.g., anticipating passive aggressive behavior, poor organization, or particular power dynamics) predisposes us to see evidence of those things, overemphasize whatever evidence we do see, and overlook any potentially disconfirming data.

- **Inattentional blindness:** When we focus intently on tracking one particular variable in a situation, we can fail to notice phenomena that would otherwise be obvious to us. (The Monkey Business Illusion is a brilliant example of inattentional blindness. If you've never been exposed to this, Google a video on it to experience it first-hand.) Whenever we decide to narrowly restrict the focus of our sensing—which sometimes is quite useful—we should keep this consequence in mind. For example, paying close attention to individual team members may blind us to what's happening at a larger system level, and vice versa.

Influences on Sensing: Personal Tendencies × Cognitive Biases

Together, social, cultural, and personal tendencies and cognitive biases can influence several aspects of your sensing:

Data
Which information you notice and which you unconsciously filter out

Example: A team coach (call her Jan) has spent years studying conflict and believes teams need open conflict to thrive. While observing a team meeting, she picks up on subtle emotional indicators (e.g., furrowed brows, slight elevations in voice tone). She is less attuned to business structures and processes, such as the team's lack of agenda or ambiguous decision-making process.

Meaning
How you make sense of the data, including any positive or negative judgments

Example: Jan concludes that the team's lack of openly expressed conflict is impeding its development and ability to achieve results. She further concludes that team members want to express disagreement with the leader but do not feel safe enough to do so, and that the leader is the one who is conflict averse and is ultimately accountable for the current situation.

Retention
Which information and ideas you recall, which you forget, and which you choose to record

Example: Jan's observational notes are heavily focused on emotional cues and communication around differences in the team. She also notes other communication patterns—including expressions of support and care—but in reflecting on the work session later on, she forgets about these. She also does not retain any data on the business structures and processes.

Action
How we choose to act, including what we choose to sense for going forward and which sensing data we use to guide our coaching moves

Example: In her next session with the team, when she transitions from pure observation to team coaching, Jan continues to hone in on verbal and nonverbal behaviors related to differences and conflict within the team. All of her coaching moves in the session focus on this area. She is convinced that a breakthrough in this area will greatly benefit the team's cohesion and performance.

Influences on Sensing: Team Coach Role

In your work with teams, you may find that the observations you're naturally drawn to make—without using any special frameworks or tools—are already of great interest and utility to your clients. For some people, this experience is what drew them to the team development field in the first place. However, as you've learned from the preceding pages, whatever you do naturally is bound to be limited in a variety of ways. Few people emerge from their life experiences and other professional training with sensing capabilities that are fully in line with the team coaching discipline. For this reason, it's wise to complement your previously existing tendencies with intentionally developed practices.

One way to do this is to deliberately focus on stepping into the role of team coach—as opposed to other types of roles you might have with a team. You can do this both through mindset shifts and through deliberate use of structured tools for capturing your observations. Acting within the team coach role means:

- **Keeping your interpretations in check**
  In the context of team coaching, the primary type of information we provide is factual observation, rather than interpretation; it's the work of the team—not the coach—to make meaning of those observations. If you've done a great deal of consulting and/or facilitation, it may be easy to get caught up in your own interpretations and ideas about solutions. For instance, in a meeting where team members repeatedly interrupt and contradict each other, you may jump to the conclusion that what you're seeing is disrespect, inefficiency, or poor conversation management.

  Sticking with the straight data may take great discipline and restraint. Over time, however, this often get easier, both through practice and through the experience of being surprised by your client teams. Maybe you share some neutral observations about interruptions and contradictions, and the team responds with positive comments about this pattern. Perhaps they're pleased that members feel safe enough to speak up and disagree with one another, or recognize that this pattern is more efficient than their past practice of suppressing concerns until after the meeting is over. Having our assessments disconfirmed can help us acquire a mindset of greater humility, curiosity, and openness to differing perspectives.

  Another way to help curb interpretations is to utilize capture methods that force you to record objective, quantitative data (e.g., Behavior Charts that require you to count instances of specific behaviors).

- **Attending to the collective, not just individuals**
  Part of the value you bring as an outside observer is that you intentionally focus on the system as a whole—something that's frequently challenging for team members to do. Teams can easily get fixated on a single person or subgroup (e.g., listening more closely to the leader than to anyone else, targeting a scapegoat, or orienting all their communication to a dissenting few). Be alert for this collective narrowing of focus, and resist the pull to narrow your own attention in the same ways. It may help to use data capture methods that prompt you to track contributions from each member on the team.

- **Honing in on areas of relevance and interest to the team**
  In any coaching relationship, we operate in service to the client's goals and agenda, not our own. This means that if your client team is mainly interested in improving their meeting management and efficiency, you should be sure to collect data relative to meeting management and efficiency. Of course, you may naturally be drawn to make observations that do not fall into this category. Perhaps you have a strong interest in psychological safety, and instinctively notice several instances where this seemed to be an issue for the team. You may certainly choose to track these, and may find good opportunities to share them with the team. However, focusing *only* on psychological safety would be a disservice to the team (as well as yourself, as a dissatisfied team might decide to stop using you as a coach).

Influences on Sensing: Focus Areas

At times it may make sense to engage in broad-based sensing, without any particular focus area in mind. For instance, if team members lack a clear sense of what they're doing well and where they could improve, they may engage you to conduct an initial open-ended observation that helps to clarify what their development needs may be. However, very rarely will ongoing, wide-open sensing serve a team in the long run. The better strategy is to help teams make improvements in specific areas of functioning that they select (e.g., decision making, collaboration, accountability, trust, etc.). There are three compelling reasons to do this:

1. **Team coach overwhelm:** Even in one-on-one coaching, our clients present us with a rich reservoir of data—from their facial expressions and body language to the topics they raise, the language they use, and various other features of communication and expression. When you're coaching a group of individuals interacting with one another, the volume and complexity of available data increases exponentially. Narrowing your focus is crucial for avoiding confusion and overwhelm.

2. **Team overwhelm:** Because we engage with teams as they do real work, they tend to be deeply engrossed in the content of their discussions. It can be challenging for them to devote attention even to one focus area—e.g., noticing not just their concerns about a decision, but the way they're talking as they attempt to decide. If we sense and make moves around several focus areas—communication *and* meeting management *and* trust—we can easily leave them confused and distracted. They may find each topic to be interesting, but are unlikely to be able to keep track of them all over time.

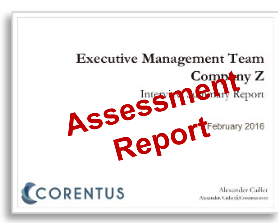
3. **Team follow-through:** In addition to increasing awareness, team coaching aims to help teams improve their performance through changes in their behaviors and ways of working. Most teams have difficulty consistently implementing changes even in a single domain. Attempting to change too many things at once decreases the odds that any of those changes will stick and become sustainable long-term. We increase the chances of effective follow-through by sticking to one areas of focus at a time—and specifically to an areas of focus in which the team has a vested interest. That way, not only are they more capable of bringing about change; they're also more motivated and committed.

You may get a preliminary sense of possible focus areas at the start of a team engagement, in your initial conversations with stakeholders. In general, however, final decisions on focus won't be made until you've gathered some data (via observations, interviews, and/or surveys) and shared that data with the team (typically via one or more assessment reports). At that point, the team can make a more informed decision about what will be most useful for them. Once focus areas have been chosen, you can help the team to prioritize them and to plan out when they'll address them. (See the three steps outlined below.)

While there is no "right" sequence of focus areas, for many teams it generally makes sense to start with focus areas related to work effectiveness and efficiency (the task dimension) before moving to areas related to interpersonal dynamics, cohesion, trust, and the like (the relationship dimension). Subsequently, both dimensions can be focused on simultaneously to help the team achieve higher levels of performance.

Focus Areas: From Data to Plan

1 Complete & Share **Data-Gathering Assessment(s)**



2 Facilitate Team **Selection & Prioritization of Focus Areas**

Focus Areas:

1. Priority 1
2. Priority 2
3. Priority 3
4. Priority 4

3 Help team plan a **Schedule to Address Focus Areas**

Influences on Sensing: Focus Area Tools

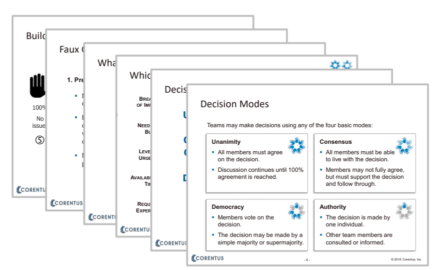
After you've identified a specific area of team function to focus on, a potential next step is to refine your focus through the use of a tool—a set of concepts, methods, and practices relevant to that focus area. If the team already uses a relevant tool (e.g., a company-wide decision-making protocol), it's important to learn what that is so you know what guidelines the team is striving to follow. If the team lacks a relevant tool or is dissatisfied with the tool it has, it's often helpful to provide training in a new tool.

Either way, a tool can provide useful distinctions that help you make sense of what you observe. For example, knowing the key steps in a decision making process will make it easier to tell what steps the team might be neglecting. Likewise, learning four specific varieties of "faux consensus" can help you notice one of these when it occurs. Studying the content of your chosen tool can help you choose the format you wish to use to capture your observations (see below).

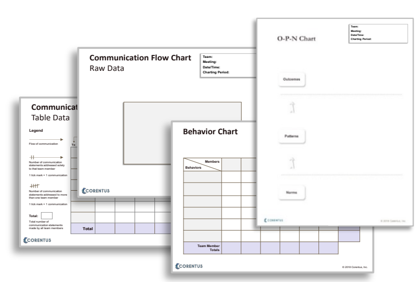
Focus Areas: From Tool to Capture Chart

4 **Identify Any Relevant Tool(s)** for the Focus Area

5 **Study and Learn the Content** within the Tool(s)

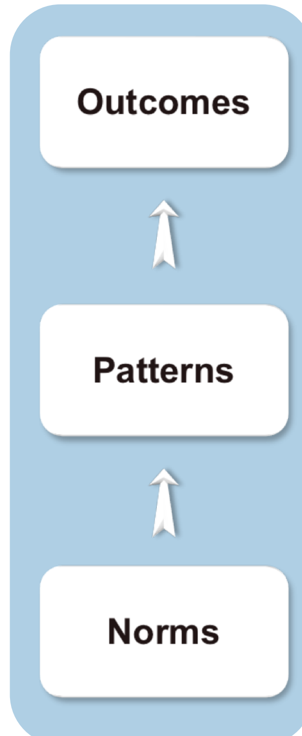


6 Identify a **Capture Chart*** Aligned with the Tool(s)



*Capture charts are addressed at length later in this section.

Influences on Sensing: Master Theoretical Framework – O-P-N



Choosing a focus area can go a long way in keeping the volume of your sensing data manageable. However, it does not ensure that the various pieces of data you collect will hang together in a coherent way. There's no guarantee that you, or the client, will be able to piece that data together into a meaningful narrative capable of driving positive change within the team. For this purpose, it's often helpful to use a theoretical framework called O-P-N.

The O-P-N framework draws attention to three interlocking factors that together provide a robust picture of the functioning of any given team:

- **Outcomes:** What are the results of the team's interactions?
- **Patterns:** What patterns of behavior, work practices, and interactions occur in the team and drive its outcomes?
- **Norms:** What underlying assumptions or expectations exist in the team and drive its patterns?

Virtually anything you sense—as well as anything you make a team coaching move on—will fall into one of these categories. Keeping in mind all three categories, as well as how they relate to each other, can help you gather data that drives a wide range of highly effective coaching moves.

Going back to personal tendencies, some of us are more inclined to notice outcomes *(How many tasks got completed? Did they make a decision or not?)*; some are more drawn to patterns *(What types of language are people using? What interpersonal dynamics are playing out?);* and others are most intrigued by the norms underlying it all. Any one of these, on its own, may be limiting. For instance, it we sense only for outcomes, we may recognize that the team is not achieving their goals, but fail to see what they're doing that gets in the way. If we sense only for patterns or norms, we may gather interesting data about the team's interactions and ways of thinking, buy fail to see how these connect with the work outcomes they're trying to achieve. The O-P-N framework can serve as a useful prompt for us to stay alert for each of the three factors, so we have each type of information on hand to inform our coaching moves.

Influences on Sensing:
O-P-N Framework – Details

Each of the three O-P-N categories encompasses a variety of different phenomena that you can observe—or, in the case of norms, speculate and inquire about (see note below):

Outcomes

- Results
- Consequences
- Accomplishments
- Achievements

Patterns

- Practices
- Procedures
- Tools
- Techniques

- Behaviors
- Actions
- Statements
- Body Language

- Feelings
- Emotions
- States of Mind
- Attitudes

Norms*

- Beliefs
- Values
- Interpretations
- Judgments

*Note: Norms are rarely observable. Therefore, in sensing, we're typically aiming for a best guess of what's happening in the team's thinking. The exception is when a norm is spoken publicly by one or more team members (e.g., "We've become a team where it's okay to underperform—we don't expect enough from each other" or "In this culture, mistakes can be costly; it's better not to try.")

Influences on Sensing:
O-P-N Framework – Theory

Let's look a little more closely at the theory behind O-P-N, starting with norms. The term *norm* has several different connotations. In the context of team coaching, we use the definition given by Edgar Schein: *"Set[s] of assumptions or expectations held by the members of a group or organization concerning what kind of behavior is right or wrong, good or bad, appropriate or inappropriate, allowed or not allowed."**

The norms of a team may affect everything from social interactions ("We never tell off-color jokes in the office") to decision making ("Every member's voice should be heard on every issue") to power relationships and meeting etiquette ("Only the leader is allowed to interrupt"; "Senior members may arrive late to meetings, but junior members should not").

Norms are by and large unconscious, but they exert a powerful influence on the team. Members who repeatedly violate a team's norms may be warned, punished, marginalized, or even expelled from the team. Faced with these consequences, individuals tend to adapt their knowledge, capabilities, personality traits, and work preferences to the norms of their team.

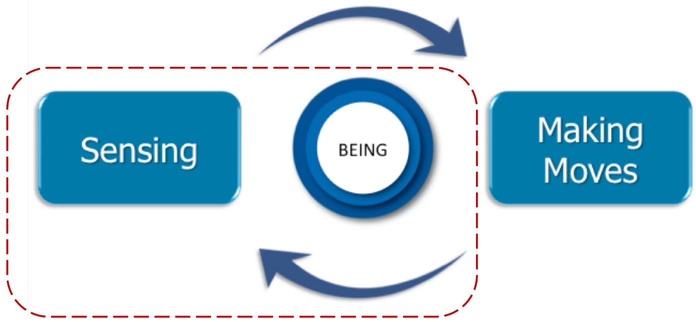
As team norms shape the behaviors and experiences of individual team members and the team as a whole, stable patterns begin to develop. For example, whenever a team member goes on a tangent in a meeting, other members join in, and nobody intervenes to get the discussion back on track. Or whenever the leader disagrees with a team member's proposal, he responds by listing all the reasons why it won't work, and the team moves on without any further discussion of the proposal. Over time, these types of patterns become habitual, and they produce consistent outcomes for the team.

Paying attention to outcomes, patterns, and norms in a team helps us as coaches connect the dots in what we observe and piece together hypotheses about causal relationships. For instance, we might connect an outcome of unmade decisions with a pattern of repeatedly going off on tangents. Or we might hypothesize that several behavior patterns—blaming others, making negative predictions, and delaying big decisions—may connect to a shared norm "It's not okay to make mistakes." Using O-P-N in our sensing also helps prepare us to make effective team coaching moves; a combination of outcome-, pattern-, and norm-focused moves can help team members connect the dots for themselves.

*Schein, E. (1969). *Process Consultation: Its Role in Organizational Development.* Reading, MA: Addison-Wesley, p. 77.

Influences on Sensing: State of Being

A final significant influence on sensing is the central component of the team coaching model: our state of being.



Anything that affects the quality of our being—particularly our energy and attention—will also affect the quality of our sensing. This includes:

- **Stamina:** Sensing requires a great deal of mental energy. We need sufficient rest, nutrition, and hydration to stay highly focused and alert.
- **State of mind:** The state of mind most conducive to effective sensing is one of engaged curiosity—energized but not overly excited. Sensing while frustrated, anxious, irritated, or stressed (whether those emotions are related to the team or not) can significantly decrease effectiveness.
- **Present-moment awareness:** Sensing means noticing what happens as it happens, from moment to moment. That requires blocking out distracting thoughts of the past or future—e.g., not dwelling on the inelegant coaching move you just made, or anticipating what the leader will say about this meeting in your debrief the next day.
- **Attentional inclusion:** Various disciplines, from martial arts to spiritual practices, emphasize the value of an inclusive field of attention. When we're team coaching, our degree of attentional inclusion (or exclusion) affects the amount of potentially relevant information that is accessible to us. For instance, are we so focused on documenting specific communication patterns that we neglect the tension building in our shoulders, which could have alerted us to more subtle dynamics occurring in the room? Or are we so preoccupied with our own sensations of anxiety that we can't effectively observe the team?
- **Patience:** Effective sensing generates insights that emerge at their own pace. It's easy to get anxious or frustrated if what we observe doesn't make sense to us right away. Cultivating patience can help us stay grounded and curious in the presence of uncertainty.

