Team Coaching

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Learning Report

Abstract—Being a Team Coach helped me develop a few soft skills that without the activity I might have never have gained. This activity gave me an opportunity to exercise my responsibility and with it, helped me achieve a communication level that I did not have before. Although I would have liked to have been allowed a bit more responsibilities with this activity, and therefore increasing the number of skills I would have developed, I understand that considering the amount of workload that the course should have, it was probably for the best as it was.

Index Terms—Responsibility, Team Coach, Students, Colleagues, Communication, Independent Studies, Soft Skills.

1 Introduction

In this report I will try to show the skills that I was able to grow during the realization of my activity for the course of Independent Studies. I will start by pointing out how I was before being a Team Coach and from there I will illustrate what changed in my behavior so as to accomplish my objectives for the activity.

2 RESPONSIBILITY

Being the youngest of my family I was never assigned much responsibility regarding other people and this activity gave me the opportunity to verify if I was or not able to be responsible for other people. But as a Team Coach I was going to be able to prove my self as being able to be responsible for a person, or in this case several people. During the tasks I had to face I noticed that one of the difficulties of having this kind of responsibility towards my colleagues was the line between what I should and should not be responsible for. This was difficult to delimit because the fear of lacking to the people I was responsibly for could affect their performance on the course, but on the other hand, if I started to be responsible for too

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much, I would be the one to suffer from it. As a Team Coach I had to learn how to set aside what I would like and wanted to do in order to have an overall perspective over what I actually needed to perform. This eventually would help me and my colleagues both, to fulfill our objectives and get the best performance out of this course without affecting negatively our lives outside of this course (i.e. by occupying time that should have been reserved for other things).

3 COMMUNICATION

Being a Team Coach, the main part of the tasks involved communication, i.e. communication with promoters of the activities, colleagues and the professor of the course. Before I started the Team Coaching activity I only knew two forms of communicating with someone. Communicating formally, e.g. when talking to a person of importance or with a person unknown to you, or communicating informally, e.g. with friends and family. The communication I had to use in this case was different from what I was used to because as a Team Coach you should try not to be too formal, as to not intimidate my colleague, but at the same time I should not be too informal since I needed to be taken serious. My first few contacts with my colleagues was a bit too formal, but after a heads up by professor Rui Cruz I was able to rectify the way I was addressing to my colleagues, understanding it

(1.0) Excelent	LEARNING					DOCUMENT						
(0.8) Very Good	CONTEXT	SKILLS	REFLECT	S+C	SCORE	Structure	Ortogr.	Gramm.	Format	Title	Filename	SCORE
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to not use contractions!

was not the best way to talk to a peer in these cases. Because, although I am responsible for them, if I write to seem more friendly (i.e. more informal) my colleagues wouldn't be so intimidated by me and have a vision of me that would allow them to have no fear of approaching me with questions they might have. This was an important lesson that I will be using for the rest of my life, because it opened my eyes to the way I communicate with others, and how communicating in a different manner can increase the cooperation between me and the people I will work with from here on out.

4 DISTRIBUTION OF WORK

Even though during the activity we had little problems with the way my Team Coaching group distributed the work, there was one distribution that did not go well, the distribution of the evaluation of the reports. This happened because I did not have perception of what could go wrong by distributing the evaluation of the reports by sets of reports, i.e distribute some reports to one person and the other reports to the other person. With this event I was able to learn that when you distribute work, you have to be careful, and consider if the way you distribute a task is the most appropriate one. In this case, it would have been better to distribute by sections where each of us had a look at particular sections of all reports, which would make the grading more even for all students.

5 Conclusion

Although this activity gave me perspective on what it is, being responsible for another person, I am a little disappointed that it did not offer me enough power to actually feel that I had an important role concerning the activity of the colleagues I was responsible for, which allow me to face more learning incidents. Even though I was responsible for a part of the evaluation of the reports of my colleagues, I felt like, since there was not enough time to get the professors feedback, I was not able to learn more about how to approach this kind of tasks.

ACKNOWLEDGMENTS

I would like to thank professor Rui Cruz for giving me the opportunity to work on this activity and without it I would have not had the chance to learn what I did about responsibility and communication. I would also like to thank all the students assigned to us for their cooperation.



About me My name is Filipe Silva, I am 23 and I am pursuing my Engineering studies at Instituto Superior Técnico (IST), I am doing Software Engineering as major and Enterprise Information Systems as minor for my masters degree.

In the type of document (technical), The Conclusion should start with a Surnary of the subject addressed and then should highlight the results.