

TEAM COACHING:

Here's the situation

The benefits of team coaching include exponentially increasing the impact of coaching so that more teachers benefit from the coaching provided. In addition, team coaching supports group maturity, more rapid growth and development, innovation, teachers' confidence, and teacher capacity.

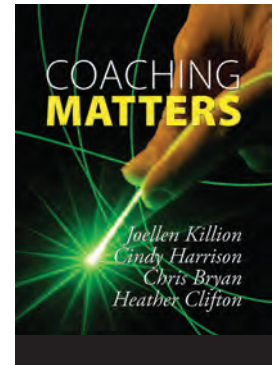
With team coaching, group members commit to their own growth and that of other members. Individual members know that they are supported by the group and that they are not alone in facing the challenges or striving for the goals they seek to reach. That sense of support often enhances their willingness to step out of their comfort zone. The nonevaluative nature of interactions within team coaching provides teachers with a safe place to take risks.

Try this tool as a protocol for teams wanting to support one member addressing an issue, putting themselves in their colleague's shoes.

Purpose: To generate multiple ideas from a team to support an individual facing a challenge in his or her professional practice while leaving the decision making to the individual. (The coach will find it important to stress possibilities rather than give advice.)

Materials: Chart paper, markers.

Time: Approximately 1 hour per situation, depending on team size.



Coaching Matters, by Joellen Killion, Cindy Harrison, Chris Bryan, and Heather Clifton, reveals how coaching can make a difference. Each chapter describes an element of what research and the authors' experiences show it takes to make coaching effective. This tool is one of many that supplement the content of the book. Buy the book at <http://store.learningforward.org>. The book is available for \$45 for nonmembers, \$36 for members. *Learning Forward, 2012*

BEFORE THE COACHING SESSION

TIME

1 Invite team members to present a situation to the team. Identify one person from among the volunteers, or schedule all volunteers to present over a series of meetings. After identifying the volunteer(s), use the questions here to guide the volunteer so he or she is ready to describe a situation to the team. Guidelines might include:

2 Present a description of the situation, answering:

a. What is it?

b. Who is involved?

c. What does it affect?

d. How do I feel about it?

e. What goal(s) am I striving to achieve?

5 minutes

AT THE COACHING SESSION		TIME
1	<p>Introduce the protocol and set norms for the team's work.</p> <p>Suggested norms might be:</p> <ul style="list-style-type: none"> • Participate actively. • Be open to multiple, different ways of approaching the situation. • Engage in divergent thinking. • Acknowledge that each individual should choose the approach that is best for his or her situation. • Accept all ideas. • Refrain from critiquing ideas. • Speak from own experience. 	5 minutes
2	Ask the presenter to describe the situation while team members listen carefully.	5 minutes
3	Have team members identify in a round-robin fashion what their goal(s) would be if this were their situation.	3 minutes
4	Have the presenter describe related factors he or she is considering while team members listen carefully.	2 minutes
5	Have team members share what they would think about this situation if it were theirs.	5 minutes
6	Have team members shift gears and share possible strategies, along with their reasons for suggesting a strategy. Members should suggest only one strategy at a time, allowing other members to offer ideas. One team member can record the ideas and rationales, perhaps on a chart so all can see them. The presenter should listen carefully to each idea. The group should not discuss or criticize any ideas.	15 minutes
7	Ask team members to pause to choose the idea that they might use given their current understanding of the situation and to report out, in turn, their selection and rationale.	7 minutes
8	Ask the presenter to share his or her choice and rationale.	3 minutes
9	Involve all members in discussing what they learned from the experience.	10 minutes

Source: Killion, J., Harrison, C., Bryan, C., & Clifton, H. (2012). *Coaching matters*. Oxford, OH: Learning Forward.