



IIT ROORKEE



NPTEL ONLINE
CERTIFICATION COURSE

LEADERSHIP AND TEAM EFFECTIVENESS

LECTURE – 43

Understanding Team Processes and Team Coaching

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Team Processes

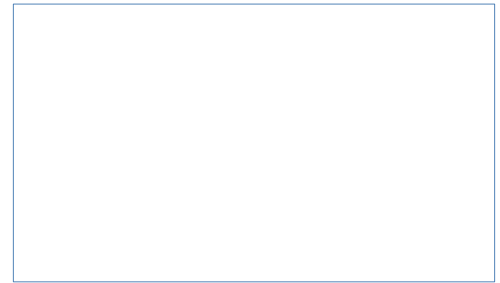
- Team Process is a term that reflects the different types of activities and interactions that occur within teams and contribute to their ultimate end goals. In other words, team processes are the ways by which teammates work together to achieve common objective. Processes can take multiple forms.
1. **Interactions among team members** (for example, exchanging ideas or setting goals);
 2. **Interactions of team members with their surroundings** (for instance, securing the materials or information that are necessary to complete a task);



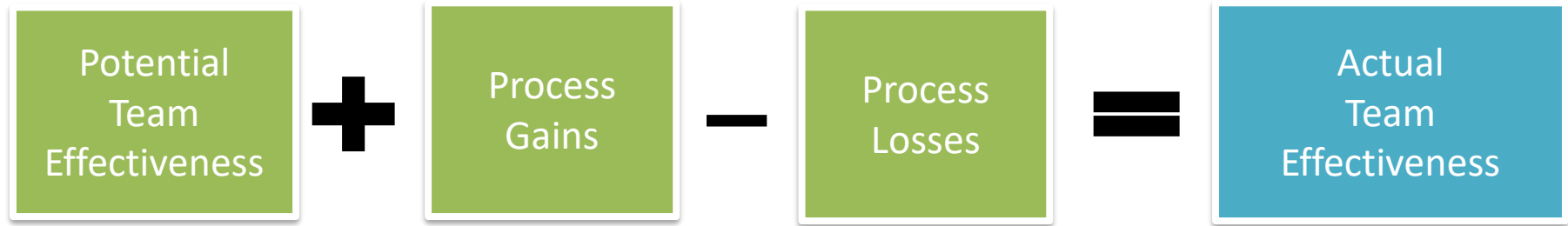
Team Processes

3. **Actions of a single team member that have direct or indirect implications for the remaining members** (for example, seeking to understand colleagues' strengths and improvement opportunities, as well as the role of each person in the team).
- Team processes are not about getting the work done, but rather about the interpersonal leverages teams can capitalize on to get the work done. You can look at team processes as the interpersonal context in which teams carry out their work.

For instance, the act of coordinating your share of the work with your colleagues is a team process; whereas doing the actual work is not a process – it's simply work being carried out.



Team Processes



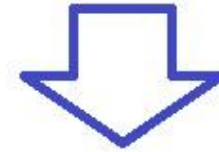
- **Process Gain** is getting more from the team that you would expect according to the capabilities of its individual members.
- **Process loss** is getting less from the team than you would expect based on the capabilities of its individual members.

Image Source: <https://www.semanticscholar.org/paper/The-prevalence-and-magnitude-of-social-loafing-in-Naicker/f58f7c05c0e5fa145311e80ce89f7656b4917903>

Process Loss

- **Coordination loss** consumes time and energy that could otherwise be devoted to task activity.
 - **Production blocking** occurs when members have to wait on one another before they can do their part of the team task.
- **Motivation loss** is the loss in team productivity that occurs when team members do not work as hard as they could.