Sensing Capture Methods

Just as different team coaches vary in *what* they sense most easily, there is also great variation in *how* people track and record sensing data. While there are certain coaches and certain situations for which it works best to observe without writing, most team coaches take notes in one form or another, most of the time. Written sensing notes can take a wide range of forms, including:

- Verbatim transcriptions of verbal exchanges
- Sketches and diagrams
- Unstructured notes of the coach's intuitive impressions
- Structured charts designed to document specific pieces of information

In the remainder of this section, we'll focus on structured charts. This type of capture method can serve several important functions, including:

✓ Constraining your observations in desired ways

✓ Helping to ensure accurate and detailed recall of what you observed

✓ Making the relationships between specific pieces of data easier to see

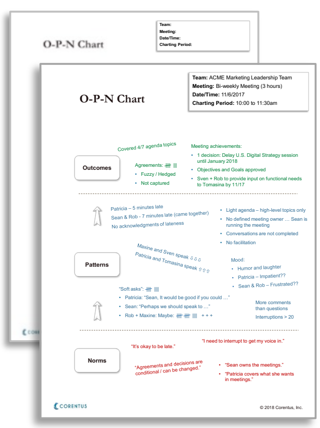
✓ Providing consistency across multiple observations, enabling clear documentation of changes over time

To the extent that these charts narrow your focus, however, they can also increase the risk of inattentional blindness. It's often helpful to use structured methods in combination with a more intuitive, open-ended approach. For instance, you might begin by sketching out general notes and diagrams of your initial impressions, and then choose one or more specific details to track more carefully with a chart.

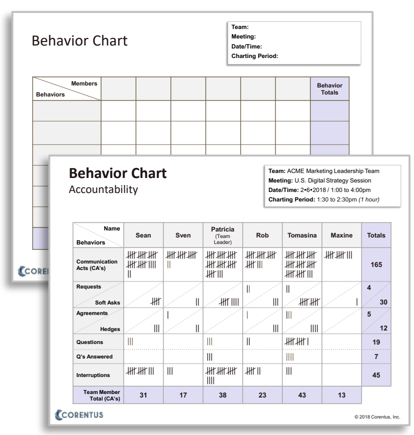
Sensing Capture Methods: Structured Capture Charts

Virtually any theory or model related to group and team functioning can be used to design a structured sensing capture chart. For instance, if you were using a communication model that divided communication behaviors into a 3 x 3 matrix, you could create a blank 3 x 3 table to track communication behaviors in a team. You could do something similar with models of body language, conflict resolution methods, emotional engagement patterns, and so on. You may choose to record data for each individual in the team (e.g., how many times each person interrupted) or only for the group as a whole (total number of interruptions across the team).

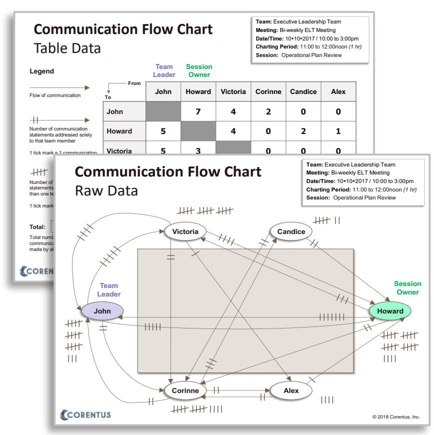
On the following pages, we'll introduce three different types of sensing capture charts:



O-P-N Charts



Behavior Charts



Communication Flow Charts

Together, these provide a strong foundation for documenting sensing data across a wide variety of teams, in a wide variety of contexts. You may find, in fact, that they are the only types of capture charts you ever need. Or you might find that over time, you want to supplement these with other charts that you learn how to use or that you develop on your own.

Structured Capture Charts: O-P-N Charts

The O-P-N Chart translates the O-P-N framework into an easy-to-use capture tool. Of the various capture charts we'll consider, this has the lowest level of structure—just enough to remind you to sense for outcomes, processes, and norms, and possibly enable you to make some connections across these categories. These charts are often a great choice for situations where you're both sensing and making coaching moves (rather than doing strict observation); you can translate your sensing notes on outcomes, processes, and norms directly into outcome-, process-, and norm-focused moves.

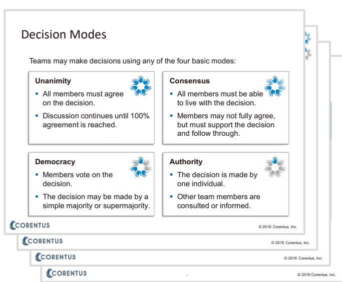
While O-P-N charts can be used in a very general way, to capture whatever outcomes, patterns, and norms you happen to notice, they're commonly applied to a particular focus area. Whatever domain is being considered—accountability, trust, listening, etc.—the O-P-N approach is likely to yield highly relevant and useful information. The pages that follow explore how an O-P-N chart could be applied to the area of decision making.

O-P-N Charts – *Decision Making*

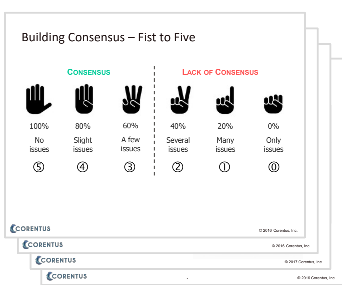
As described on page 24, after you've identified a specific area of team functioning to focus on, it's often useful to refine your focus through the use of a tool (a set of concepts, methods, and practices relevant to that focus area), and then select a capture chart aligned with that tool. For this example, we will show how you can use the Corentus Decision Making tool together with O-P-N charting.

As you can see in the outline below, the Corentus Decision Making tool provides a wealth of valuable information related to decision making in teams. Studying the content of this tool—or any similar tool—can help improve the accuracy, relevance, and coherence of your sensing within the decision making domain.

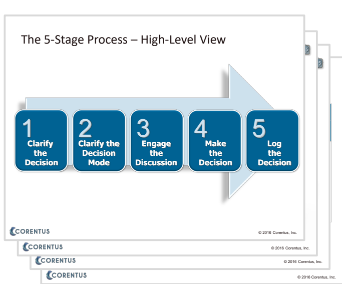
This tool provides the following information:



- Benefits and challenges of the four basic decision modes: Unanimity, Consensus, Democracy, Authority
- Guidelines for selecting the right mode for various types of decisions
- Using decision mode sequencing



- Overview of four varieties of "faux consensus"
- Instructions for an effective, structured consensus process: Fist to Five



- Details of a five-stage decision-making methodology used to prepare, facilitate, and complete clear and sustainable decisions
- Introduction to the Decision Log, a tool teams can use to log and archive their decisions

The content from the Corentus Decision Making tool on the previous page helps to define specific questions for each component of an O-P-N Chart. You can use these questions to guide your sensing.

Outcomes

- Is a decision really being made?
- Did each team member commit to the decision?

Patterns

- Is the team clear about what the decision is?
- Are all decision makers present?
- Do decision makers have the information they need?
- Is/Are the decision mode(s) clear?
- If consensus is used, is it real consensus?
- Are the impacts and consequences of the decision explored and understood?
- Are all opinions and concerns heard and documented?
- Is the decision logged?

Norms

- What assumptions/beliefs might exist around decision making?

O-P-N Charts – *Decision Making: Example*

Below is a transcription of rough notes taken from an actual O-P-N Chart on decision making. (Identifying details have been changed or omitted to preserve confidentiality.) The team being observed was the Senior Leadership Team (SLT) of a major U.S. Government contractor. The chart was completed over the course of one 5-hour meeting that included four different work sessions. Four major decisions were scheduled to be made in the meeting.

Outcomes

All 4 decisions made by team leader (Rob)
(2 are a revisit of old decisions made?)

Decisions not logged – not sure team members will remember – do they care?

Have all team members agreed? Do they even care?

Patterns

Mode is Authority masked as Consensus

No decision-making method:
- Here is the decision
- What do you think? Consult them...
- Do we have a decision?
- Nodding. Silence. Decision taken...?

Information to make decision not available – PPT sent late

- Were decisions baked ahead of time and Rob is just consulting the team?

CULTURAL?

- Pretending to do 'Consensus' – called it consensus – don't know how to do consensus

Discussion is short – not really discussion – consultation

Every time Jack and Cheryl check out

Don says whatever Rob wants to hear!

Wow! People on phones!!

No impacts and consequences

No opinion and dissenting

Norms

Rob makes all the decisions

Rob does not really want my opinion

Decision making is for leaders (Rob)

Decision making does not matter

You don't have to follow decisions that are made

I have no real authority

The rough notes from the previous page can be scrubbed and streamlined to capture possible O-P-N sequences for decision making. These sequences lay the foundation for team coaching moves.

Outcomes

All 4 decisions made by team leader (Rob)

Have all team members agreed? Do they even care?

Patterns

Were decisions baked ahead of time and Rob is just consulting the team?

Mode is Authority masked as Consensus

Discussion is short – not really discussion – consultation

Every time Jack and Cheryl check out

Don says whatever Rob wants to hear!

Wow! People on phones!!

Norms

Rob makes all the decisions

Decision making is for leaders (Rob)

Decision making does not matter

You don't have to follow decisions that are made

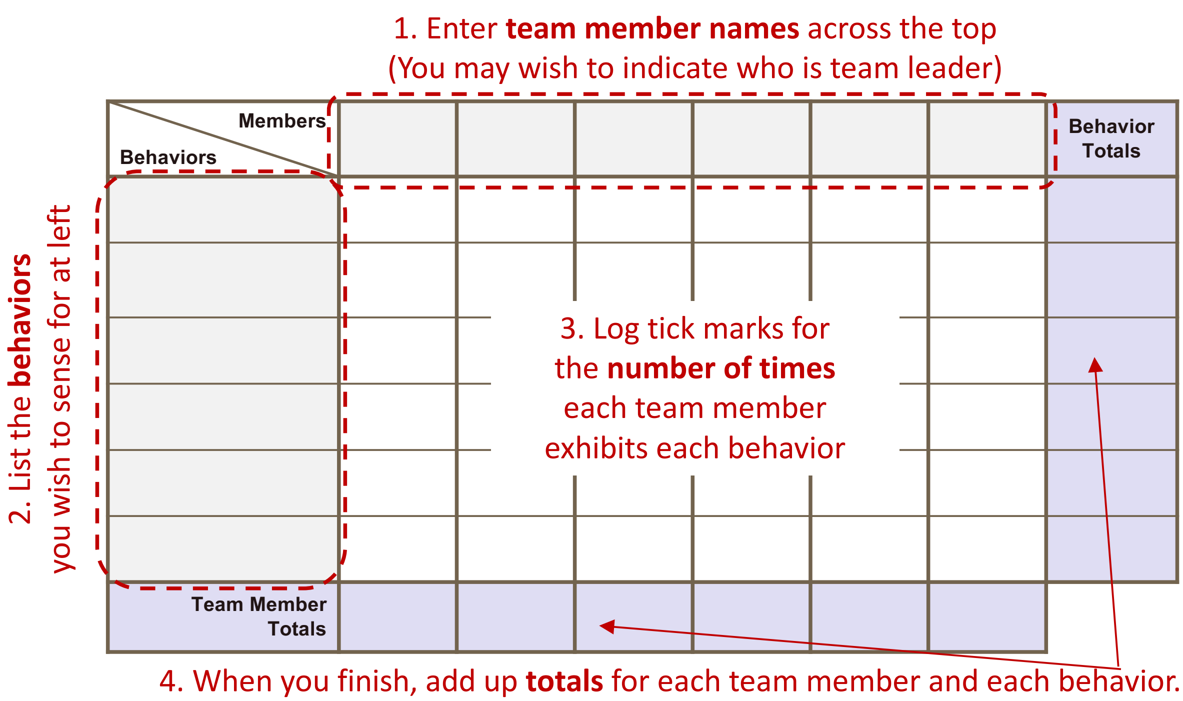
I have no real authority

Structured Capture Charts: Behavior Charts

An alternative to the O-P-N Chart, with a higher degree of structure, is a Behavior Chart. Behavior Charts are characterized by three primary features:

1. **They track predefined variables.** Prior to completing a Behavior Chart, you must identify the specific behaviors you wish to track within the team.
2. **They capture mainly quantitative data.** For each behavior you select, you focus on counting how many times that behavior occurred. In some cases, you may measure general length of time vs. specific quantity (e.g., use of silence measured as L (low), M (medium), or H (high)). For teams that are highly data-driven or technically focused, Behavior Charts may earn you a good deal of credibility.
3. **They track data at both individual and team levels.** Behavior Charts record how many times each behavior was produced by each team member. While it's generally counterproductive to share individual-specific data with the team, this detailed breakdown can be valuable for you as a coach. (For instance, you can track whether the team leader asks more questions than other team members, the level of balanced participation across the team, etc.) By adding up behavior counts across individual members, you can also get totals for the team as a whole.

Below are instructions for completing a Behavior Chart.



Within the basic structure of a Behavior Chart, there's a great deal of flexibility. Any behavior that you can observe and count can be tracked using this instrument. That includes not just verbal behaviors (e.g., questions, interruptions, verbal attacks) but body language (e.g., facial expressions, postures, gestures) and other behaviors (e.g., using one's phone or computer). Some behaviors can be broken down into subtypes—for instance, interruptions that change the topic vs. build on others' contributions; or jokes that are work-related vs. casual joking around vs. targeting an individual in the room.

Just like O-P-N Charts, Behavior Charts are frequently completed with a specific focus area in mind. Once a focus area has been defined, you can hone in specific behaviors relevant to that domain. For instance, if you're tracking conflict within the team, you might include observations of verbal attacks, self-defensive remarks, and yes-buts, as well as body language such as crossed arms or rolling eyes.

On the following page is a Behavior Chart that captures several variables within a communication category called *questioning*. Patterns of questioning behavior (also referred to as *inquiry*) have a significant impact on a team's ability to gather accurate and useful information, achieve mutual understanding, and get work done. Many teams show room for improvement in this area. By completing a Behavior Chart focused on questioning, you can gather critical information on current patterns of inquiry behaviors—setting you up to make moves that can help the team make positive changes in that area.

At the top of this chart, you'll see a row dedicated to *communication acts*. A communication act is defined as *any statement of any kind made by a team member*. (Including this row can be valuable in any Behavior Chart that focuses on verbal communication.) Communication acts that are also questions receive an additional tick mark in the Question row. Further tick marks may be given, as applicable, for the question's orientation (*why, what, how, who, when, where*) and whether it received an answer.

Behavior Chart

Questioning

Team: Finance Leadership Team
Meeting: Weekly Finance Meeting
Date/Time: 3•15•2018 / 9:00 to 11:00am
Charting Period: 9:30 to 10:10am *(40 min)*

Behaviors / Members	Gavin	Viktor	Jackie (Team Leader)	Pablo	Allegra	Akiko	Behavior Totals
Communication Acts	~~IIII~~ III	~~IIII~~ I	~~IIII~~ ~~IIII~~ ~~IIII~~ ~~IIII~~	~~IIII~~ ~~IIII~~ ~~IIII~~ I	~~IIII~~ ~~IIII~~ III	~~IIII~~ ~~IIII~~ I	74
Questions		I	II	III		IIII	10
Orientation Why?						I	2
What?				I		I	2
How?			II	I		II	5
Who? When? Where?				I			1
# Questions Answered			I	I		I	3
Team Member Totals (Q / CA)	**0 / 7**	**1 / 6**	**2 / 20**	**3 / 16**	**0 / 13**	**4 / 11**	

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Behavior Chart insights:

- The total number of communication acts is 74, which equates to approximately 2 communication acts per minute.
- The total number of questions is 10, which indicates that approximately 15% of all communication acts were questions.
- Of the 10 questions posed:
  - ✓ 2 were Why? questions
  - ✓ 2 were What? questions
  - ✓ 5 were How? questions
  - ✓ 1 was a Who? When? or What? question
- Of the 10 questions posed, 3 were answered and 7 were not.
- Of the 6 team members, 4 posed questions and 2 did not.
- Of the 4 members who posed questions, the highest question / communication act ratio was 4 / 11 or approximately 36%.

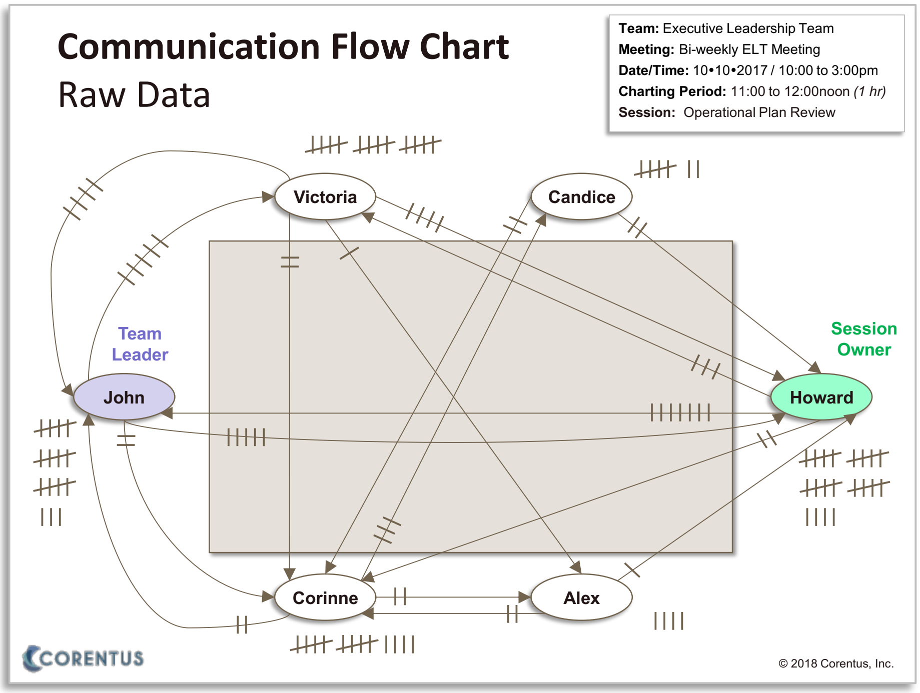
Structured Capture Charts: Communication Flow Charts

Although the structure of Behavior Charts is perfectly suited to capturing the frequency of specific behaviors, it's not as effective for capturing the sequence or flow of those behaviors. Even if you know exactly which communication behaviors a person used and how many times they used them, that doesn't let you know whom those communications were addressed to. To gather that type of data, the most effective instrument to use is a Communication Flow Chart.

