

Team Coaching

Our work helps you build on any or all of the four “cornerstones” of high performing teams: great communication, role clarification, conflict management, and decision-making. We help you build shared vision, effective meetings, clear goals and the metrics to measure your success.

Has your team not been functioning optimally because:

- Several members don't really seem to know how to do the work?
- Different team members seem to be doing relatively the same thing and don't even know it?
- There are endless meetings, but no real decisions on important items that affect your output?
- Everyone seems to have her/his own agenda?
- The team leader hasn't communicated properly what is expected by those above her/him?
- There is conflict between one or more members that never gets resolved?
- One of the team members seems to be so negative that it drags everyone else down?
- There is no real project plan and no way of measuring your progress?

These are the problems that we've solved recently for teams we've been working with.

Our work with business teams gives them the opportunity to look at the **four key competencies of team development**. We frequently find that work with one or two members of a team is accelerated when there is team coaching as well. This is because so much of our behavioral change is dependent on the feedback we can get from others, particularly when our change is going to mean a change by those with whom we interact. Successful people who feel that they are being encouraged and supported by the people around them will be more likely to “stick with it” and achieve positive, long-term results. They need to get feedback from the body of the team (or business unit), about the necessity for their changes. Team development produces more synergy and power or the ability to take action together. Our customized programs for your team insure this happens.

Four key competencies of team development:

- **Identifying Strengths/Role-Clarification**
- **Building Synergy**
- **Decision-making**
- **Communication**

Case studies that suggest needs for our teambuilding work:

The Starting Point

- Newly appointed as CEO of an organization in major transition, this leader is not sure of how she will garner a unifying vision and motivate her senior management team to carry out this vision. Too much time is spent on details and not strategic decision making in her senior management team meetings. Fear of the impacts of possible downsizings and an uncertain market share, this leader is wondering if she is leading a strong team or a group of individuals concerned with their own individual immediate futures.
- A multi-disciplinary work group, comprised of managers, engineers and technicians has been meeting for over one year to implement a project that could have a major, system wide impact for the entire organization. This work group's meetings could be described as *ready, aim and agree to never fire*. The work group members are friendly and participate politely during their meetings, but after the meeting, negative comments, hidden agendas and stories of how frustrating it is to be part of this group filter out to members outside of the work group. How can this group deal with its conflicts upfront and break the pattern that stalls their ability to perform?
- Limited resources and not enough time to free up everyone to attend a training session designed to provide important information to the work group, the leader decides to rotate attendance to the training sessions. People return to work eager to share their learnings and implement new strategies to improve performance but are hampered by the fact that not everyone has attended the training session and everyone seems to highlight different viewpoints of what was valuable. When can this work group sit down to turn its investment of time around to increase its productivity and work together more effectively as a team?

Team Learning Technologies

IN ORDER TO INCREASE PERFORMANCE AND DEAL EFFECTIVELY WITH A CONSTANTLY CHANGING ENVIRONMENT, organizational work units, such as intact work groups, project teams and leadership teams, are looking for new ways to improve their ability to share timely information, increase their decision making turnaround times, and build their skills and competencies. New technologies to foster the practice of *LEARNING TOGETHER AS A TEAM*.

1. **Rapid sharing of information and turn around times** create increasing demands for work groups and teams to assemble, distribute new information, and reprioritize action plans, and follow through on commitments to clients *on a daily basis*. Learning how to operate at levels of high performance requires learning how to move from autonomy to team functioning *together*.
2. **A work group of individual performers who have been assembled because of their mastery of one narrow skill set runs the risk of never getting off the ground.** Learning how to build interdependent skill sets in a complex work setting is difficult when all team members speak a *different language* and *define success in dramatically different ways*. Learning how to build a sense of common purpose and appreciative listening from a systems perspective can make the difference early on in the performance today's highly technical, complex and evolving organizations.

3. **Stakeholder management, influencing others, and building a case for innovative change** are skills that work groups and teams can learn how to carry out together. Generating commitment and follow through to meet identified milestones are stories that stakeholders and customers listen for as measures of success. Generating enthusiasm for projects, new products, or changing technology while dealing with the impact of learning new ways to work together to support ongoing success requires creating a *learning environment* that supports risk taking and looks at mistakes as opportunities to learn is key to creating innovation and creativity.