Coordination Loss Motivational Loss



Process Loss

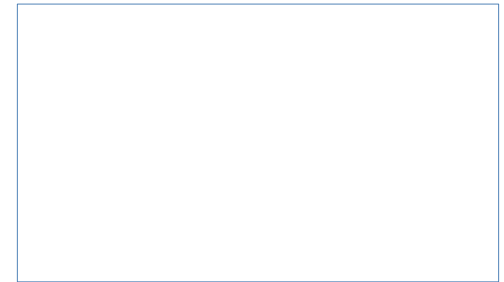


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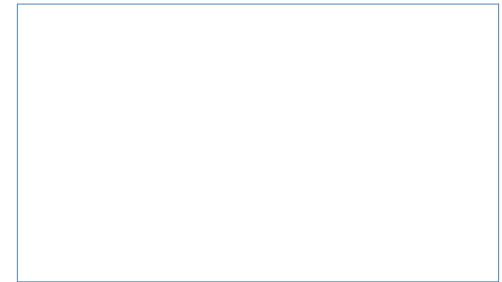
Types of Team Processes

- The list of team processes that can take place in any team is rather long. Goal setting, conflict management, information elaboration, coordination, planning, knowledge sharing, and mutual help are just a few examples.
- Multiple studies show that the large majority of team processes fall into one of **three major categories**:
 - **Transition**
 - **Action**
 - **Interpersonal.**
- In turn, each category is composed by a few facets, and each facet encompasses specific processes.



Types of Team Processes

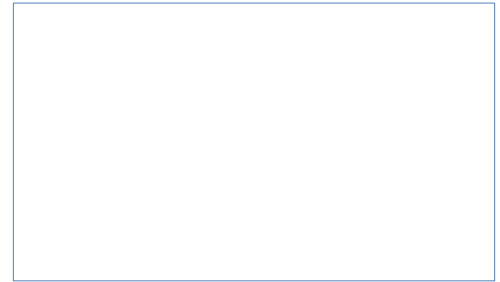
- Together, these broad categories of processes are the foundation of a well-oiled and functional team. With effective team processes in place, a team can achieve more with the same resources – the team is more than the sum of its parts. Ineffective team processes or a disregard for a category of processes lead teams to achieve less with the same resources – the team is less than the sum of its parts.



<https://managinglifeatwork.com/wp-content/uploads/2020/04/processes-of-effective-teams-managing-life-at-work.png.webp>

Transition Processes of Effective Teams

- During transition processes your team prepares for the work ahead. This preparation usually entails looking both **forward and backward**. It also entails **considering both task aspects and interpersonal aspects**. There are **three main facets** to this category of processes .
1. **Analyzing teams' mission and purpose** (your team defines and understands its main job, identifies the resources available to do the work, speculates about potential challenges and roadblocks to the achievement of goals, and lists sources of support and attrition from the company or environment);
 2. **Setting goals** (your team identifies, specifies, and prioritizes goals and sub-goals to accomplish its mission and purpose);
 3. **Coming up with an overall strategy and plan** (your team comes up with an action plan, creates milestones to achieve its tasks, defines contingency plans in case something goes wrong, and strategically plans to surpass anticipated roadblocks).



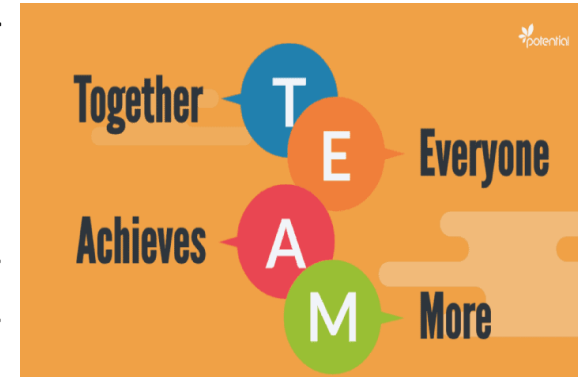
Action Processes of Effective Teams

- During action processes your team seeks to create and maintain the conditions that are necessary to do its job effectively. Action processes, thus, relate to how well your team is working, not to what your team is working on. Effective teams have **four facets** of action processes functioning well.
1. **Assessing progress towards goals** (your team checks whether its work is progressing according to the plan and whether the strategy still makes sense, identifies the factors that may put the team off-track, and makes the necessary adjustments);
 2. **Checking how well the systems are functioning** (your team ensures it has the necessary resources to work well and to achieve its goals, by looking internally – team members' knowledge, time, etc. – and externally – company financial support, appropriate inflow of information or materials from other teams, changes in external regulations, etc.);