In the top chart on the following page, note that six team members, including the team leader and the session owner, are seated around a rectangular table. The arrow going from John to Howard indicates communication originating from John and directed solely to Howard. The number of tick marks on that line shows the number of distinct statements made by John to Howard, which in this case is five. The same applies to all the other arrows and tick marks in the chart. Beyond the arrows, you'll also see additional tick marks placed to the side of each team member. These indicate communication statements that were addressed to two or more team members. In the case of John, there were 18 such statements.

In addition to individual communication flow patterns, Communication Flow Charts provide visual representations of subgroup conversations, in which a subset of team members engage more with each other than they do with others in the team. In the top chart on the following page, you can see one such subgroup: John ⇔ Howard ⇔ Victoria. Compared to their interactions with one another, these three individuals directed few communication statements solely to other team members.

In our experience, the most common subgroup configuration—or *geometry*—is the triangle: three team members engaged in a conversation. We are not sure why this is, but triangles seem to dominate the landscape of subgroups.



The counterpart to a Raw Data Communication Flow Chart—which uses arrows and hash marks—is the Table Data Communication Flow Chart, which represents the same data set in numerical table form (see below). This format makes it easy to see at a glance how many times each team member spoke to every other team member, as well as how many times they spoke to more than one team member. It also makes it easy to add up the total number of communication statements made by each team member and by the entire team.

Communication Flow Chart

Table Data

Team: Executive Leadership Team
Meeting: Bi-weekly ELT Meeting
Date/Time: 10•10•2017 / 10:00 to 3:00pm
Charting Period: 11:00 to 12:00noon *(1 hr)*
Session: Operational Plan Review

Legend

Flow of communication

Number of communication statements addressed solely to that team member

1 tick mark = 1 communication

Number of communication statements addressed to more than one team member

1 tick mark = 1 communication

Total: 131

Total number of communication statements made by all team members

From → / To ↓	John (Team Leader)	Howard (Session Owner)	Victoria	Corinne	Candice	Alex
John		**7**	**4**	**2**	**0**	**0**
Howard	**5**		**4**	**0**	**2**	**1**
Victoria	**5**	**3**		**0**	**0**	**0**
Corinne	**2**	**2**	**2**		**2**	**2**
Candice	**0**	**0**	**0**	**3**		**0**
Alex	**0**	**0**	**1**	**2**	**0**	
>1 Team Member	**18**	**24**	**15**	**14**	**7**	**4**
Total	**30**	**36**	**26**	**21**	**11**	**7**

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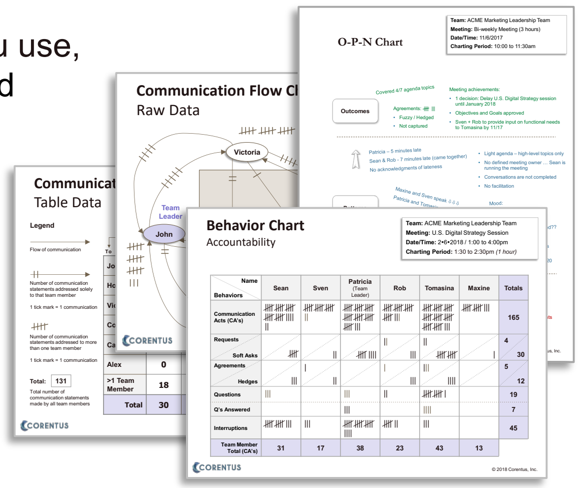
Sensing Capture Methods: Structured Capture Charts Guidelines

Whatever type of structured capture chart you use, the following guidelines increase the likelihood of success:



Practice

- Structured sensing with capture charts does not come naturally to most people. It takes practice to develop the necessary stamina, focus, and skill to complete them accurately and apply them to make effective coaching moves. When you're just starting out, it's generally best to avoid trying to chart and coach at the same time. As your skills in both increase over time, it will become much easier to do them simultaneously.

Logistics

- Complete each chart during a real work session where all team members are expected to actively participate and interact with one another (e.g., not a one-way presentation or series of siloed report-outs).
- Aim to chart for roughly 45 to 60 minutes, even if the work session lasts longer. Particularly with detailed, quantitative instruments, focused charting for even 30 or 40 minutes can be exhausting!
- If you're conducting a purely observational session in which you are not expected to coach, it's often best to step away from the table when you chart. You may wish to stand in various corners of the room to get an even view of all team members.

Informing the Client

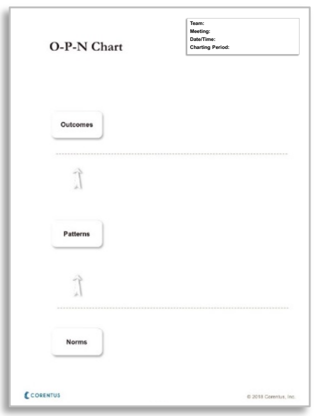
- Be sure to let the client know that you are using a chart to track their interactions, so they will be less disturbed by your curious note-taking.
- You can let the team know which types of interaction you are charting; they will likely pay attention to these at first and then go back to their normal ways.

Sharing the Data

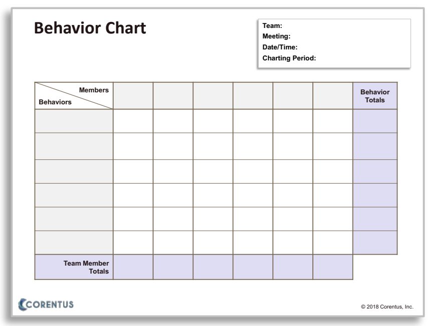
- When you share data from your capture chart, keep it general and anonymous unless otherwise consented to by the *entire* team.
- Feel free to debrief individual team members one-on-one on data that pertain to them personally, but be careful not to share any information pertaining to other team members.
- When you share data, keep it as neutral and judgment-free as possible. It's easy to fall into mixing facts with assessments—for example, "Over the past 40 minutes, I counted over 70 communication acts and *only* 10 questions. Furthermore, most of you *hardly asked any questions at all*." The same data could be communicated more neutrally: "Over the past 40 minutes, I counted over 70 communication acts, of which 10 were questions. Across individual team members, use of questions varied from 0% to roughly 36% of communication acts."
- Often clients want to know if the data you are sharing is *good* or *bad*. Possible responses include:
  - ✓ Normalize more than one possibility *("Different teams have different experiences…")*
  - ✓ Ask a question, with real curiosity *("I'm not sure. How do you think this affects the team's work?")*
  - ✓ Share research or informed judgment *("In my experience," "Research shows,")*
  - ✓ Tie patterns to outcomes *("I noticed that each time this happened…")*
- Over time, you can teach the team how to track their own interactions with capture charts and use the results to improve their effectiveness and performance.

Sensing Capture Methods:
Corentus Capture Charts – Templates

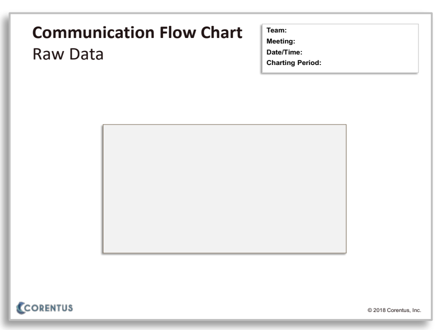
The following are a variety of Corentus Capture Chart Templates. Use with permission when adhering to Copyright and Rights language on the second page of this publication:



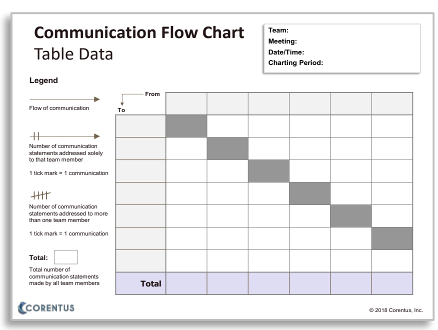
O-P-N Chart



Behavior Chart



Communication Flow Chart
(Raw Data)



Communication Flow Chart
(Table Data)

O-P-N Chart

Team:
Meeting:
Date/Time:
Charting Period:

Outcomes

Patterns

Norms

Behavior Chart

Team:
Meeting:
Date/Time:
Charting Period:

Members / Behaviors							Behavior Totals
Communication Acts							
Team Member Totals							

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Behavior Chart

Team:

Meeting:

Date/Time:

Charting Period:

Members / Behaviors							Behavior Totals
Team Member Totals							

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Communication Flow Chart

Raw Data

Team:
Meeting:
Date/Time:
Charting Period:

Communication Flow Chart

Table Data

Team:
Meeting:
Date/Time:
Charting Period:

Legend

Flow of communication

Number of communication statements addressed solely to that team member

1 tick mark = 1 communication

Number of communication statements addressed to more than one team member

1 tick mark = 1 communication

Total:

Total number of communication statements made by all team members

From → To						
Total						

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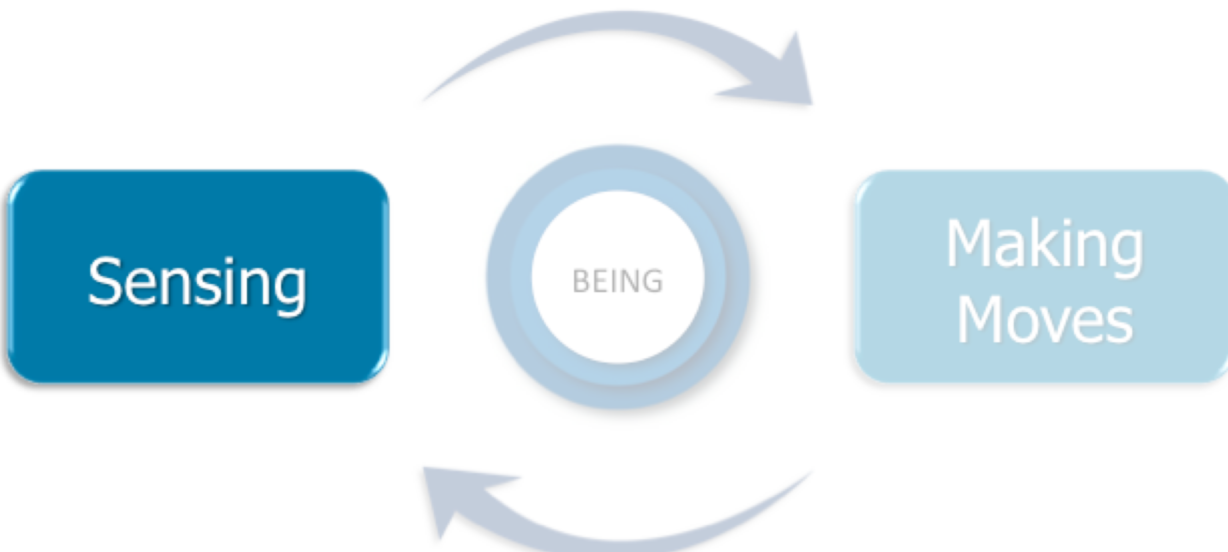
Sample Client Case 1

Sensing for Accountability

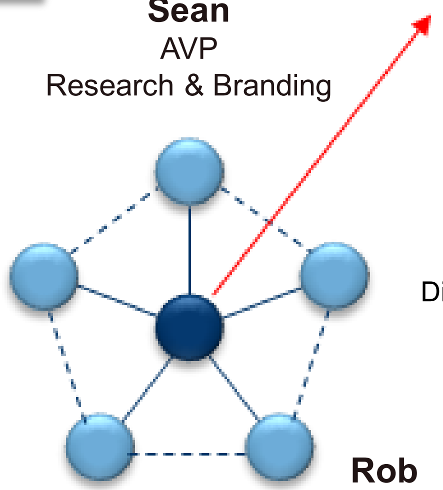


Sample Case 1: Team & Context

ACME CORPORATION

Marketing Leadership Team

> **Disclaimer:** This case is adapted from a real team coaching engagement. Certain elements have been changed or withheld to protect the client's identity.



ACME Corporation is a global consumer products company, headquartered in the United States, with over $20 billion in revenue and more than 60,000 employees. Like many consumer products companies, ACME is facing the disruptive force of the digital age and its impact on the sales and marketing of its products. The marketing functions within its many business divisions are under extreme pressure to adapt and perform.

Partly as a result of this pressure, in 2017, the Marketing Leadership Team of the company's largest division was experiencing a variety of challenges in terms of effectiveness and cohesion. After the unexpected and tumultuous departure of the Digital Marketing AVP in the spring of 2017 and the arrival of his replacement, Tomasina, the challenges intensified. At the end of the summer, the team leader (Patricia) was very concerned about the team and requested team development support.

Sample Case 1: Initial Data Gathering

Patricia reached out to a team coach to engage with her and her team. After a period of contracting, Patricia and the team decided to move forward with a 10-month team development engagement. The purpose of the engagement was to improve the team's levels of effectiveness and cohesion while successfully defining and implementing a new digital strategy for the U.S. market.

The first phase in the engagement was data gathering, in which the team coach conducted 60-minute structured interviews with all six team members and observed one three-hour team meeting. At the conclusion of this phase, the team coach prepared a detailed Assessment Report incorporating the data from both the interviews and the observation session.

The following page shows the O-P-N chart generated during the team observation; note that the team coach decided to focus on the team's approach to meeting management and communication as a starting point. The subsequent page shows a few highlights from the Assessment Report. (The full report was more than 40 pages long.)

Sample Case 1: Initial Observation O-P-N Chart

Team: ACME Marketing Leadership Team
Meeting: Biweekly Meeting (3 hours)
Date/Time: 11/6/2017
Charting Period: 10:00 to 11:30am

Outcomes

Covered 4/7 agenda topics

Agreements: 𝍸 III
- Fuzzy / Hedged
- Not captured

Meeting achievements:
- 1 decision: Delay U.S. Digital Strategy session until January 2018
- Objectives and goals approved
- Sven + Rob to provide input on functional needs to Tomasina by 11/17

Patterns

- Patricia – 5 minutes late
- Sean & Rob – 7 minutes late (came together)
- No acknowledgments of lateness

- Light agenda – high-level topics only
- No defined meeting owner … Sean is running the meeting
- Conversations are not completed
- No facilitation

Maxine and Sven speak ⇩⇩⇩
Patricia and Tomasina speak ⇧⇧⇧

Mood:
- Humor and laughter
- Patricia – Impatient??
- Sean & Rob – Frustrated??

"Soft asks": 𝍸 IIII
- Patricia: "Sean, It would be good if you could …"
- Sean: "Perhaps we should speak to …"
- Rob + Maxine: Maybe: 𝍸 𝍸 IIII + + +

More comments than questions

Interruptions > 20

Norms

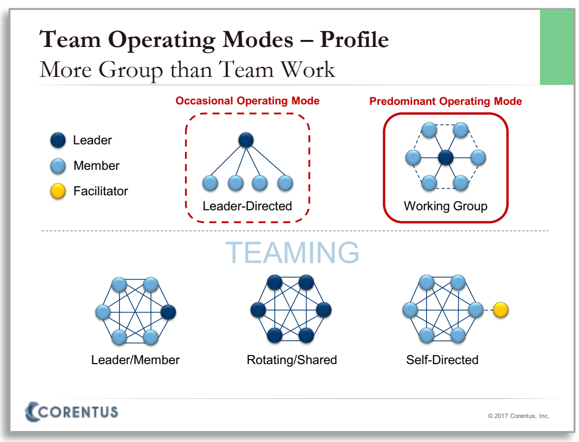
It's okay to be late.

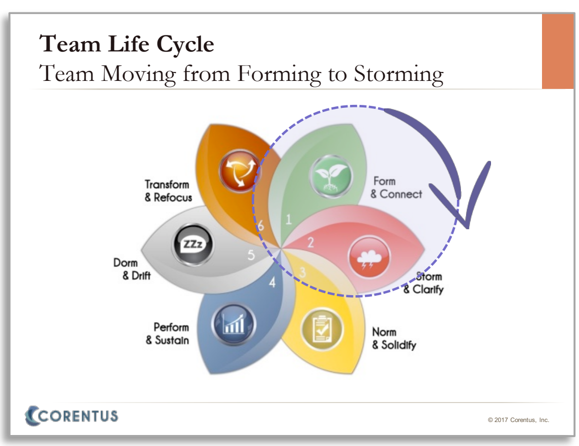
I need to interrupt to get my voice in.

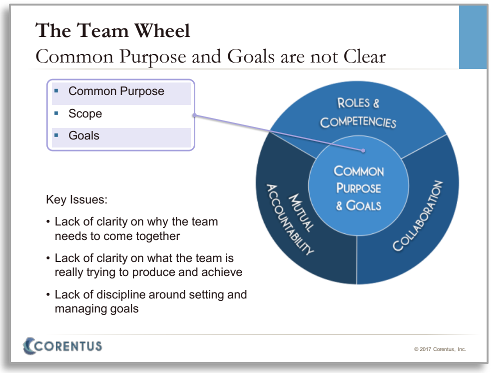
Agreements and decisions are conditional / can be changed.

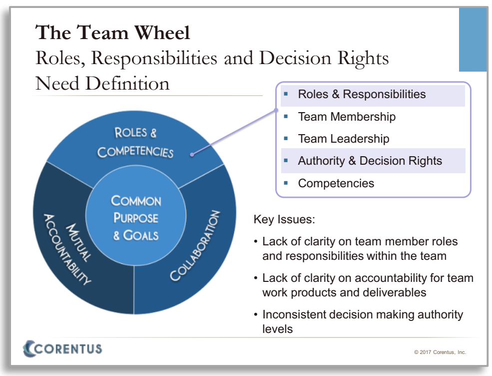
- Sean owns the meetings.
- Patricia covers what she wants in meetings.

