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2ND EDITION

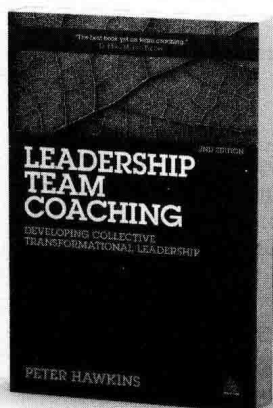
LEADERSHIP TEAM COACHING

DEVELOPING COLLECTIVE
TRANSFORMATIONAL LEADERSHIP

PETER HAWKINS



SECOND EDITION



Leadership Team Coaching

**Developing
collective
transformational
leadership**

Peter Hawkins



LONDON PHILADELPHIA NEW DELHI

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Leadership Team Coaching

*Not finance. Not strategy. Not technology.
It is teamwork that remains the ultimate competitive
advantage, both because it is so powerful and so rare.
(Patrick Lencioni, 2002: vii)*

*Teams outperform individuals acting alone or in large
organizational groupings, especially when performance
requires multiple skills, judgements and experiences.
(Katzenbach and Smith, 1993b: 9)*

*To all those engaged in leading and coaching the teams
who face the great challenges of our time.*

FOREWORD

At the heart of effective team coaching is the generative relationship between the team and their coach, in which all members of the relationship should be constantly learning.

Team coaching, outside the world of sport, is a relatively new kid on the block. So recent, indeed, that a simple search through the websites of organizations offering team coaching services is bewildering in its lack of consensus. It seems that team coaching is being used to describe a wide variety of interventions that include facilitation, consultancy, team-building and group counselling. Team coaching is presented in some cases as a process involving all the team at the same time; in others, as the sum of individual coaching of each of the members. The team leader is sometimes seen as an essential member of the team; sometimes as an external influencer. Of the various claims made for these interventions, perhaps the most signal common feature in the majority of cases is the lack of credible evidence.

Fortunately, we are now beginning to see the growth of two essential processes for bringing order to this chaos. One is the gradual emergence of empirical research – evidence-based studies that explore the practical dynamics of coaching interventions in a team setting. The second is the appearance of books, such as this, in which experienced team coaches define their role and present a theoretical underpinning for the team coaching process – which in turn can provide the fuel for future empirical research.

In *Leadership Team Coaching*, Peter Hawkins has distilled a great deal of practical wisdom. In particular, he has expanded the scope of team coaching to embrace a systemic perspective that recognizes that the team's ability to implement change and radically improve performance is influenced as much by external as internal factors. He presents a series of robust yet simple models that enable both practitioners

and corporate purchasers to address more coherently the two critical questions of:

- What should an effective team coach do?
- How do you tell if this is right for the needs of this team?

The book also provides a valuable perspective on supervision. It is a sad state of affairs that the majority of coaches do not have supervision; and that those who do, gain less from supervision than they should, because they lack insight into how to be supervised. The issue is even more serious in the context of team coaching, because the potential to miss signs is so much greater, and the consequences of doing so are so much higher. The effective team coach is also 'systemically aware' – conscious that what happens in the room is only part of a much larger picture of interactions, allegiances, encouragements and discouragements, collaborations and conflicts between the team and other stakeholders.

In my observation, the role of the team coach varies greatly, according to the circumstances and needs of the individual team. Some of the most vital roles, however, include:

- Helping the team discover its identity.
- Helping the team clarify what it wants to achieve and why.
- Helping the team come to terms with what it can't or shouldn't do, as well as understand its 'potential to achieve'.
- Helping the team understand its critical processes. I am often shocked by how little insight top teams have into how they make decisions or how they communicate collectively with others. Team coaches challenge this complacency and amateurishness and help the team develop more functional processes that sustain collective performance.
- Helping the team access its suppressed creativity.
- Helping the team develop collective resilience. Team coaches can help teams to improve how they manage their collective emotional well-being and learn how to moderate their responses to success and set-backs.

- Helping the team monitor its own progress. Teams benefit from measuring not just task outputs but learning and process quality – how the team works together – from the perspective of various stakeholders. Again, the team coach helps the team work out ‘how do we know how we are doing?’ Additionally, the team coach can help create processes that enable the team to be aware of and challenge its own myopia – the tendency to ignore or downgrade feedback that is too uncomfortable or that does not reinforce the team self-image.

Leadership Team Coaching addresses all these issues and will be an invaluable resource for both practitioners and users of this emergent discipline.

*Professor David Clutterbuck
Joint Founder of the European Mentoring
and Coaching Council (EMCC)
Visiting Professor in Coaching at
the University of Sheffield Hallam and
the University of Oxford Brookes*

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This book is a product of a team, and although it is my name on the cover I would like to thank all the other members of the team who have made it possible.

I would like first to thank all those who have coached, mentored and supervised me in my work as a team leader, team coach and team coach supervisor and trainer of systemic team coaches.

Much of the material on which this book is based has been developed over the last 30 years or more in work in and with teams and in the training courses I have been developing with the Bath Consultancy Group and the Academy of Executive Coaching in Team Coaching and the courses in coaching supervision through the Bath Consultancy Group in partnership with the Centre for Supervision and Team Development (Bath). I would like to thank all those I have coached, mentored, consulted to, supervised and trained. They have been my best and constant teachers in continuing to develop the craft, and continue to provide me with fresh challenges and challenging and encouraging feedback.

The thinking in this book builds crucially on the work pioneered and written with my colleagues at the Bath Consultancy Group (www.bathconsultancygroup.com) over the last 28 years. My colleagues in BCG have brought great quality of challenge and support to our thinking, writing and practice in the team coaching craft. Especially I would like to thank those who have developed some of the thinking, including John Bristow (particularly on the chapter on boards); Gil Schwenk (on supervision); Robin Coates, Nick Smith (for co-writing with me *Coaching, Mentoring, and Organizational Consultancy: Supervision and development*, and letting me draw liberally from it in this book); Chris Smith, Fiona Ellis and David Jarrett (for their contributions to the team models and questionnaires and Fiona for her contribution on appreciative inquiry); and John Leary Joyce of the Academy of Executive Coaching, who has been a great colleague in devising together the first ever diploma and certificate programme

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Finally I would once more like to thank my wife and partner Judy Ryde for her love, patience, colleagueship, support and her many important contributions to the writing of this book.

Peter Hawkins

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Emeritus Chairman, Bath Consultancy Group

Chairman, Renewal Associates

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