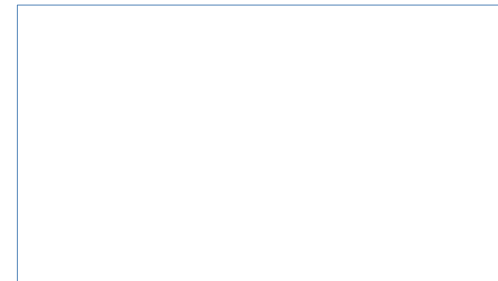


Action Processes of Effective Teams

- 3. Helping and backing teammates up** (the members of your team openly share knowledge with one another and learn from each other, distribute the workload fairly but assist those who despite effort get behind in their work, encourage more silent members to share their perspectives, and give constructive feedback to each other when performance standards are below acceptable levels or when there are improvement opportunities);
- 4. Coordinating efforts** (your team ensures that there is no duplication of efforts, that everyone understands and commits to their role, that each part of the work is done on time, and that the work done on each sub-task is in harmony with the other sub-tasks).



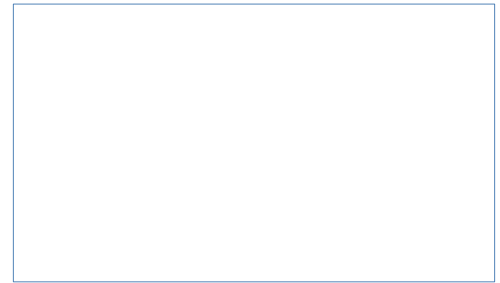
Source; <https://www.potential.com/wp-content/uploads/2020/11/Image-1.png>



Interpersonal processes of effective teams

- Interpersonal processes happen when the members of your team are managing the relationships among them. These processes are more about the personal and human side of teamwork. Interpersonal processes are the actions that may lead to high quality relationships, not the quality of teammates' relationships per se. There are **three main facets** to interpersonal processes.

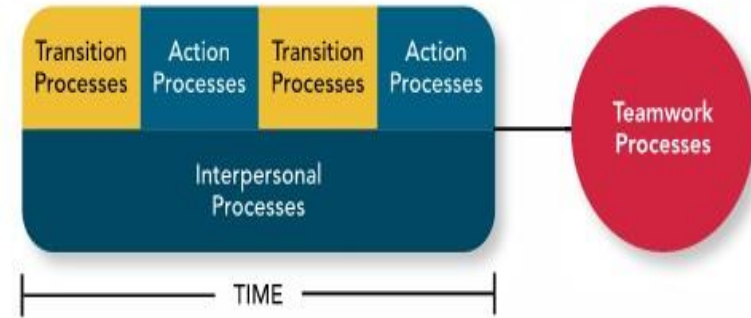
1. **Anticipating and managing conflict and other tensions**
(members of your team work hard to understand and integrate different perspectives and ideas, show flexibility to compromise when necessary and to reinforce a point if beneficial, come up with and adjust norms to facilitate interaction and cooperation, and proactively identify and work on functional adjustments that can prevent clashes in terms of values, motivations, or personal preferences);



Interpersonal processes of effective teams

2. **Boosting motivation and confidence** (members of your team recall and talk about past accomplishments, celebrate small steps toward big goals, encourage one another even when difficulties seem insurmountable, and remember each other of all the steps already achieved when they get stuck on a challenging goal);

3. **Managing affect and emotions** (members of your team turn fear of failure into commitment and enthusiasm using encouraging words and actions, help each other surpassing frustration and dealing with stressful times, and show that they are pursuing something together and that they really care about each other).



Source: <https://player.slideplayer.com/39/10862232/data/images/img16.jpg>

Definition of Team Coaching

Authors' Name	Definition
Hackman and Wageman	describe team coaching as: 'direct interaction with a team intended to help members in the co-ordinated and task-appropriate use of their collective resources in accomplishing the team's work.'
David Clutterbuck	defines team coaching as: 'Helping the team improve performance and the processes by which performance is achieved, through reflection and dialogue.'
Chuck & Cindy	describe team coaching as "an individual and team development process that uses an <i>integrated combination of interventions</i> to improve collaborative leadership skills, and team performance."