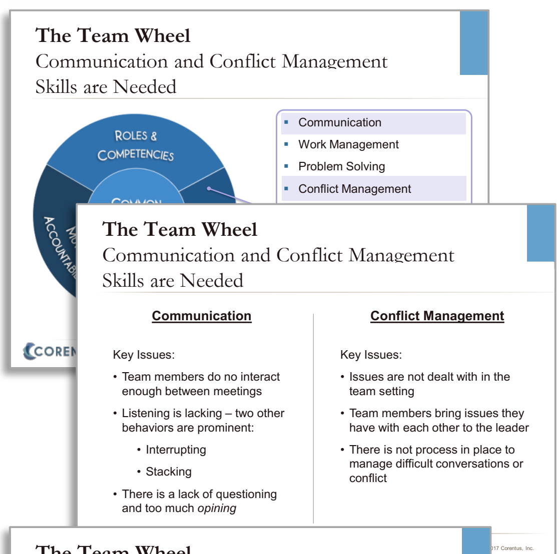
Sample Case 1: Assessment Report
(selected highlights)

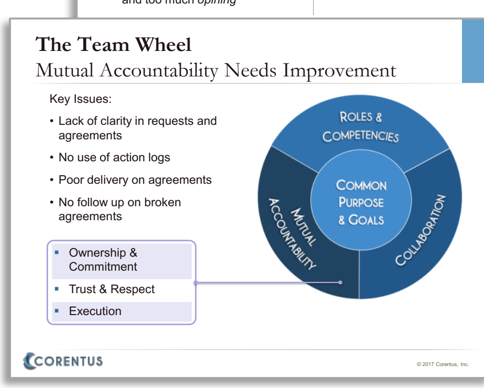












Sample Case 1: From Data to Plan

The team coach's Assessment Report provided a solid foundation to begin selecting focus areas for the engagement, following the three-step "Data to Plan" process (as outlined on page 23).

1 Complete & Share **Data-Gathering Assessment(s)**

In early January of 2018, the team coach facilitated a 2.5-hour working session with the team to review the Assessment Report.

2 Facilitate Team **Selection & Prioritization of Focus Areas**

Focus Areas:

1. **Accountability**
2. **Communication / Conflict Management**
3. **Common Purpose / Shared Goals**
4. **Role Clarity / Decision Making**

During the working session, the team selected four focus areas in which they wanted support from the team coach. They then prioritized those areas in terms of importance and urgency.

3 Help team plan a **Schedule to Address Focus Areas**

January

S	M	T	W	T	F	S
	1	2	3	4	5	6

Accountability
Communication

28 29 30 31

February

S	M	T	W	T	F	S
				1	2	3

Purpose & Goals
Role Clarity

25 26 27 28

March

S	M	T	W	T	F	S
				1	2	3

Role Clarity
Decision Making

25 26 27 28 29 30 31

The team did some preliminary scheduling of the focus areas across the first three months of the engagement.

Sample Case 1: From Tool to Capture Chart

With the overall engagement plan in place, the team coach began honing in on the specific focus areas chosen by the team. For each focus area, he utilized the three-step "Tool to Capture Chart" process (as outlined on page 24) to select a relevant tool and use it to guide his sensing. The following pages describe how he used this process for Accountability, one of the areas the team chose to focus on first.

To begin, he considered various accountability tools he might apply and settled upon one of the tools found in the Corentus Team Toolkit: *Accountability* (see below). He believed that the core model within this tool—the *Accountability Framework*—would provide strategies and techniques that would respond directly to the needs expressed during the interviews.

4 **Identify Any Relevant Tool(s)** for the Focus Area

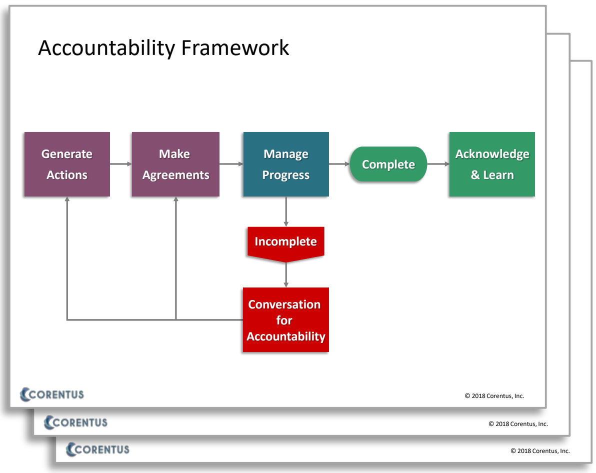
Corentus Team Toolkit (partial listing)

COMMON PURPOSE & GOALS	
Common Purpose	Creating Purpose Statements
Scope	Work Type Charting
Goals	SMARTO Goal Framework
	Creating Objectives & Goals
ROLES & COMPETENCIES	
Team Membership	Team Management Systems Assessment (tmsdi)
Team Leadership	Team Leadership Principles
Roles & Responsibilities	RACI Charting
	Work Products Methodology
Authority & Decision Rights	RACI Charting & Decision Making
MUTUAL ACCOUNTABILITY	
Ownership & Commitment	**Accountability**
Trust & Respect	The Trust Equation
Execution	Disciplines of Execution

COLLABORATION	
Communication	Speech Acts
	Data Charting
	Listening & Inquiry
Work Management	Effective Meetings
Problem Solving	Brainstorming
	The Creativity Suite
Conflict Management	Effective Feedback
	Polarity Mapping
Decision Making	5-Stage Decision Making Process
	Fist-to-Five Consensus Process
	Multivoting & Nominal Group Tech.
Performance Management	Performance Management Model Design
State of Mind & Buoyancy	State of Mind
	Resilience Advantage (HeartMath®)
Care, Support, & Safety	Forming – i
	Identity – Lifelines

5 Study and Learn the Content within the Tool(s)

The next step was to study the content of the tool. Although the team coach was already familiar with the concepts and methods of the Accountability tool, he took some time to review them and define how they would be relevant to the Marketing Leadership Team.



Contents of the tool include:

- Definition of accountability
- The Accountability Framework
- Making clear requests versus “soft asks”
- Making clear versus “hedged” agreements
- Defining the consequences of successful or unsuccessful agreements
- Engaging in proactive renegotiation of agreements
- Acknowledging and learning from successes
- Applying principles of mutual accountability to broken agreements
- The role of team leaders in accountability

The final step was for the team coach to determine which capture charts he wished to use. He decided to utilize both O-P-N Charts and Behavior Charts, each with a focus on accountability. The Accountability tool provided him with a number of key distinctions to make that possible. After translating those distinctions into the O-P-N Master Framework, he prepared several blank O-P-N and Behavior Charts to use during the coming month.

6 Identify a **Capture Chart** aligned with the Tool(s)

Outcomes

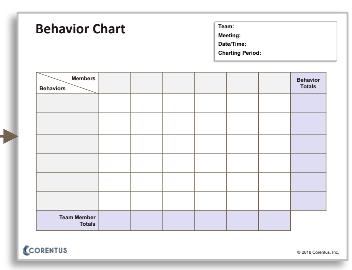
- Number of clear agreements
- Number of broken agreements resolved

Patterns

- Clear requests vs. "soft asks"
- Clear agreements vs. hedging
- Tracking and logging of agreements
- Proactive renegotiation of challenging agreements
- Direct discussion about broken agreements

Norms

- Assumptions and beliefs around accountability



The following page shows an O-P-N Chart that the team coach completed during the first biweekly meeting he attended following the Assessment Report work session. As agreed, he focused primarily on issues of accountability, and also added several additional observations on communication behaviors. On the subsequent page is a Behavior Chart completed one week later during a special team work session led by Tomasina.

Sample Case 1: Accountability O-P-N Chart

Team: ACME Marketing Leadership Team
Meeting: Biweekly Meeting (3 hours)
Date/Time: 1/16/2018
Charting Period: 11:00 to 12:00noon

Outcomes

- Broken agreements ~~||||~~ | = 6

New Agreements: ~~||||~~ ? ??

- Fuzzy / Hedged
- Not captured

- Broken agreements not renegotiated – hedged
  - "Try to get that done by Monday…"
  - "I will see what I can do…"

No action log

No agreement capture

Broken agreements
- Maxine
- Patricia
- Sven

Excuses

Complaint } TOO MUCH WORK!

"Soft asks": ~~||||~~ ~~||||~~ |||

- Patricia: "Tomasina, might you be able to …"
- Sven: "It would be great if we would …"
- Rob + Maxine: Maybe: |||| |||| ||||

State of mind:

- Frustration?
- Disengagement?

Patterns

Circular conversations

Stacking topics without completing a conversation

Yes-buts ~~||||~~ ||| - Sean & Rob

Questions: ~~||||~~ ~~||||~~ - Tomasina & Sven

- Most questions not answered

Norms

We don't address breakdowns.

Taking risks is dangerous.

Hedging is safe.

It's okay to miss deadlines…

No consequences

Can always revisit

Hedging is safe

Sample Case 1: Accountability Behavior Chart

This Behavior Chart was created during a special team work session, led by Tomasina, for the purpose of collectively defining the division's U.S. Digital Strategy. The Marketing Leadership Team was accountable to deliver this strategy to the division's Executive Leadership Team—and then, once it was vetted and approved, to implement it across the U.S. marketplace.

Behavior Chart

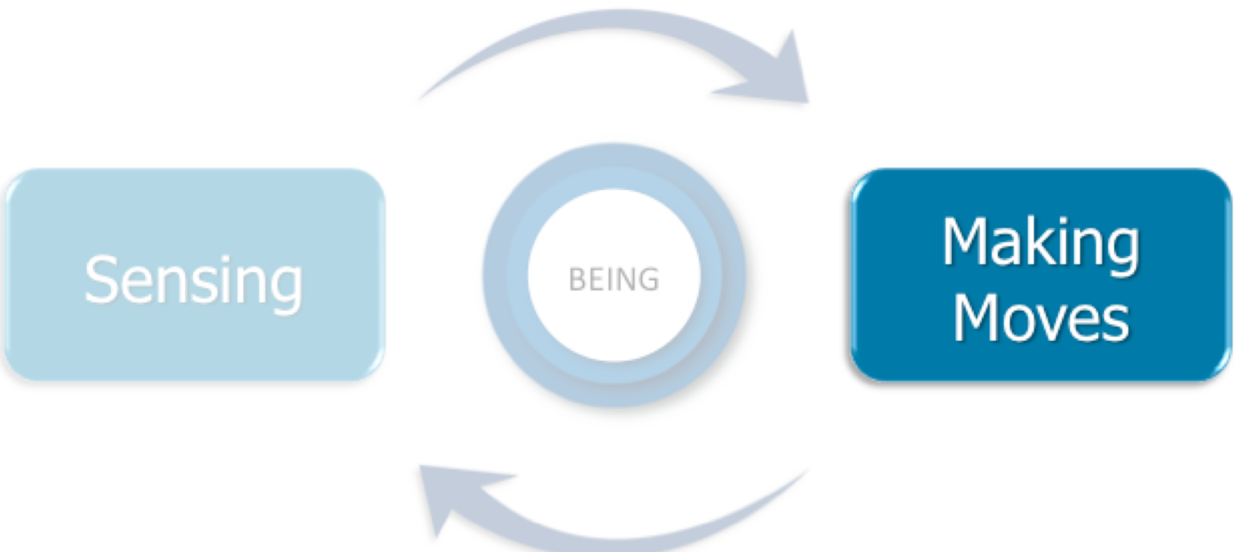
Accountability

Team: ACME Marketing Leadership Team
Meeting: U.S. Digital Strategy Session
Date/Time: 1•25•2018 / 1:00 to 4:00pm
Charting Period: 1:30 to 2:30pm *(1 hour)*

Behaviors / Name	Sean	Sven	Patricia (Team Leader)	Rob	Tomasina	Maxine	Totals
Communication Acts (CA's)	𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷𝍷𝍷 𝍷𝍷	𝍸 𝍸 𝍸 𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷𝍷	𝍸 𝍸 𝍷𝍷𝍷	165
Requests				𝍷𝍷	𝍷𝍷		4
Soft Asks	𝍸	𝍷𝍷	𝍸 𝍷𝍷𝍷𝍷	𝍷𝍷𝍷	𝍸 𝍸	𝍷	30
Agreements		𝍷		𝍷	𝍷𝍷𝍷		5
Hedges	𝍷𝍷𝍷	𝍷𝍷		𝍷𝍷𝍷	𝍷𝍷𝍷𝍷		12
Questions	𝍷𝍷𝍷		𝍷𝍷𝍷	𝍷𝍷	𝍸 𝍸 𝍷		19
Q's Answered			𝍷𝍷𝍷		𝍷𝍷𝍷𝍷		7
Interruptions	𝍸 𝍸 𝍷𝍷𝍷	𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍷𝍷𝍷𝍷	𝍸 𝍷𝍷	𝍷𝍷𝍷		45
Team Member Total (CA's)	31	17	38	23	43	13	

PART THREE

Making Moves



Intervening in real time to help the team expand its awareness, build skills, and improve its levels of cohesion, effectiveness, and performance

Making Moves

Sensing gives you access to essential information about how a team interacts and how those interactions contribute to its performance. What sets team coaching apart from other modalities is the way you use that information.

It's sometimes useful to hold a separate debrief session where you give an extensive report of what you've observed (in consulting mode) and lead a team discussion (in facilitation mode) about possible steps they could take in response. But when you're acting as a coach, you make interventions—or "moves"—in real time, in direct response to what's happening in the moment. You build the team's awareness of what they're doing, while they're doing it, which enables them to readjust and course-correct immediately.

Why "Moves"?

What we refer to as a coaching "move" is equivalent to what most practitioners call an "intervention." Why the shift in terminology? In many contexts, an intervention is something carried out by an external authority in a potentially dangerous situation. It's what you do in cases of self-destructive behavior or medical risk, where a person requires immediate help from someone who knows more than they do about what's wrong.

In contrast, the coaching relationship is more of a balanced partnership. The client decides what they want and the coach supports them in achieving it, rather than jumping in and fixing the situation or dictating what the client should do.

The word *moves* also suggests an element of play or creative experimentation, as in playing an instrument or a game of chess. Team coaching is truly an art, requiring us to dance in the moment and respond adaptively to one new challenge after another.

Outcomes of Making Moves

Team coaching moves are intended to achieve four basic outcomes:

① **The team observes itself in action.**

② **The team gains awareness and understands what is occurring.**

③ **The team designs an approach to address what is occurring.**

④ **The team implements and sustains this approach.**

Typically, early moves within a team coaching session are geared toward the first two outcomes. Only after the team has developed a certain level of awareness and understanding can members start taking steps to address what's happening.

Ownership & Accountability
As you enter into team coaching, remember that moves are not facilitated processes or solutions. Team members remain accountable for making and sustaining their own improvements. In fact, it is often helpful to teach the moves to the team so that they can perform them with each other without the help of a team coach.

While you as a coach do not directly drive improved results, you are responsible for intervening in ways that support the team in developing the awareness, skills, tools, and commitment that lead to those improvements. Should the team consistently fail to make and sustain positive changes, you may need to work with them to adjust your approach or else recommend suspending or terminating the engagement.

Mechanics of Making Moves

Team coaches keep a low profile. When you're in the role of coach, most of your time is spent quietly observing and preparing to act. When you do act, you simply introduce one or two carefully chosen questions or comments, then sit back to observe what happens. Once the client responds, you have the option of using additional questions and comments, but still aim to maintain simplicity in their delivery. While skillful team coaching moves may be simple, they are far from easy. Coming in consistently at a useful time, in an effective manner, requires a tremendous amount of focus, precision, and expertise.

The $99,999 Hit
Our favorite analogy for team coaching is an old parable about a nuclear plant where one of the reactors has broken down, bringing production to an emergency halt. Desperate, the site manager hires a specialist, who comes in carrying a small suitcase. The specialist circles the reactor twice and places a very tall ladder at the northern side. He then climbs two thirds of the way up the ladder, opens his suitcase, takes out a hammer, and whacks the thick wall of the reactor once. Instantly, it begins running perfectly again. A week later, the site manager receives an invoice for $100,000 and calls the specialist to complain: "All you did was hit the reactor with a hammer!" The specialist replies, "Correct. The charge is $1 for hitting the reactor, and $99,999 for knowing where to hit."

In the same way, the simplicity of team coaching moves belies the complexity and depth of understanding that lies beneath them. Eventually—as with the hammer-wielding specialist—the mechanics of moves become second nature. You may find yourself making a highly effective move without being fully conscious of what you did or why you did it. When you're just starting out as a team coach, however, it's important to think through the mechanics of moves with deliberation and care. The factors that influence the making of a move fall into four main categories broken out into two phases:

WHAT	WHY	WHO	HOW
What relevant data has been observed?	*Why might this data be useful?* *Why now?*	*With whom could a move about the data be made?*	*How will you execute your move for maximum benefit?*
Preparation			**Execution**

Making Moves: **Preparation**

WHAT
What relevant data has been observed?

WHY
Why might this data be useful?

Why now?

WHO
With whom could a move about the data be made?

HOW
How will you execute your move for maximum benefit?

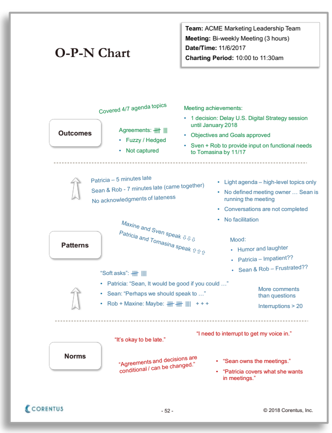
Moves Preparation: What

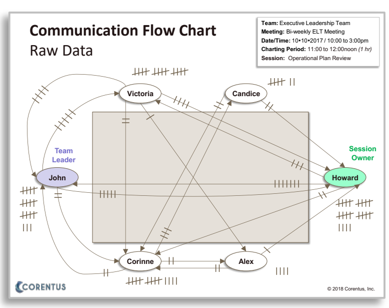
The first question to consider before making a move is “What is the observation driving the move?” If you’re using a detailed capture chart like a Behavior Chart, you may have highly specific data on hand (e.g., 10 questions were asked and none were answered, or 90% of comments were made by two team members). If you’re using an O-P-N chart, you may have observed something more subtle, like a sudden drop in the group’s energy or increases in defensive body language and voice tones.

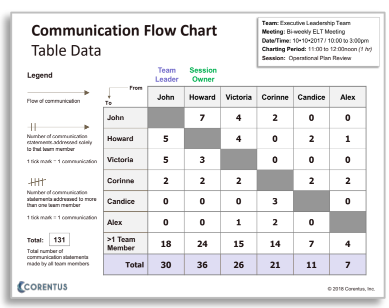
You don’t need to have perfectly precise data in order to make a move. Still, you should have a clear enough understanding of what you’re sensing to be able to:

1. Describe it in simple, easily comprehensible terms (either to the team, if appropriate, or simply in your own head)
2. Consider why that data might (or might not) be useful for the team (see the following page)

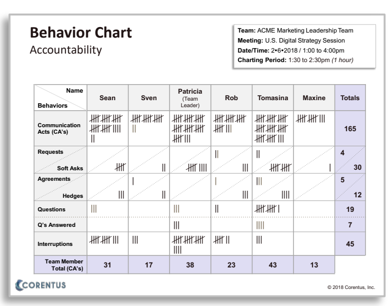
Moves can focus on the team’s development needs and/or strengths. Often it’s best to use a blend of both throughout the course of a coaching session.

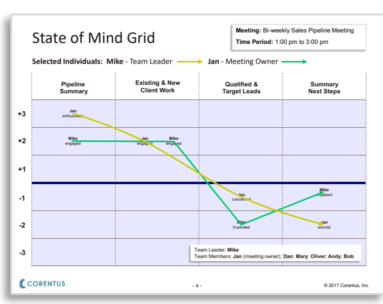






Data from any variety of capture chart may be used to drive team coaching moves.





Moves Preparation: Why

Once you have a clear understanding of the data you're focusing on, there are two *why* questions to consider:

1. Why might this data be useful for the team?
2. Why make a move on it *now*?

Usefulness for the Team
Just because a piece of data is interesting and meaningful to you doesn't necessarily mean it will be useful for the team. Ideally, the data that you bring in will meet most or all of the following criteria:

- ❑ Relates to an area of focus in which the team has already expressed an interest or need (e.g., decision making, managing difficult conversations, goal setting, listening, etc.)
- ❑ Connects to real work outcomes that are meaningful to the team
- ❑ Connects to team relationship dynamics that are meaningful to the team
- ❑ Represents a repeating pattern, not just a one-time occurrence (exceptions include examples of particularly effective or ineffective behaviors, moments of high emotional intensity, and other strikingly impactful events)
- ❑ Can be readily understood by the team (e.g., not introducing complex system dynamics to a team barely able to notice basic behaviors)

In certain situations, you may collect data that is not directly related to a stated area of focus for the team, but that seems to have an important indirect connection. In these cases, the data may be deemed useful. Consider two examples:

- Noticing the different levels of collaboration the team says it has with other teams in the organization: *Could be related to the team's desire to become more bold and accountable as a team*
- Noticing low levels of listening and acknowledgement toward direct reports who present information to the team in meetings: *Could be related to the overall communication patterns in the team*

Timing of the Move
A related question to consider is why a move would make sense *at this time*. There are no hard and fast rules, but it's often helpful to speak up about a particular set of data when one or more of the following criteria can be met:

- ❑ You observe a particularly clear example of the data.
- ❑ The pattern the data refers to is having a significant impact on the real work outcomes and/or relationship dynamics at that moment.
- ❑ Individual and/or collective mood or morale appears to be taking a significant turn for the worse.
- ❑ The team leader and/or team members make a strong request that you make a move at that moment.

Why NOT to Make a Move

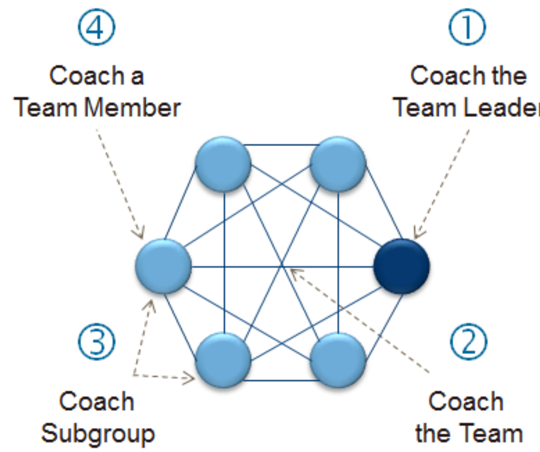
- ✗ To demonstrate that you can add value
- ✗ To show that you have been paying attention
- ✗ To demonstrate your competence or expertise
- ✗ To fix one of the team's problems according to a specific method you know
- ✗ To steer the team toward a particular solution that you believe is best

Moves Preparation: Who

Once you've clarified *what* your move will address and *why*, it's time to identify *who* is the appropriate target (the person or people toward whom the move will be directed). There are two key factors to consider:

1. Stage of the team coaching engagement

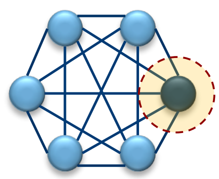
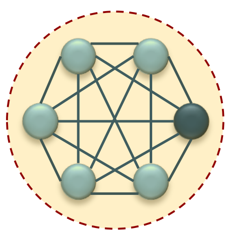
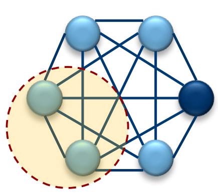
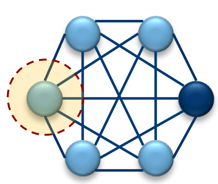
At the very start of a new engagement, the first moves are best directed at the team leader. This ensures that the leader role models what can be expected of others, and it gives permission to team members to display the appropriate levels of vulnerability required for further moves. The moves made with the leader can be followed by moves with the full team, and eventually moves with subgroups and/or individual team members. This move transition strategy is not a hard and fast rule, but it has proven effective for many team coaches.



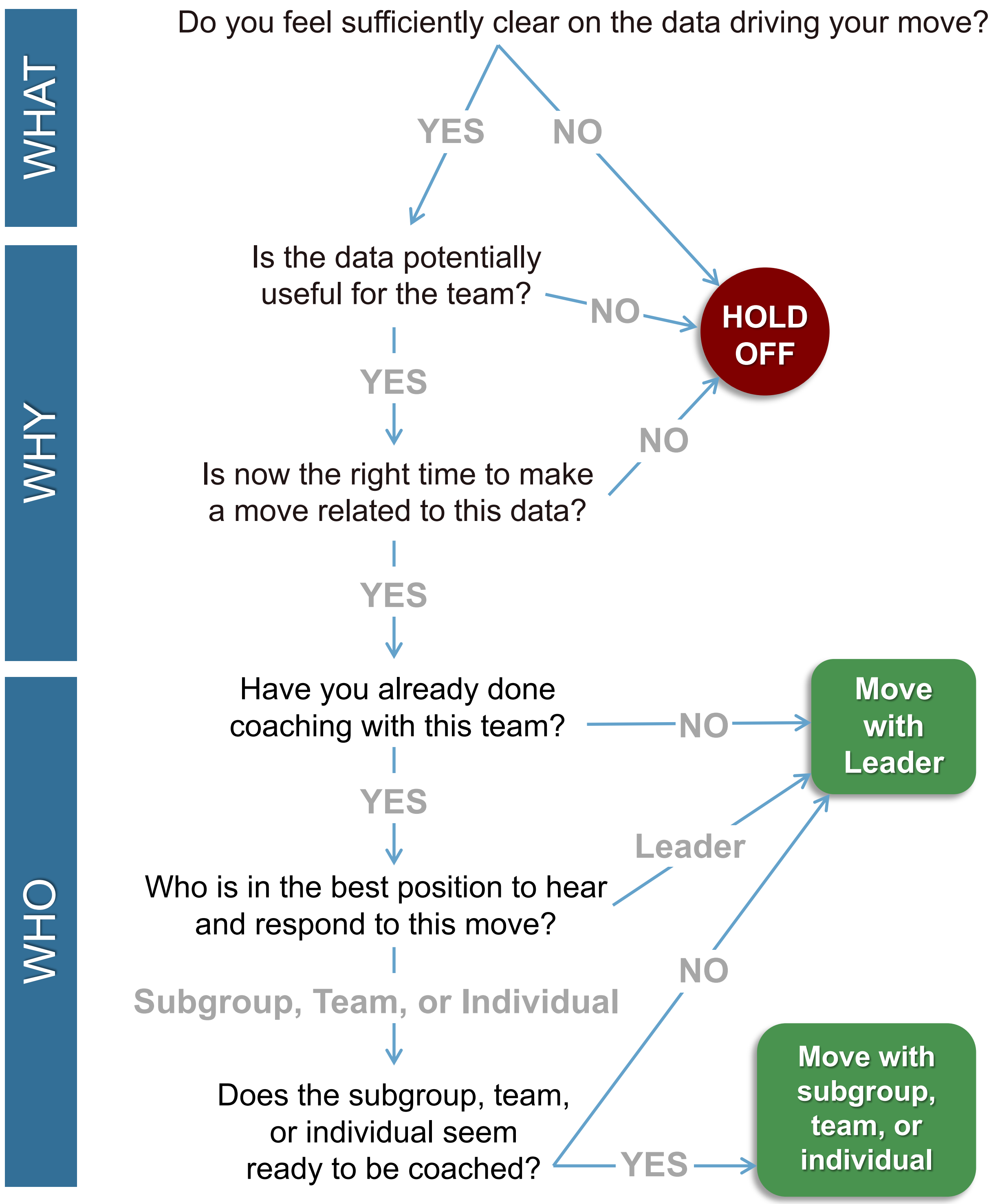
2. Relevance

Who is best positioned to hear and respond to this particular move? Through sensing, the team coach collects data at the level of the individual, subgroups, and the team as a whole. It's important to be clear about which individual(s) each piece of data pertains to, and then use that awareness to help choose the target(s). As a general rule, when the team coach wishes to draw attention to a particular pattern, it makes sense to address it first with whomever exhibits the pattern. After that, follow-up questions may be addressed to others who are affected by the pattern or in a good position to observe it. That said, there are times when it might be helpful to make a move with someone other than the person(s) exhibiting the pattern. The table on the following page provides a general guide as to when this might be true.

The table below provides an initial set of suggestions as to when it might be helpful to make a move with someone other than the person(s) exhibiting the data.

Who is displaying the pattern?	Given who is displaying the pattern, when should a move be made with …	
 **Team Leader**	**Team** or **Subgroup** or **Team Member** ▪ When the leader could benefit from feedback from one of the above to raise his/her awareness or deepen his/her understanding of the impact of the pattern on them ▪ When one of the above could benefit from learning how to provide feedback to the leader about the impact of the pattern on them	
 **Team**	**Team Leader** ▪ When the leader exhibits the pattern more often and could benefit from owning it first ▪ When the leader's influence can help the team to become aware of the pattern	**Subgroup** or **Team Member** ▪ When a subgroup or a team member exhibits the pattern more than the others and could benefit from owning it first ▪ When one of the above has mentioned the pattern in the past
 **Subgroup**	**Team Leader** ▪ When the leader indicates the pattern is having an impact on one or more members of the team ▪ When the leader's influence can help the subgroup to become aware of the pattern	**Team** or **Team Member** ▪ When one or more team members outside the subgroup indicate the pattern is having an impact on one or more members of the team ▪ When one or more team members outside the subgroup have mentioned the pattern in the past
 **Team Member**	**Team Leader** ▪ When the leader indicates he pattern is having an impact on one or more members of the team ▪ When the leader's influence can help the team member to become aware of the pattern	**Team** or **Subgroup** ▪ When one or more team members outside the subgroup indicate the pattern is having an impact on one or more members of the team ▪ When one or more team members outside the subgroup has mentioned the pattern in the past

Moves Preparation: What + Why + Who



Moves Preparation: Example

Below is an example illustrating how the What, Why, and Who questions come together to drive and shape team coaching moves.

- Fortune 500 European Company
- Senior Leadership Team (10 members)
- Full-day strategy meeting #2
- Two hours into the meeting

WHAT relevant data has been observed?

- ❑ Team members use soft asks versus clear requests
  - ✓ *"It would be good if you could get that done."*
  - ✓ *"We should all focus on doing this."*
  - ✓ *"All of us need to change the way we are doing that."*
- ❑ An average of 10 soft asks per hour go unanswered and unmanaged.

WHY might this data be useful?

- ❑ The data relates directly to concerns raised in the Assessment Report:
  - ✓ *"We are doing too much stuff."*
  - ✓ *"We are bad at making agreements."*
  - ✓ *"We do not remember what we commit to doing."*
- ❑ The data represents a repeating pattern that was witnessed throughout the first meeting, and has now re-emerged.

WHY now?

- ❑ The pattern is very apparent now and getting in the way of making progress with real work:
  - ✓ The inability to make clear requests is allowing too many soft asks to burden what is really needed
  - ✓ The current conversation is stalling.
- ❑ Team member states of mind seem low: audible *sighs*; rolling of the eyes; 4 team members on their phones; greater tension in team leader's voice

With WHOM could a move about the data be made?

The **Leader** could be the target.

- ❑ Several moves were made with the leader and the team during the first meeting.
- ❑ The pattern is being exhibited by most team members, but most often by three members plus the leader.

Making Moves: **Execution**

WHAT
What relevant data has been observed?

WHY
Why might this data be useful?

Why now?

WHO
With whom could a move about the data be made?

HOW
How will you execute your move for maximum benefit?

Moves Execution: How

The final, and by far the most complex consideration in making moves is *how* your move is phrased. No two moves are ever the same, and the number of possible permutations for any given move is virtually infinite. Before we go into the specific variables to consider in phrasing a move, it's important to understand a fundamental principle:

> **MAKING MOVES**
> **GUIDING PRINCIPLE**
>
> Whatever you have to say,
> communicate it in a way
> that makes it as easy as possible
> for the team to take it in.

Many groups you'll work with are unaccustomed to the kinds of self-observation and reflection elicited by team coaching. Moreover, they're experimenting with these new types of thinking at the same time as they're fully engaged in real work discussions—which is no easy task.

In some teams, the coaching process may also trigger anxiety, creating a further drain on people's attention. Given these challenges, we must be careful to avoid adding any further barriers to the team's ability to focus, observe, listen, and integrate new information with what they already know. The following page outlines four rules of thumb for accomplishing this.

Moves Execution: How

Making Your Move Easy to Take In

No matter the content and target of your move, you can increase your effectiveness by following four rules of thumb:

1. **Be simple, concise, and clear.**
   Use as few words as possible, and avoid introducing new jargon or complex concepts. One of the greatest challenges for practitioners new to team coaching is resisting the urge to over-explain. As soon as we shift into teaching mode, it's easy for the client to sit back and passively absorb information, rather than staying acutely alert and engaged.

2. **Connect to what the team is already noticing.**
   This is one good reason to limit each team coaching session to a single focus area. When people know that the coaching will address listening, for instance, they're more likely to notice what's happening around listening during the work session. And then when you make moves related to listening, you're linking to something that's already on their minds. In general, try to make it as easy as possible for people to see what you're referring to. That helps free them from going into their heads—away from what's happening in front of them—to figure it out.

3. **Focus on one piece of data at a time.**
   In any given domain, there is a wealth of data that can be observed. For instance, accountability incorporates making clear requests, making clear agreements, proactively renegotiating, keeping commitments, managing consequences, etc. If a move tries to cover too much data at once, it may become difficult for the team to respond. Making a move on one piece of data at a time will allow the team to address it more efficiently.

4. **Frame information in ways that are likely to resonate with the team.**
   If you're working in a highly data-centered culture, err on the side of including more precise data (e.g., report the exact number of interruptions you counted in a particular conversation). Speaking in language familiar to the team helps them hear what you're saying with minimal resistance. Again, the goal is to avoid unnecessary distractions so they can stay focused in the moment.