Team Coaching Model

Team Coaching

Foundation	Diagnostic	"Kick off"	Coaching sessions	Assessment and sustainability
Establish the foundation for the initiative; strategic objectives, nature of team dynamics, timeline	"Discovery interviews" with the Team, along with any diagnostic assessments to be used (e.g. 360, psychometrics)	Create a contract with the Team, including agreed measures of success	Frequency of sessions, approach to the sessions, usually over 6-9 month period	Repeat diagnostic assessment Reflect on sustaining the Team to internalise coaching practice

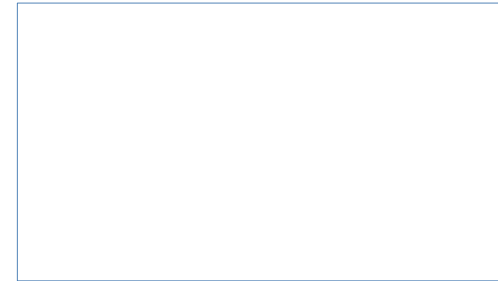
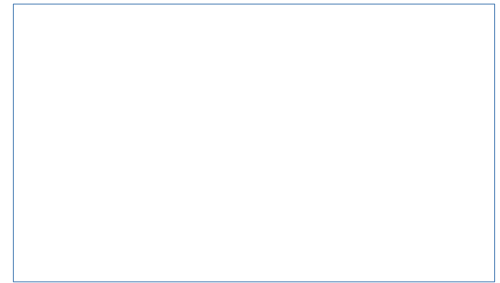


Image Source: <http://www.crowe-associates.co.uk/wp-content/uploads/2014/03/Team-Coaching2.jpg>

Team Coaching Model

- **Foundation:** Establish the foundation for the initiative; strategic objectives, nature of team dynamics, timeline.
- **Diagnostic approaches**
 - Often initial 1-1 confidential meetings with Team members to find out what works well about the team, what doesn't and why; to establish their ideas on approaches that will work, and how they could be measured
 - Going into a Team development initiative of any kind without these having the opportunity to engage with the team is very hard.

In terms of “diagnostic assessment” approaches, personality and behavior assessments like Insights are good tools for improving a team's understanding of its own dynamics, and they give team members a better understanding of why they react to their colleagues in certain ways.



Team Coaching Model

➤ “Kick off”

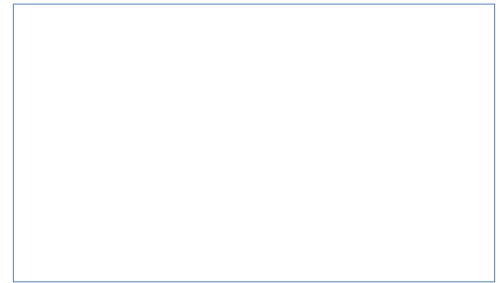
- Focus on the wider organizational aspect, as well as the team challenge.
- Create Team contract, including the metrics and assessment for the programme (individual and team).
- Determine areas of focus and commitment for the sessions

➤ Ongoing Coaching sessions

Group size – 6 to 8 is the ideal size for a team, with a maximum of around 11/12

Frequency – around once monthly

Duration – often around 6 months, though can be shorter or longer

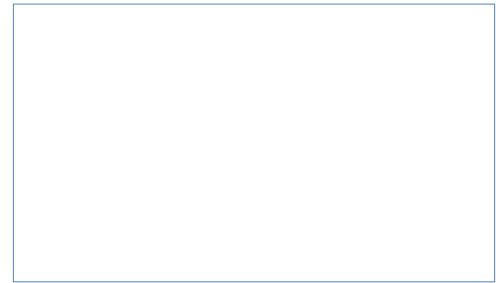


Team Coaching Model

Decision on how to run the sessions in terms of level of formality. Action Learning set approach focuses on improving questioning and reflection of team members and is proven to be a quick trust builder, but some sessions may be more formal than others, where a Coaching tool is used, like Insights or Belbin, or a Team Coaching wheel.