Moves Execution: How

Constructing Your Move

Even after you've determined that you want to make a move targeting a particular person or people, related to a particular pattern or piece of data, there are still important choices to be made. These choices fall into three main areas:

1

O-P-N Focus Area*

Focusing on outcomes, patterns, or norms, in the current state or desired state

2

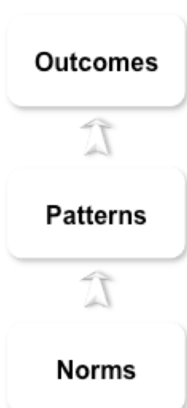
Openings

Choosing how to segue gracefully and appropriately into a move

3

Ask vs. Tell

Using inquiry or advocacy moves



***Note:** *There are any number of frameworks you could use to guide your moves. O-P-N is one useful option, but many others may work just as well. Here we focus exclusively on the O-P-N framework because 1) for those just starting out in team coaching, a single framework is plenty to absorb; 2) O-P-N works well for both sensing and making moves; and 3) even when we use methods of sensing that are not structured around outcomes, patterns, and norms (e.g., Behavior Charts), we can easily apply the O-P-N structure to make moves with that data.*

1

O-P-N Focus Area

Focusing on outcomes, patterns, or norms, in the current state or desired state

Outcomes

↑

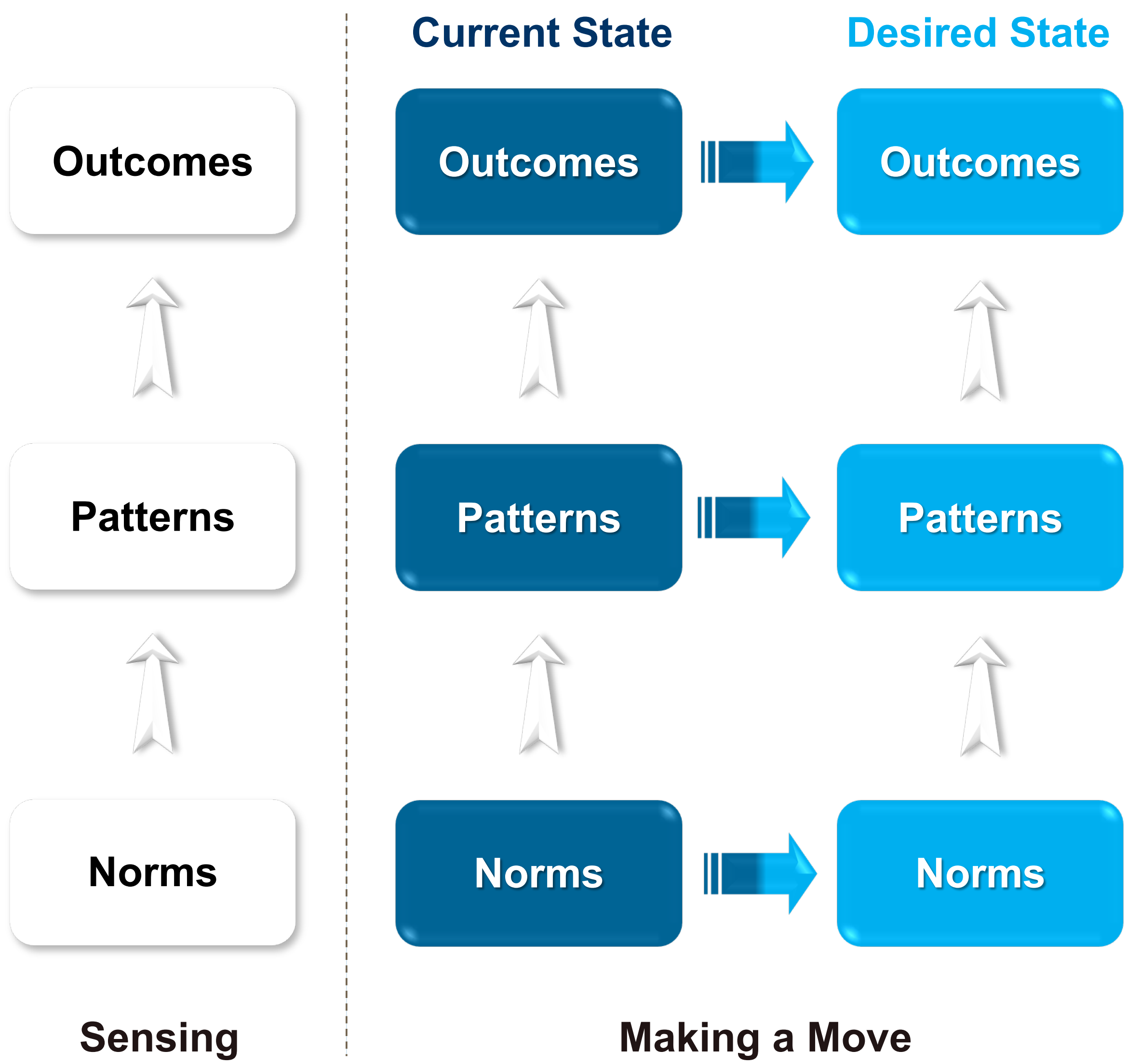
Patterns

↑

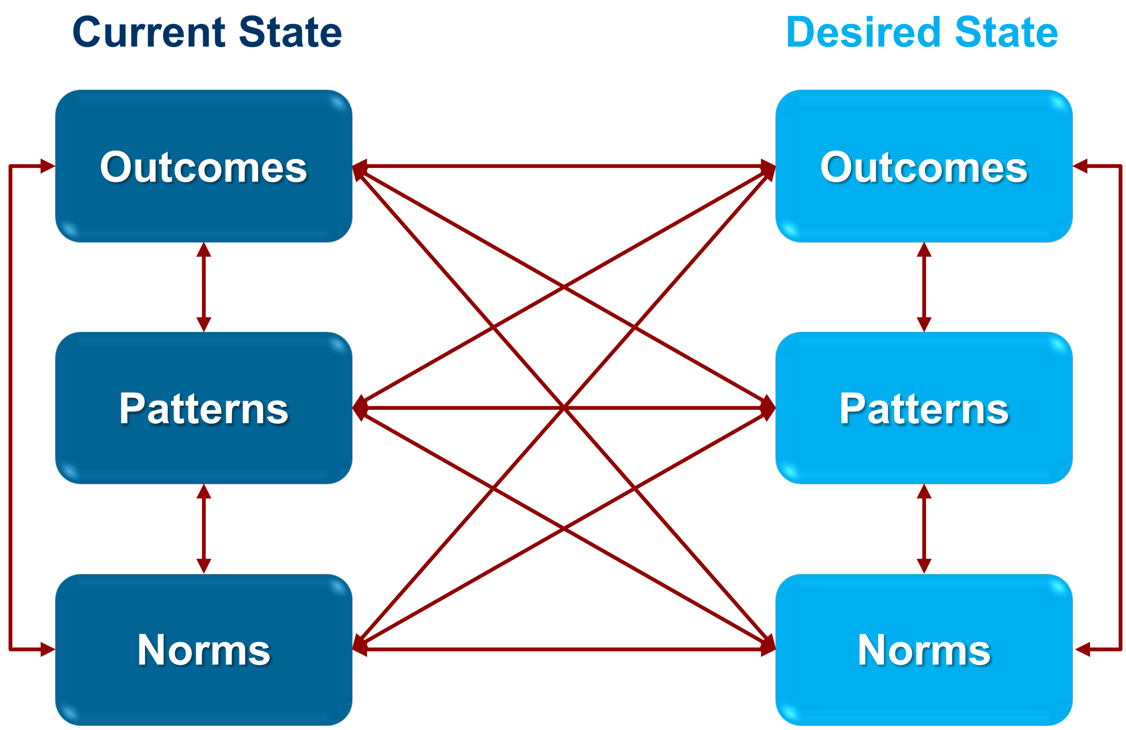
Norms

Execution Part 1: O-P-N Focus Area

The ultimate purpose of making moves is to help a team transform from its current state to a new, desired state. Most of the moves we make address one of those two states. We can use the same framework we use for sensing—O-P-N (Outcomes-Patterns-Norms)—to guide our moves for both the team's current state and its desired state.



The six boxes in the O-P-N framework are intimately connected with one another. Together, they provide a solid foundation for configuring moves, with potential for endless variation.



To be able to play fluently across the six boxes and configure a variety of move combinations, it is important to first learn to make moves within each box. The following pages provide a high-level overview of the purpose and outcomes of making moves in each one of the six boxes.

Execution Part 1: O-P-N Focus Area

Current State Outcomes

Purpose: Focus attention on what the team is or is not achieving

Domains of Focus: Results, consequences, accomplishments, achievements

Outcomes:

- Clarify what is or is not being achieved
- Help the team see and assess the current state of progress toward intended outcomes
- Help the team see and assess the consequences of *current state patterns* and *current state norms*

Notes:

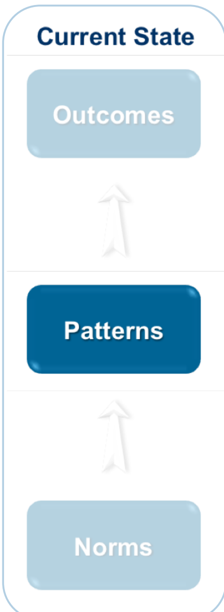
- Relatively easy for teams to see and assess
- Often a helpful first set of moves to engage the team in the team coaching process

Examples:

- *"After discussing this issue for 45 minutes, how close do you feel you've come to solving the problem?"*
- *"I observed that out of three planned decisions, you came to an agreement on one and deferred the other two."*

Execution Part 1: O-P-N Focus Area

Current State Patterns



Purpose: Focus attention on what the team is saying, doing, or feeling in a recurring manner

Domains of Focus: Behaviors, language, body language, practices, procedures, feelings, states of mind

Outcomes:

- Clarify the recurring patterns that drive *current state outcomes*
- Help the team see and assess patterns that enable and limit *desired state outcomes*
- Help the team see and assess the consequences of *current state norms*

Notes:

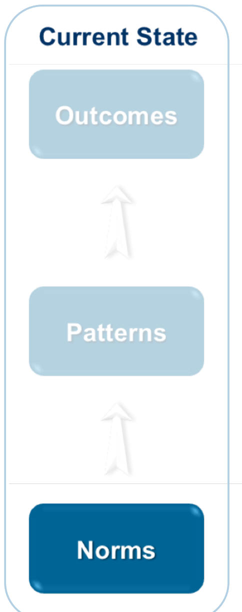
- Typically quite engaging for teams to see and assess
- Often a helpful first set of moves to engage the team in the team coaching process

Examples:

- *"Over the past hour, how have you been doing as a team at listening to each other?"*
- *"I observed that ten questions were asked, and one was answered."*

Execution Part 1: O-P-N Focus Area

Current State Norms



Purpose: Focus attention on what the team believes and thinks

Domains of Focus: Beliefs, values, interpretations, judgments

Outcomes:

- Bring to light to what is driving the team's *current state patterns* and *current state outcomes*
- Help the team see and assess individual and collective cognitive processes
- Increase motivation to track and shift individual and collective thinking

Notes:

- Can be challenging for the team to see and assess
- Not used as frequently as moves focusing on *current state patterns* and *current state outcomes*

Examples:

- *"What beliefs about accountability might be influencing how your team is responding to missed deadlines?"*
- *"What assumptions about decision making might be driving the team's behaviors?"*

Execution Part 1: O-P-N Focus Area

Desired State Outcomes

Purpose: Focus attention on what the team wants to achieve or could achieve

Domains of Focus: Results, consequences, accomplishments, achievements

Outcomes:

- Clarify what the team intended to achieve or could achieve
- Help the team define the possible consequences of *desired state patterns* and *desired state norms*

Notes:

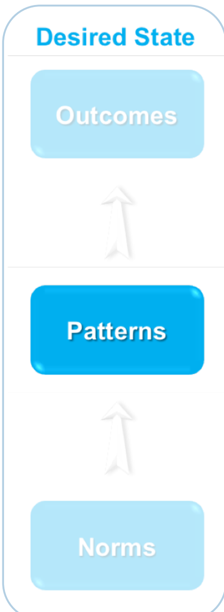
- Relatively easy for teams to identify
- Often a helpful second set of moves following a first set of moves focused on *current state outcomes* or *current state patterns*
- May require training on how to set outcomes

Examples:

- *"What would you like the outcome of your decision-making process to be?"*
- *"If you changed this pattern of interrupting each other, what do you think you might achieve?"*

Execution Part 1: O-P-N Focus Area

Desired State Patterns



Purpose: Focus attention on what the team could be saying, doing, or feeling in a recurring manner

Domains of Focus: Behaviors, language, body language, practices, procedures, feelings, states of mind

Outcomes:

- Help the team define the types of patterns required to drive the *desired state outcomes*
- Help the team define the possible consequences of *desired state norms*

Notes:

- Typically quite engaging for teams to define and design
- Often a helpful second set of moves following a first set of moves focused on *current state outcomes* or *current state patterns*
- May require new methods, tools, and training

Examples:

- *"Which accountability practices do you need to use to improve your track record of keeping commitments?"*
- *"Instead of remaining silent when you disagree, what would be a different approach?"*

Execution Part 1: O-P-N Focus Area

Desired State Norms

Purpose: Focus attention on what the team could believe and think

Domains of Focus: Beliefs, values, interpretations, judgments

Outcomes:

- Help the team define the beliefs and thinking required to drive the *desired state patterns* and *desired state outcomes*
- Increase motivation and focus for shifting individual and collective thinking

Notes:

- Can be challenging for the team to define
- Not used as frequently as moves focusing on *desired state patterns* and *desired state outcomes*
- Often require time for deeper reflection

Examples:

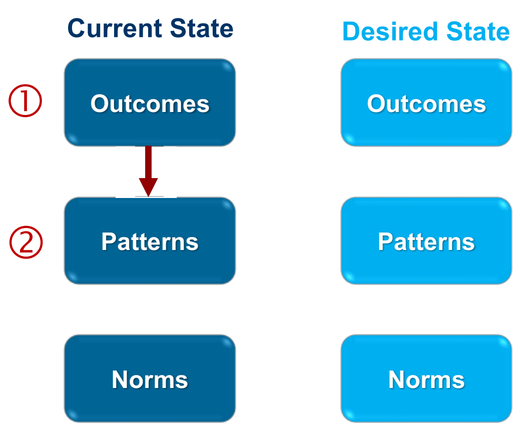
- *"In order to allow people to finish their thoughts, what assumptions do you need to make?"*
- *"For this team to be able to admit mistakes, what beliefs do you need to hold?"*

Execution Part 1: O-P-N Focus Area

Multi-Box Move Sequences

After you've learned to make moves within each of the six boxes, you can, as needed and appropriate, make an endless number of move sequences in the moment with the team. We call these multi-box move sequences. Below are brief introductions to 2-, 3-, 4-, and 5-Box Move Sequences, each highlighting just one of the many possible permutations of such sequences.

2-Box Move Sequence

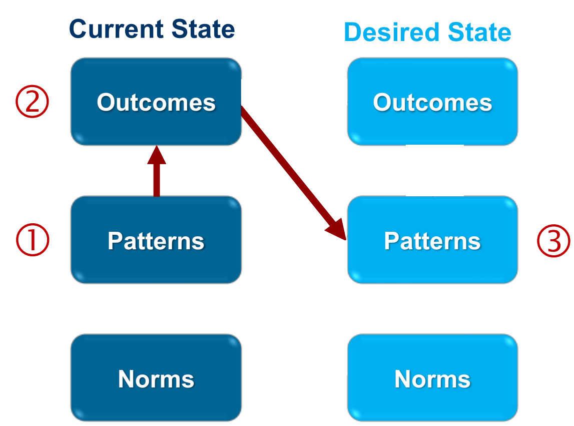


2-Box Move Sequences are very common in the early stages of team coaching, and are often sufficient to generate the right initial levels of self-observation and self-awareness. In the permutation shown above, the team coach first focuses on Current State Outcomes and then moves to Current State Patterns:

1. *CSO: "How do think you're doing on achieving the outcomes of this work session?" [Client responds]*

2. *CSP: "What do you notice about your work practices that are contributing to this?"*

3-Box Move Sequence



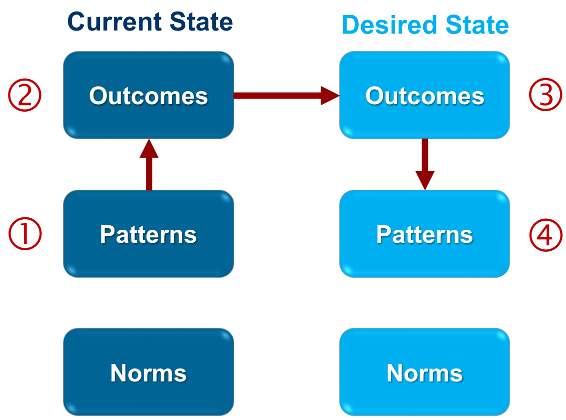
3-Box Move Sequences are also very common in the early stages of team coaching and throughout team coaching engagements. In the permutation shown above, the team coach first focuses on Current State Patterns, then moves to Current State Outcomes, and then completes with Desired State Patterns:

1. *CSP: "During the past two conversations, I noticed that three of you provided 80% of all the communication acts." [Client responds]*

2. *CSO: "Is there an impact of this distribution of communication on the outcomes you seek from these conversations?" [Client responds]*

3. *DSP: "What could you do differently in your team conversations going forward?"*

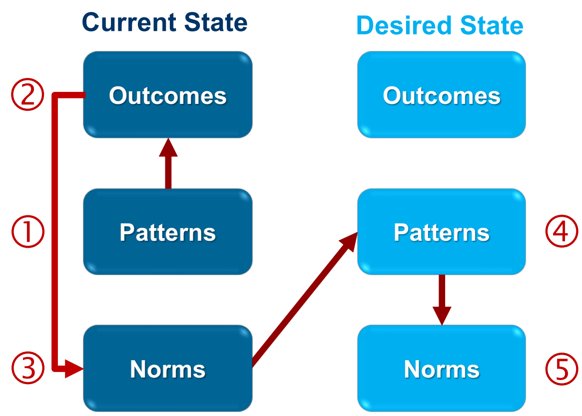
4-Box Move Sequence



4-Box Move Sequences become more common as a team progresses through a team coaching engagement. In the permutation shown above, the team coach begins with two Current State moves (Patterns then Outcomes) before shifting to the Desired State (Outcomes then Patterns):

1. *CSP: "What do you notice about the manner in which you greet and interact with individuals who come present to you?" [Client responds]*
2. *CSO: "What do you sense is the impact of these behaviors?" [Client responds]*
3. *DSO: "What impact would you like to have on these individuals?" [Client responds]*
4. *DSP: "What is the manner in which you would need to greet and interact with these individuals in order to have this impact?"*

5-Box Move Sequence



5-Box Moves are also more common as a team progresses through a team coaching engagement. In the permutation shown above, the team coach makes three moves in the Current State (first Patterns, then Outcomes, then Norms), and then moves to Desired State Patterns and Desired State Norms:

1. *CSP: "What do you notice about the types of topics you place on your weekly meeting agendas?" [Client responds]*
2. *CSO: "What do you achieve or not achieve through these topics?" [Client responds]*
3. *CSN: "What is the team's thinking relative to the weekly meeting agenda?" [Client responds]*
4. *DSP: "How could you change the content of your agendas going forward?" [Client responds]*
5. *DSN: "What new thinking or norm would you need to establish for this to occur?" [Client responds]*

Execution Part 1: O-P-N Focus Area

Multi-Box Move Sequences—CAUTION

PLEASE NOTE:

Although it can be beneficial to consider and prepare multi-box move sequences, it's important to hold these combinations lightly.

The team's reaction to the first move may lead in a completely different direction, requiring you to improvise the next moves.

The fact is that there are endless permutations in the moves we can make. Team coaching therefore requires significant levels of presence, awareness, flexibility, and in-the-moment capacity on the team coach's behalf.

Execution Part 1: O-P-N Focus Area

Establishing Commitment in the Desired State

As team members gain clarity about their current and desired outcomes, processes, and norms, they can take quite a few steps toward change, including noticing what they habitually do, understanding consequences of unconstructive patterns, clarifying new outcomes they wish to achieve, and identifying specific new patterns and norms they wish to establish. Those steps are all important, but there's still a critical piece missing. You may have heard the riddle:

Three frogs are sitting on a log. One decides to jump off.
How many frogs are on the log?

Did you catch the distinction between deciding to jump and actually jumping? (All three frogs are still on the log.) Similarly, just because a team decides to act differently or adopt a new norm, there's no guarantee that will actually happen.

The final, essential step in the coaching cycle requires the team to make the move from decision to action. The team needs to commit to taking specific steps to implement and sustain new ways of operating. There are still no guarantees, but having clear steps in place makes it much more likely that the necessary follow-through will occur. Below are some examples of commitment-focused moves in the desired state.

Commitments on Patterns

- *What do you need to do to ensure you will call each other out when you interrupt each other? Who will be accountable for ensuring the interrupting is reduced?*
- *John, what can you request of the team right now to ensure that all of you manage your work sessions within scheduled times?*
- *What can you commit to doing as a group to make sure you implement the 5-Step Decision Making Process? By when will you do this?*

Commitments on Norms

- *Now that you've decided to set a norm that admitting mistakes is courageous, how will you make sure that norm takes hold?*
- *What will you do to keep this new norm fresh in members' minds? How will you keep track of whether it's sticking?*
- *How will you hold yourselves accountable to adhere to the norms you've just developed*?

2

Openings

Choosing how to segue gracefully and appropriately into a move

Execution Part 2: Openings

The phrasing you use to segue into a move has a strong impact on how that move is received. A well-structured move is more likely to be experienced as respectful and establish the right direction for the move. A poorly structured move could feel disrespectful and cause confusion for the team.

The formal structure below is recommend for use during the first few moves of a team coaching engagement. Most teams will request less formality after a few moves.

Opening Statement	
Interruption Clause	**Permission Clause**
▪ Excuse me… ▪ Process check… ▪ I'd like to jump in here…	▪ May I ask a question? ▪ Could I explore something with you? ▪ Is it okay if I make an observation? ▪ May I provide you with some feedback? ▪ Could I share some data with you?

3

Ask vs. Tell

Using inquiry
or advocacy
moves

Execution Part 3: Ask vs. Tell

Asking

Team coaches have two basic approaches at their disposal when thinking about how to construct their moves: Ask (use questions) and Tell (provide input). First we'll look at Ask moves, which typically are used most frequently and are used prior to using Tell moves. The basic considerations pertaining to the Ask approach are outlined below.

Asking
▪ Places the onus on the team to observe itself and figure out how to work through challenges on its own ▪ May feel challenging since it differs substantially from traditional facilitation interventions ▪ With time, usually appreciated for its power and usefulness ▪ Ranges on a spectrum from general to specific and open to closed: ✓ *General* to *Specific*: Drive the **content** of the answer ✓ *Open* to *Closed*: Drive the **form** of the answer

The two spectra of *General* to *Specific* and *Open* to *Closed* can be organized into a 2 × 2 matrix:

CONTENT	Open	Closed
General	**Questions that drive exploration on a general focus area** *What did you notice about your decision making practices today?*	**Questions that drive one or more possible answers on a general focus area** *Are you satisfied with your decision making practices today?*
Specific	**Questions that drive exploration on a specific focus area** *What did you notice about your use of decision modes when you defined how to make your budget decision today?*	**Questions that drive one or more possible answers on a specific focus area** *Did you use the decision modes when you defined how to make your budget decision today?*

FORM

As we engage a team in a new line of inquiry around a new focus area, it can be helpful to begin with questions that are in the top left quadrant—*Open* + *General*—and then move to another quadrant as needed to continue the inquiry.

Execution Part 3: Ask vs. Tell

Asking – Sample Questions for Current State

Current State

Outcomes

- What results are you[1] achieving?
- What are you accomplishing?
- What outcomes have you delivered?
- What are the consequences of your actions?

Patterns

- What patterns are you noticing/observing?
- What behaviors are showing up?
- What are you saying? What are you doing?
- What actions are you taking?
- What body language are you noticing?
- What are you feeling?
- What states of mind are present?

Norms

- What beliefs are at work here?
- What assumptions have you made?
- What are your interpretations?
- What are the conclusions you have drawn?

1. The term 'you' is generic. These questions can be addressed to the team leader, the team as a collective, subgroups within the team, and individual team members.

Execution Part 3: Ask vs. Tell

Asking – Sample Questions for Desired State

Desired State

Outcomes

- What results would you[1] like to achieve?
- What do you wish to accomplish?
- What outcomes do you want to deliver?
- What would you like the consequences to be?

Patterns

- What patterns would you like to observe?
- What behaviors do you want to see?
- What would you like to say? What would you like to do?
- What actions do you wish you were taking?
- What body language would you like to notice?
- What would you like to feel?
- What states of mind do you wish were present?

Norms

- What beliefs would you like to hold?
- What assumptions do you wish to make?
- What interpretations would work here?
- What is the conclusion you wish were drawn?

1. The term 'you' is generic. These questions can be addressed to the team leader, the team as a collective, subgroups within the team, and individual team members.

Execution Part 3: Ask vs. Tell

Asking – Best Practices

Just as they do in individual coaching, powerful questions play an important role in coaching teams.

Powerful questions typically:

- Start with the word *what* or *how* (not *why*)
- Are broad and open-ended, rather than narrow and closed-ended (e.g., yes/no, either/or) – *see below*
- Promote thinking and reflection
- Focus on possibilities in the present and future (e.g., "What might you do to restore trust?") rather than problems from the past (e.g., "What caused the breakdown in trust?")
- Open new perspectives (e.g., "What other options might you have?"), without giving advice (e.g., "Have you tried…?" "Why don't you…?")
- Avoid embedded assumptions, opinions, or advice – *see below*

	Question 1	Question 2
Broad/ Open	How do you think you did at listening to one another?	How did you notice new ideas were received in this meeting?
Narrow/ Closed	Do you think you listened well?	Do you think you as a team were receptive to new ideas?
Embedded Opinion	Did you notice how little listening there seemed to be?	Did you notice that there was a lot of resistance to innovation?
Embedded Assumption	Why do you as a team not value listening?	What made it hard to be interested in new ideas?
Embedded Advice	Do you think you need to establish new norms around listening?	Do you think it's smart for you as a team to become open to different perspectives?

Execution Part 3: Ask vs. Tell

Asking – Initial Context-Setting Question

As mentioned earlier, a key consideration in phrasing a move is making it easy for the team to take in. One way to do that is to begin your move-making with a context-setting question. This helps the target of the move to get oriented, with a clear understanding of what it is that you're asking them about—including the time period you're asking them to remember, the individual(s) you're referring to, and the specific data or pattern you're asking them to focus on. Context-setting questions can be constructed using the following equation:

Context	+	**Inquiry Language**	+	**Target**	+	**Focus Area**
What is the context to which the move applies?		What is the high-level question to be asked?		Whom is this question referring to?		What data or pattern does this question focus on?

Examples

In general…	what have you noticed…	about the team's…	conversation patterns?
During this session…	what patterns did you observe…	relative to the group's…	approach to decision making?
Over the past hour…	what were you sensing…	about your and Linda's…	ability to create clear agreements?
This morning…	what did you observe…	about your…	management of the meeting agenda?

After you've asked an initial context-setting question, any follow-up moves may take a simpler form (particularly if they're asked shortly thereafter, and/or they relate to the same focus area).

Execution Part 3: Ask vs. Tell

Telling

The alternative to Asking is Telling. Basic considerations pertaining to the Tell approach are outlined below.

Telling

- Predominantly takes the form of observation sharing
- Grounds the team with clear data and other information that can be acted upon
- Generates credibility for the team coach and the coaching process
- Is almost always followed by questions to enable the team to respond to and engage with the information
- In addition to observation sharing, takes a variety of forms—including, but not limited to:
  - ✓ Paraphrasing
  - ✓ Suggesting
  - ✓ Reframing
  - ✓ Challenging
  - ✓ Cheerleading

Execution Part 3: Ask vs. Tell

Telling – Guidelines for Sharing Observations

The most common type of Tell is sharing observations. The most important guideline for this type of Telling is distinguishing between opinions and facts. Staying curious and nonjudgmental can help you present neutral facts, leaving room for team members to formulate their own opinions and value judgments.

OPINIONS

- Subjective evaluations, judgments, or conclusions
- Untestable: neither true nor false
- Often used to influence others
- Examples include:
  - ✓ *"That work session was not tightly run."*
  - ✓ *"The discussions were very open and respectful."*
  - ✓ *"The team's level of engagement during the meeting was low."*

FACTS

- Pieces of data
- Can be classified as either true or false
- Often used to "ground" assessments
- Examples include:
  - ✓ *"Tangential remarks did not get redirected."*
  - ✓ *"On each topic, members invited and acknowledged contributions from each other."*
  - ✓ *"Half of the members stayed silent, and three checked email during the meeting."*

Execution Part 3: Ask vs. Tell

Telling – Beyond Observation Sharing

	Paraphrasing	Suggesting
Definition	Restating, in your own words, what has been said	Providing advice intended to help or support the team
Examples	▪ *"May I share with the team what I am hearing all of you say?* *When it comes time to make a decision in this team, many of you are not sure of the manner in which the decision needs to be made. Is this right?"*	▪ *"I suggest you check to see if the decision is clear with the whole team."* ▪ *"I suggest you take a break. What do you think?"* ▪ *"I suggest you take this conversation offline and resolve it later. Thoughts?"*
When to Use	▪ You wish to confirm the meaning of ambiguous statements. ▪ You wish for the team to become aware of a specific language pattern. ▪ A clear paraphrase would segue neatly into another coaching move.	▪ You see a straightforward opportunity to improve the team's process, right in the moment, that members seem not to perceive. ▪ You wish to quickly educate the team on specific behaviors, methods, or tools they could utilize.
Limitations and Cautions	▪ Can easily lead into facilitation ▪ Compensates for the lack of a synthesizing function within the team, without challenging the team to develop that capacity ▪ May feel redundant if the team is already clear on what's been said	▪ Can slip into consulting or facilitation ▪ May trigger resistance ▪ Risks shifting responsibility for managing the conversation from the leader to the coach ▪ Should stay limited to suggestions on the process, not the content of the team's work

	Reframing	Challenging
Definition	Shifting the way to see something; casting an issue in a new light	Challenging the team to think or behave in a different manner or to try something new
Examples	▪ *"Here is another way to view the notion of team purpose…"* ▪ *"Another way to think about the role of the leader is..."* ▪ *"Here is a different perspective on the importance of making clear requests of each other…"*	▪ *"I wonder if you can manage one conversation from beginning to end."* ▪ *"I bet you can make this decision before you leave this room today."* ▪ *"I am confident you can achieve all the agreements you made in this meeting."*
When to Use	▪ The team is stuck in a narrow perspective on an issue ▪ Current framing of an issue seems to be hindering problem solving ▪ You wish to role model flexibility in thinking	▪ Very rarely ▪ Following a similar statement made by the leader ▪ When the entire team, including the leader, is losing energy or confidence
Limitations and Cautions	▪ May be less resonant, memorable, and compelling for the team than a framing they generate themselves ▪ Most useful when it draws upon language or ideas already meaningful to the group	▪ May fall flat in a team experiencing a sense of helplessness or a resistance to new ideas ▪ Could erode morale, as well as confidence in the team or the team coach, if the challenge is not met

	Cheerleading
Definition	Providing motivation and encouragement to the team to acknowledge their efforts and/or success
Examples	▪ *"You can accomplish great things with this project."* ▪ *"It is great to watch all of you perform like this!"* ▪ *"I really hope you do well during tomorrow's presentation."*
When to Use	▪ Very rarely ▪ Following a similar statement made by the leader ▪ The team has just scored a significant win—or is heading for a possible win ▪ Team members have collaborated particularly well or exerted particularly strong efforts to achieve a goal
Limitations and Cautions	▪ Sometimes includes value judgments, with which team members may not all agree ▪ Must be sincere and authentic (otherwise risks doing more harm than good) ▪ May feel too "rah-rah" if done too frequently or not balanced with more substantive feedback

Execution Part 3: Ask vs. Tell

Decision Criteria for Asking vs. Telling

As you gain experience in team coaching, you may find that the decision of whether to Ask or Tell becomes automatic; one or the other just *feels* right. When you're starting out, however, it's helpful to think through the circumstances in which each approach may be preferable. Below are some general guidelines for Asking vs. Telling within the three current state positions of the O-P-N framework.

Current State

Outcomes

- Asking can help the team build the willingness and/or ability to focus on outcomes as a natural part of their group process.
- You might use Telling if you suspect that the team has lost sight of an outcome that they committed to or expressed a desire to achieve.

Patterns

- Asking can help the team build the willingness and/or ability to observe and explore their group processes.
- Some pattern data is impossible to notice without close tracking, so bringing in those details requires Telling.
- When the environment is contentious, team members may not have the mind space to engage in inquiry. Telling can be a powerful way to ground the energy.

Norms

- Asking is preferable. Most team norms are unspoken. You can't know for certain about the beliefs or assumptions held by the team unless you inquire.
- If the team is not able to generate a norm, you might use Telling and suggest a possible norm that you sensed.

Execution Part 3: Ask vs. Tell

Decision Criteria for Asking vs. Telling

Below are general guidelines for Asking vs. Telling within the three desired state positions of the O-P-N framework.

Desired State

Outcomes

- Asking is preferable. The team's desired outcomes belong to the team. Typically, you can't know for certain what the team desires unless you inquire.
- Telling is fine if you're restating a desired outcome that you previously heard articulated within the team.

Patterns

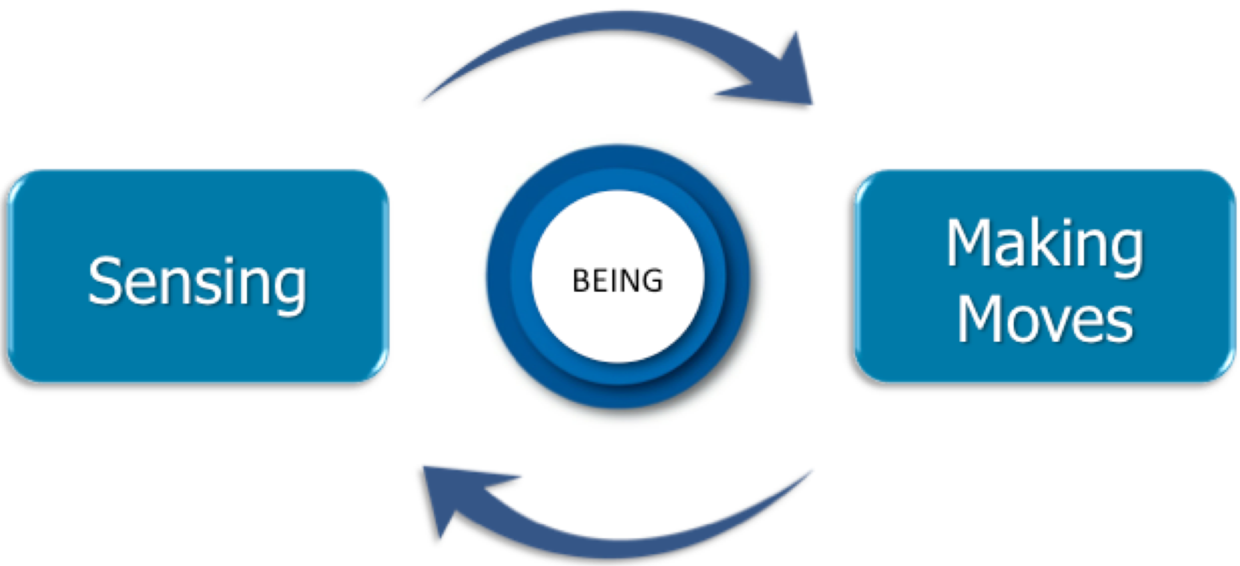
- Asking can help the team build the willingness and/or ability to explore and define a preferable group process. It is also the best approach to use when the team already has the answer.
- You might use Telling if the team needs education or training on specific methods, practices, or tools in order to know what new patterns might be helpful for them.

Norms

- Asking is preferable. A new norm that comes from the team is more likely to resonate with them and be remembered and adhered to.
- If the team is not able to generate a new norm, you might use Telling and suggest a possible norm.

Sample Client Case 2

Sensing & Making Moves on Listening



Sample Case 2: Team & Context

On the following pages, we leverage all of the content covered earlier in this document to illustrate how one team coach prepared and executed a first set of moves with a client team. Note that because we are primarily focused on move making in this case, we touch only briefly on the sensing process that preceded the moves. Also note that we deliberately describe the team coach's move preparation and execution in painstaking detail. For the purposes of clarity, we break down what was actually a fluid and natural process into a step-by-step series of discrete events.