➤ **Assessment and sustainability:**

Its important to review the “distance traveled” of the Team coaching project for the whole Team and the individuals in it, and the strongest way to do this is to repeat the baseline assessment, whether its a 360 or psychometric. Its important to look at ways beyond the Team Coaching project that the reflective practice of the Team is sustained; e.g. regular reviews using Learning set principles, ongoing peer coaching.



Main differences between Team Coaching and related forms of development

Team Coaching	One-to-one coaching		Team facilitation	Team building
Emergent within the team	Coachee-led		Facilitator-led	Consultant-led
Extended period of intervention	Series of sessions		Series of short interventions	One specific intervention, eg 1-2 day 'event'
Thinking based	Incorporates cycles of feedback and action Spans business, job and personal issues		Conversation based	Action-based
Focus on building longer-term skills and capacity	Focus on improving effectiveness	Focus on current/sp ecific problems	Focus on behavior, relationships and collaboration	

Image Source: <https://www.employment-studies.co.uk/system/files/resources/files/mp88.pdf>



Hackman and Wageman's Four aims of team coaching

1. **Coaching functions:** a coach should provide three distinct functions.
 - **Motivational coaching** addresses the effort of the team and encourages process gains such as shared commitment to the group and minimizing process losses such as 'social loafing'. Coaching by the team leader can motivate members to devote themselves to the teamwork and share workload (Parker, 1994).
 - **Consultative coaching** addresses performance strategy and fosters the invention of new ways of proceeding with the work that is aligned with the task requirements. Denison et al. (1996) found that successful leaders facilitate flexible problem-solving and team development.

Coaching Function

Motivational Coaching

Consultative Coaching

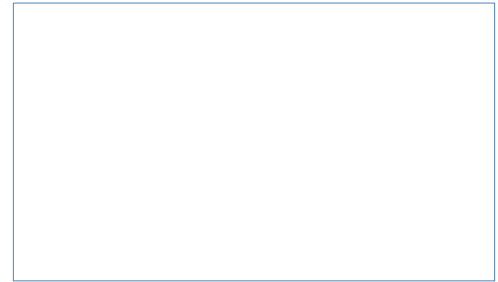
Educational Coaching

<https://www.employment-studies.co.uk/system/files/resources/files/mp88.pdf>



Hackman and Wageman's Four aims of team coaching

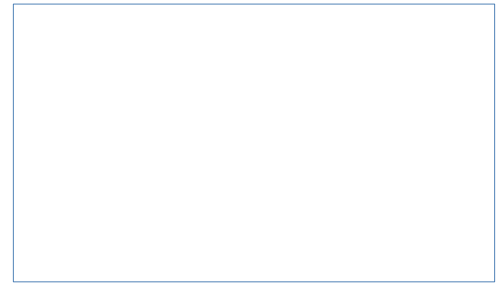
- **Educational coaching** fosters the development and appropriate use of team members' knowledge and skill. Team leader coaching increases team psychological safety which in turn increases learning behaviours and improves members' skills and knowledge (Edmondson, 1999).
- 2. **Timing of coaching:** Specific elements of team coaching are most effective when carried out at specific intervals of a team's life cycle. They proposed that motivational coaching is more helpful at the beginning of a performance period, consultative coaching at the mid-point of a performance period and educational coaching when the performance activities have been completed.
- 3. **Team tasks:** For coaching to have a positive effect on team performance, it needs to focus on the most salient team performance processes for a given task.



Hackman and Wageman's aims of team coaching

Team Task (Cont.): For example, if a team were assigned with moving materials, then the only process that is required is the level of effort that team members expend. Focusing coaching on other processes that are not needed, or are constrained, would be ineffectual and may even decrease team performance as it would redirect employees' time away from the most important process needed to complete the job successfully.

- 4. Team design:** Teams need to be well structured and supported in order for competent coaching, which focuses on the three functional areas highlighted above, to be most beneficial. Poor coaching interventions aimed at poorly structured and supported teams will be more detrimental than beneficial for team performance.



Reich distilled five fundamental coaching roles

1. **Consultant** (problem-focused intervention due to urgent product or process related needs)
2. **Supervisor** (problem-focussed intervention due to high authority of the coach)
3. **Instructor** (problem-focussed guidance to impact knowledge and expertise)
4. **Facilitator** (coaching as a loose, independent relation that focuses on the offer of specialized services by the coach) and
5. **Mentor** (coaching as voluntary, sometimes emotionally-related interaction that focuses on mental support, environmental protection and non-expert task- related help).



Clutterbuck (2009) proposed that team coaching could be used to:

- **Improve** some specific aspect or aspects of team performance: the coach makes sure the team are asking the right questions, at the right time, in order to achieve the shifting requirements. It also helps improve the leader's ability to manage the performance of individuals.
- **Make things happen faster:** team coaching can help a team move rapidly through the stages of development that may be hindered without a coach due to mistrust, poor communication, and avoidance of important but less obvious questions.
- **Make things happen differently:** where culture change is accompanied by individual and team coaching, the pace and depth of the change will rapidly increase by supporting people as they come to terms with new attitudes and behaviors.



Case Study: NHS South East Coast

Challenge

- Coach and OD consultant Hilary Rowland was asked by Steph Hood (Director of Communication and Engagement at NHS South East Coast) to undertake team coaching with one team that was experiencing tension and frustration, and a lack of team identity, values and behavioral norms. Steph wanted the team to undertake team coaching, as she wished for something more enduring and longer term, which would pay more dividends in the long-run as opposed to team building or team facilitation. Team coaching was selected as a way to develop the team in real time and real life rather than in a one-off short fix. The team coaching inputs spanned a period of nine months.



NHS
South East Coast
Ambulance Service
NHS Foundation Trust

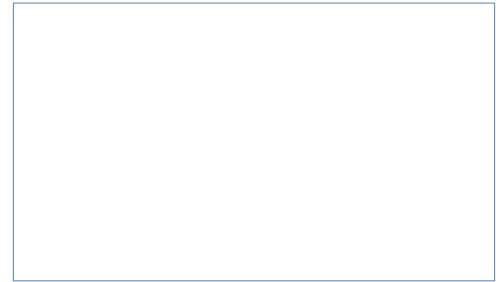
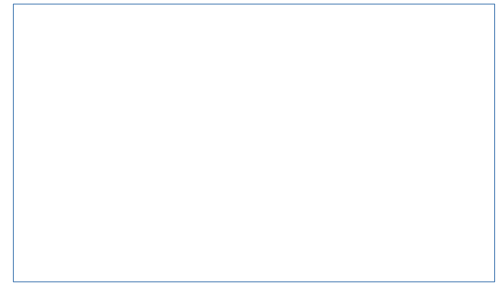


Image Source: <https://careers.secamb.nhs.uk/>

Case Study: NHS South East Coast

Impact of Team Coaching

- The coaching that was delivered focussed on helping the team think about how they sustained their already high performance. Initially, the team had difficulties with getting beyond the 'forming' stage of development, as there were high numbers of vacancies and high turnover rates, which meant that there was little sense of stability. The team felt disjointed and people were worried about upsetting one another. As the team had grown quickly, they had not given sufficient attention to management issues and the systems and procedures needed to function effectively. The team also seemed to suffer from a lack of confidence in its own ability, and was looking for someone to come in from the outside to help to fix it. A mixture of development techniques were used including Appreciative Inquiry, MBTI and 360 degree feedback. Though these the team became more confident and started to communicate more effectively.