The Case

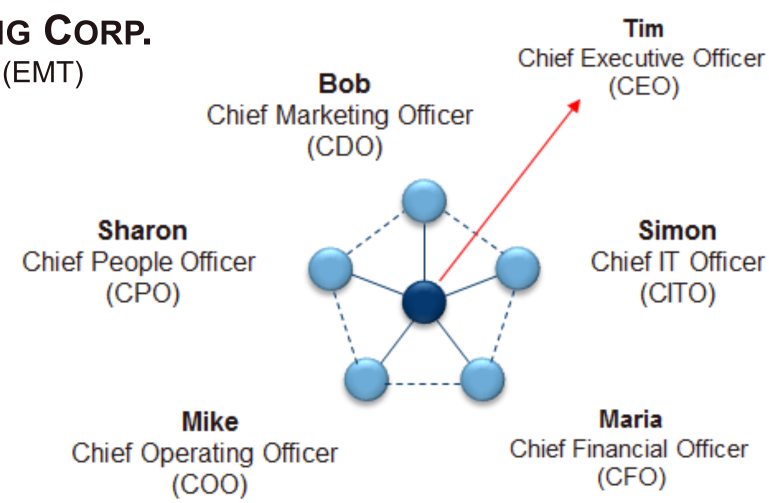
The team coach was working with the Executive Management Team (EMT) of a publishing company, which we'll call Excellent Publishing Corp. The coaching moves depicted on the pages that follow were made during the third full-day meeting with the team. Included within this meeting was a two-hour work session on the annual budget. During that work session, the team needed to make key decisions on a number of budget line items prior to sending the budget to their direct reports for a final review.

The budgeting process at Excellent Publishing Corp. had been unexpectedly contentious that year due to resource capacity constraints. When the team had come together previously to discuss the budget, they had experienced significant conflict and low levels of listening. They sensed that those issues would emerge again for them during this session, and therefore selected listening as the focus area for the coaching. The team coach engaged in sensing, with a focus on listening, for one hour of the two-hour session.

EXCELLENT PUBLISHING CORP.

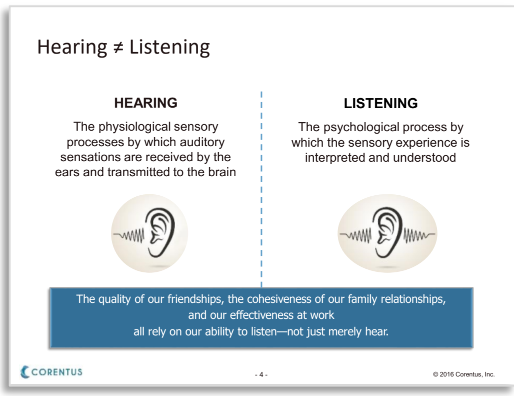
Executive Management Team (EMT)

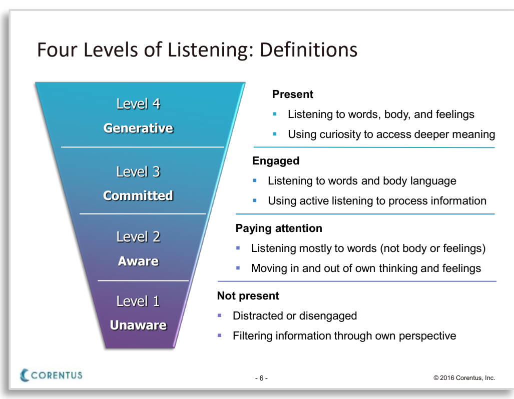
> **Disclaimer:** This case is adapted from a real team coaching engagement. Certain elements have been changed or withheld to protect the client's identity.

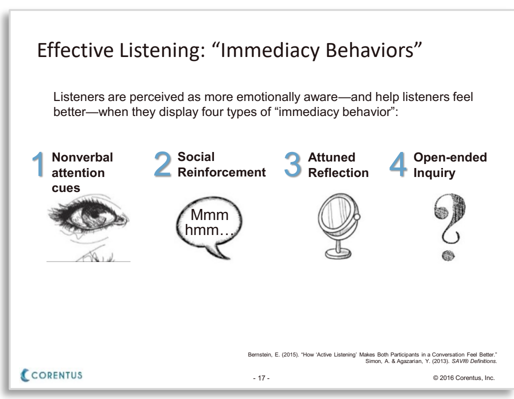


Sample Case 2:
Focus Area Tool Selection & Application

To observe listening in action, the team coach drew upon a tool called *Listening*, which provides insights into how team members can practice clear and effective listening with each other. The team had not been trained in the tool, but the team coach knew it well.







(sample slides from Listening tool)

The team coach's familiarity with the content of the tool allowed her to complete a robust O-P-N Chart and a Behavior Chart. The data was relatively easy to capture and is illustrated on the following page.

Sample Case 2: Sensing Data

The following is a partial transcription of the team coach's O-P-N Chart, including data transferred from her Behavior Chart.

Meeting #3
- 2016 Annual Budget
- Meeting Owner: Maria
- 10:00am – 12:00noon
- Observation time: 1 hour

Outcomes

1 budget line item decision made by Maria – faux consensus

3 contentious items unresolved

Revisiting of 2 budget assumptions without resolution

State of Mind: Frustration, Upset, Resignation?

Patterns

Maria speaks ~ 30% of time

Drives all conversations - uses persuasion to get what she wants

Tim playing a backseat role to the conversation, letting Maria run the show? Why???

No real agenda
No facilitator
No time keeper
No decision driver

Observational data:
- 25 interruptions
- 15+ stacks
- 3 parallel topics in play at once (avg)
- Use of hedging statements – kind of, sort of, perhaps, maybe ... (30+ times)
- Heavy use of repetition in statements
- some idea stated 2 – 4 different ways per statement

HEDGING!!!!!

Mike and Maria at odds
- major disagreements on budgeting items – resolution falls to Tim
- heaviest level of interruptions
- Mike trying to work with Maria

Tim – Level 2
Simon – ????
Maria – Level 1
Mike – Level 2
Sharon – Level 3
Bob – Level 1

Simon disengaged and resigned – frustration?

Sharon is most often interrupted ~75% of statements

Bob agrees with Maria almost always – interrupts Mike and Sharon

Norms

I have to share my point of view many times to be heard

Decisions can be revisited

Interrupting is fine if I need to speak

They won't listen to me anyway

Tim is the final authority!!!!

? ? ?

Sample Case 2: Moves Preparation

After an hour of dedicated sensing, the team coach prepared to make her moves. She entered the Preparation phase to figure out the What, Why, and Who.

WHAT

What relevant data has been observed?

Outcomes related to Listening

- 1 budget line item decision made
- 3 contentious items unresolved
- State of Mind: Observations suggestive of frustration, upset, worry

Patterns related to Listening

- 25 interruptions; 15+ stacks; 3 parallel topics in play at once
- Maria speaking ~ 30% of the time
- Mike and Maria at odds and unable to collaborate

WHY

Why might this data be useful?

Usefulness

- ☑ Relates to an area of focus in which the team has expressed an interest
- ☑ Connects to real work outcomes that are meaningful to the team
- ☑ Connects to team relationship dynamics that are meaningful to the team
- ☑ Represents a repeating pattern, not just a one-time occurrence
- ? Can be readily understood by the team

Why now?

Timing

- ☑ Have observed a particularly clear example of the data
- ☑ The pattern the data refers to is having a significant impact on the team at the moment
- ☑ Individual and/or collective mood or morale appears to be taking a significant turn for the worse
- ☒ The team leader and/or team members made a strong request that I make a move at this moment

WHO

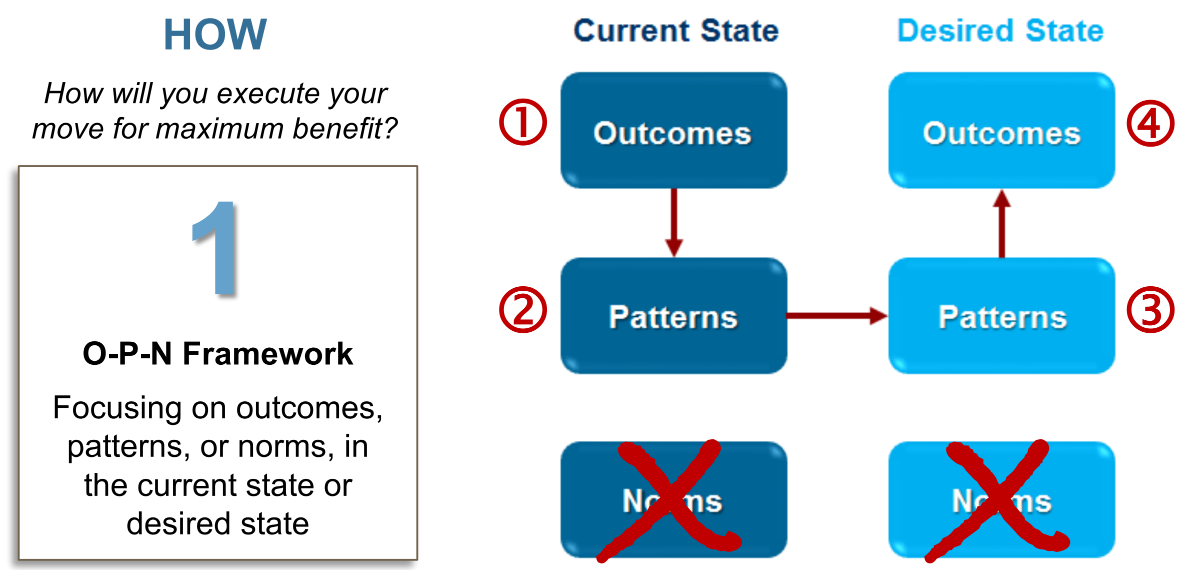
With whom could a move about the data be made?

The Team

- Several moves were made with the leader and the team during the first two meetings.
- The patterns are being exhibited predominantly by certain team members.
- The team could benefit by learning to collectively work through these patterns.

Sample Case 2: Moves Execution

Once her Preparation was complete, the team coach entered the Execution phase to construct her moves. She began by thinking about the O-P-N Framework and how she might navigate through the six options. After some reflection, she decided that a **U Configuration** of moves was likely to be effective.



Current State Outcomes seemed like a good starting place because they should be fairly easy for the team to recognize. While the team had been able to see their patterns in the past, this conversation seemed very contentious. She was unsure whether they would be able to observe their listening patterns in such a state.

After getting grounded in outcomes, the team might be ready to focus on ***Current State Patterns***, noticing what they had been doing and saying for the past hour. She wanted to help the team see an important group pattern and then link this pattern to their outcomes.

Subsequently, shifting focus to ***Desired State Patterns*** would help the team reflect on what they could do and say differently to bring about positive change. She was ready to teach the Listening tool if the team felt the need.

Finally, a focus on ***Desired State Outcomes*** could help the team identify what they could achieve if they adopted new patterns—hopefully envisioning real, meaningful, and motivating payoffs.

The team coach did not intend to introduce the topic of norms; she believed the issue would emerge naturally, if and when the team was ready to go there.

The team coach continued the Execution phase by thinking about whether she would use an Ask or Tell approach. After some reflection, she decided that Telling was best for the first two planned moves: *Current State Outcomes* and *Current State Patterns*. She was unsure whether she would Ask or Tell for her later moves.

HOW

How will you execute your move for maximum benefit?

2

Ask vs. Tell

Using inquiry or advocacy moves

Outcomes

The team coach believed that the team had lost sight of the outcomes they had committed to: making decisions on budget line items. She would share the data she gathered to help them refocus on what they needed to achieve.

Patterns

The team coach believed that the best way to bring attention to the team's listening patterns was by using hard data. The environment felt contentious, and it was not clear whether the team members would have the mind space to engage in open inquiry. The team coach hoped that sharing the data she had gathered would help to ground the energy.

NOTE: Although the team coach designed four moves right at the outset, she held on to them lightly. She knew from experience that after her first move, she might not be able to follow through with her plan and then would have to improvise.

Sample Case 2: Multi-Box Move Sequence

The table below shows the first two moves in the U configuration: a *Current State Outcomes* move using a *Telling* approach, followed by a *Current State Patterns* move using a *Telling* approach. (Note that this is a high-level transcription. Many more statements were made during the full delivery of the moves, but these have been omitted for the sake of brevity.)

Current State	Communication – Listening		
	Order	**Team Coach**	**Team Members**
Outcomes	①	"Excuse me, may I share a few observations? I have been observing you in action for an hour, while focusing on your listening patterns. Prior to sharing data on those patterns, I wish to share data on the meeting outcomes. It seems to me that so far you've made a decision on one budget line item and you uncovered issues with three more. Did I get this right?"	▪ "That's about right." ▪ "At this rate, we will never get through the budget." ▪ "I feel like we are not making progress." ▪ "I'm not sure this is the best way to work." ▪ "I don't agree. I think we are making progress. This is just tough."
Patterns	②	"May I share three pieces of data related to your listening patterns? These patterns could be contributing to your outcomes. ▪ In the past hour, I counted 25 interruptions. ▪ And I counted more than 15 stacks. ▪ I also observed that certain team members were speaking more than others and some of you were fairly quiet. What is your reaction?"	▪ *Laughter.* ▪ "This shows that we don't listen to each other." ▪ "We do interrupt each other a lot. It's part of our culture. It's so frustrating." ▪ "I know I am the one not saying much. But I don't feel like I can make a contribution." ▪ "I am not sure we can change this. This topic is challenging and we're not good at working on it."

The table below shows the next two moves. In the moment, the team coach chose to Ask versus Tell. She felt the team had shifted to a more exploratory and less contentious place, and she believed the team knew what they needed and would benefit by generating their own solutions. As a result, she made a *Desired State Patterns* move using an *Asking* approach followed by a *Desired State Outcomes* move using an *Asking* approach.

Desired State	Communication – Listening		
	Order	**Team Coach**	**Team Members**
Outcomes	4	"So if you implemented some of those ideas right now, what might happen to the outcomes of this meeting?"	▪ "We would get more than one decision made per hour." ▪ "We might be able to resolve the unresolved items." ▪ "I am sure we would feel better – less frustrated." ▪ "I am thinking that if we could do this, we would be role modeling a different approach for the employees."
Patterns	3	"What do you think you could do to improve your listening as a team?"	▪ "I think we need to stop interrupting. We should call each other out when it happens." ▪ "We need to reach out to those of us who are quiet and ask their opinions." ▪ "We need to stop thinking we are on different sides here. We are on the same team, folks!" ▪ "I am not sure about this, but willing to try something new."

The team coach decided to make one more move. As discussed on page 89, the final step in the coaching cycle requires the team to make the shift from decision to action. The team needs to commit to taking specific steps to implement and sustain new ways of operating. There are still no guarantees, but having clear steps in place makes it much more likely that the necessary follow-through will happen.

Desired State	Communication – Listening		
	Order	Team Coach	Team Members
Patterns	5	"So what are you willing to commit to right now relative to listening to ensure you enact and sustain the ideas you shared with each other?"	▪ "Let's commit to a set of listening behaviors." ▪ "We can add them to our list of team operating principles." ▪ "I would be happy to go to the white board and facilitate a brainstorm session." ▪ "We need to all commit to these and make sure they show up somewhere at each meeting."

Team Operating Principles: Listening Behaviors

- Wait until a person has finished speaking before you speak.
- Whenever an interruption occurs, call it out.
- Ensure that everyone who needs to be engaged in a conversation participates in the discussion.
- Be curious and ask more. Defend and advocate less.
- Operate from the assumption that we are on the same team!

ACKNOWLEDGMENTS

Getting to the point of completing this mini-book took a village that began coalescing 20 years ago and has been growing consistently in size and strength ever since. Through these years we have been constantly inspired, encouraged, and challenged by the many individuals, teams, and organizations that make up this village. Today, we reflect on all of them, and we are both grateful and humbled by all they have brought to us.

It would be impossible to thank everyone by name, so we will keep our acknowledgments at a generic level. We first wish to thank the many client organizations that have entrusted us with their team leaders and teams. We also thank the multitudes of professionals who have attended our courses and workshops around the globe, and who collectively have taught us at least as much as we've taught them. We offer a particularly big shout out to the newly trained practitioners who have embarked on the journey with us in our Team Coaching Certificate Program. These brave pioneers have stepped into this game both as learners and as partners in the development of this new and exciting space.

It is important to acknowledge that we have been influenced by many a thought leader across the fields of I/O Psychology, organization development, leadership development, group and team development, group dynamics, coaching, neuroscience, social sciences, and related disciplines. So much of what we have learned and have created has its origins in the work that others did before us. We are much indebted to them.

We also wish to say a very special thank you to our friends and colleagues who make up the faculty of the Georgetown University Institute for Transformational Leadership. More than 15 years ago, the Executive Certificate in Leadership Coaching program, now within the Institute, provided us with the first real platform to bring team coaching to a broader audience. With over 50 cohorts, the number of students who have been exposed to this work is truly incredible.

We are grateful to the Metro DC Chapter of the ICF, whose invitation to present at the 14th Annual Capital Coaches Conference provided the impetus we needed to complete this mini-book in its current form. (There's nothing like a deadline and awaiting audience to help push a project to the finish line!)

And then there is the Corentus team. Our team of full-time players and associates is second to none. We love our team and are so proud of the contributions that each and every individual makes on a daily basis. There is no need to highlight any one person—we are a team and it is WE that gets the job done. What a privilege it is to step into our community day after day.

Finally, and most importantly, we are grateful to all of our families, who support us in pursuing our passion for our work. Their generosity of time and love moves us deeply, and provides us with the inspiration and energy we need to bring our full hearts and minds to the work we do each and every day.

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