Case Study: NHS South East Coast

- They had honest conversations and were able to identify some shared thinking and agreement on core issues. Through the 360 feedback and MBTI, they became more self-aware and more supportive of one another. 360 feedback was very effective at giving team members a chance to feed back about others in a safe and confidential environment, and also receive honest and constructive feedback themselves. This increased members' confidence by realizing what others appreciated and valued in them and their work.
- Facilitation skills were used throughout the coaching to enable discussion to flow. As a coach, it was important to remain impartial and independent and give a holistic team overview. The team had to set time aside to focus on the work. A number of benefits were noticed following the team coaching session, such as:

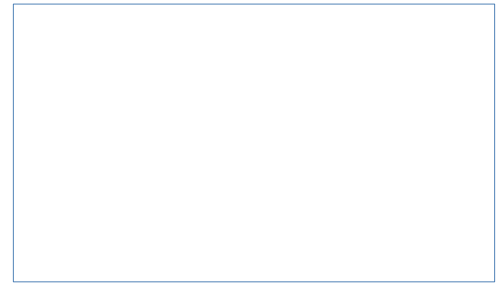


Case Study: NHS South East Coast

- a better sense of 'team' with less tension and unhappiness
- changes in recruitment and turnover so it is not the same group that the coaching began with, but the core has remained consistent
- a clear set of team values and behaviors with which to identify
- a greater sense of confidence in abilities to address issues that arise
- a greater extent of individuals taking personal responsibility
- a desire to continue developing and a willingness to engage with real issues affecting team development

Questions:

1. If, you were hired as team coach, what measures and strategies you have adopted to raise the confidence of team members?





Team coaching and innovation in work teams

An examination of the motivational and behavioral intervening mechanisms

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Received 5 August 2011

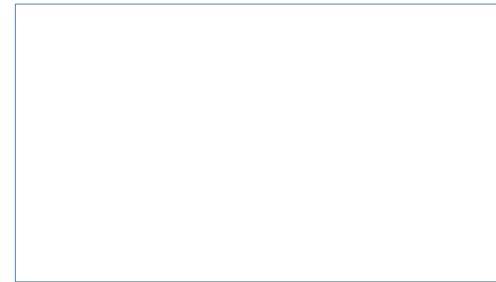
Revised 5 March 2012

10 May 2012

Accepted 11 May 2012

Purpose

The goal of this study is twofold. First, we investigate the positive effect that team coaching may have on team innovation. This study was designed to advance the knowledge regarding innovation in team settings by integrating the team coaching framework proposed by Hackman and Wageman (2005). Second, building on the functional perspective of leadership, we examine the motivational and behavioral intervening mechanisms through which team coaching may exercise a positive effect on team innovation.



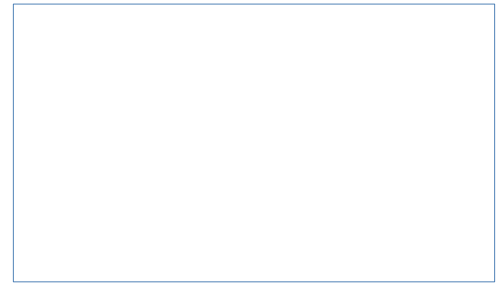
Research Paper

Design/methodology/approach

Based on a multisource approach, data was gathered from 97 work teams (341 members and 97 immediate supervisors) in a public safety organization.

Findings

Results of structural equation modeling analyses indicate that the relationship between team coaching and team innovation is mediated by team goal commitment and support for innovation. Specifically, team coaching has a direct effect on support for innovation and an indirect effect on this behavioral team process through team goal commitment. In turn, support for innovation may improve the implementation of successful team innovation.



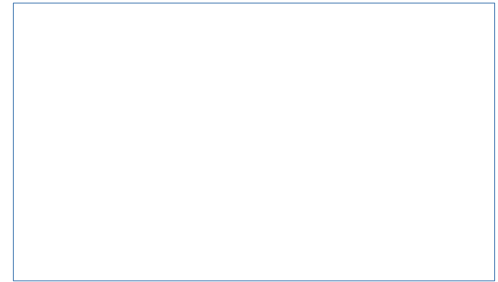
Research Paper

Practical implications

In a global competitive context, innovation represents a key leverage to generate a competitive advantage. Team leaders who engage in coaching behaviors toward their subordinates are likely to foster innovation within their work team. Thus, organizations may benefit by designing and implementing interventions aimed at developing team leaders' coaching skills and encouraging them to consider coaching as a core managerial responsibility.

Originality/value

On the whole, this study highlights the role of team coaching as a key leverage to stimulate successful innovation in work teams and the motivational and behavioral mechanisms that intervene in this relationship.



Book Recommendation

The Practitioner's Handbook of Team Coaching

Authors: Richard Boston and
Andrew Armatas

Publisher: Routledge; 1st edition (13 May 2019)

Language: English

Paperback: 554 pages

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ISBN-13: 978-1138576926

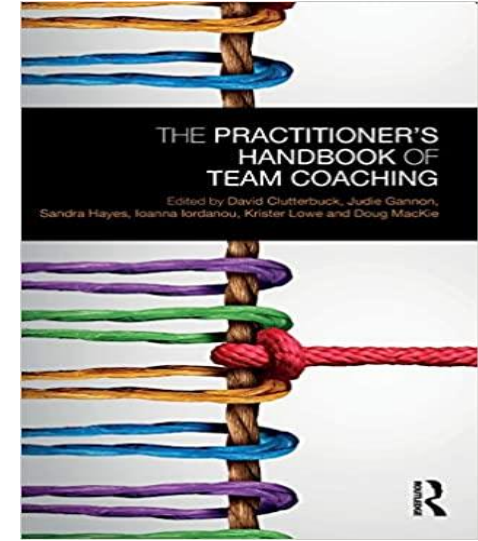
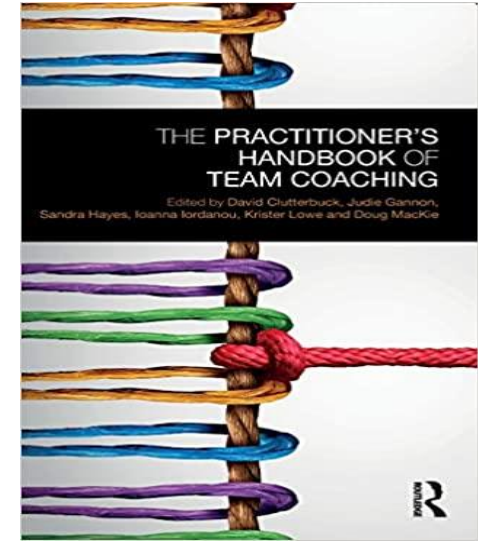


Image Source: <https://images-na.ssl-images-amazon.com/images/I/41BGFF8Y3zL. SX313 BO1,204,203,200 .jpg>

Book Recommendation

The Practitioner's Handbook of Team Coaching provides a dedicated and systematic guide to some of the most fundamental issues concerning the practice of team coaching. It seeks to enhance practice through illustrating and exploring an array of contextual issues and complexities entrenched in it. The aim of the volume is to provide a comprehensive overview of the field and, furthermore, to enhance the understanding and practice of team coaching. To do so, the editorial team presents, synthesizes and integrates relevant theories, research and practices that comprise and undergird team coaching. This book is, therefore, an invaluable specialist tool for team coaches of all levels; from novice to seasoned practitioners. With team coaching assuming an even more prominent place in institutional and organizational contexts nowadays, the book is bound to become an indispensable resource for any coaching training course, as well as a continuing professional development tool.

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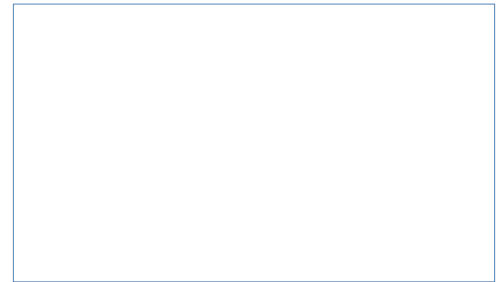
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- <http://www.crowe-associates.co.uk/teams-and-groups/approaches-to-team-coaching/>
- <https://managinglifeatwork.com/processes-and-states-of-effective-teams/#cite-note-17e>



Thank You