ASSESS YOUR WORK GROUP'S CAPACITY TO LEARN

Do these examples have a familiar ring? If you believe your organization is not fully realizing the benefits of team learning and synergy, why not explore whether there are problems, what they are and how you can develop skills to become more team oriented?

DETERMINE THE SPECIFIC ISSUES THAT BLOCK LEARNING

Use DFA to observe and assess through a survey or team-member interviews what the blocks and barriers might be to becoming a high performing work group or team.

- Is there hidden conflict?
- Is communication being handled appropriately? How can it be improved?
- Where are team members clashing in their communication and decision-making styles?
- Are all the roles clear, or are individual team members doing work that others should be performing?

DEVELOP A PLAN FOR ACTION

Review the results of the team assessment, discuss the interview results and develop an action plan together as a team. Our action-planning process lays these out in steps. Each step will have a targeted completion date to address skill needs. New learning technologies to test for team development and performance improvement, and measures for these are built into the plan.

IMPLEMENT THE ACTION PLAN

Ultimately, teambuilding learning interventions are designed to enhance the work group's or team's functioning in areas of team competence that has been identified by the leader, work group and/or team.

EVALUATE PROGRESS

Every intervention is a team learning opportunity. Learning how to do things differently together builds a sense of common focus and "team spirit" that ultimately results in improved performance.

Our Model for Successful Teams



Executive Coaching

Our typical coaching work may involve any or all of the following as we support leaders in meeting their goals.

Paradox Management

The secret to success in leadership is how any leader handles what is seemingly contradictory. And, these contradictions abound in business. It takes a special capacity to stay in the tension of a dilemma or a paradox. We help executives manage their leadership role while they deal with contradictions without needing to question all the time. Being consistent in how they approach these times, aligning their systems and organizational processes, and being quietly, intentionally resolved to be aware works.

Strategic Thinking

One of the challenges of leadership is “getting up on the balcony” and leading strategically, rather than “putting out fires”. Too many leaders get bound up in “the tyranny of the urgent”. Getting “outside” the box is every leader’s need, but so hard to do within the confines of the day to day round of meetings, action-items, and customer demands. We are able to give you the tools to support your intention to be a strategic leader.

Systems Alignment

To optimize performance and satisfaction in the workplace, you need to optimize the system that supports it. Otherwise, you will wind up with duplication of effort, people trying to do work that they have no ability or skill to perform, and lots of miscommunication and waste.

Optimizing the organizational systems means involving all employees in the process. Our coaching supports you in communicating the concepts, articulating the vision, looking deeply at business processes and putting the right people for the right job in the right place. With our help you can support your organization or business unit to look at what’s working and where improvement needs to be made.

Teambuilding and Facilitation

Many of the leaders we work with have never had to build a team before and have not been trained on how to facilitate a meeting rather than “directing” a meeting. Facilitation insures participatory decision-making, which insures commitment to outcomes and results. Direction of meetings is divisive of energy and does not allow for the creativity and new ideas that great group process can add to the work place. Our work supports leaders in becoming facilitators so that they can work on the four

cornerstones of good team process: communication, decision-making, conflict-management, and role-clarification.

Emotional Intelligence

“IQ has the least power in predicting success among that pool of people smart enough to handle the most cognitively demanding fields, and the value of emotional intelligence for success grows more powerful the higher the intelligence barriers for entry in a field.”

Daniel Goleman,
Working with Emotional Intelligence

Picking up a leadership role with Emotional Intelligence means understanding and mastering your emotions (and recognizing the emotions of others) in a way that instills confidence, motivates, inspires, and enhances group effectiveness. This involves working on both how we manage ourselves and how we handle relationships with others. Improving your personal competence is working on Self-Awareness, Self-Regulation, and Motivation. Improving our social competence means insuring our Empathy and Social Skills. Because our model for coaching is a “Human Systems Approach,” we inevitably work on Emotional Intelligence with our clients. However, we also provide a program that develops “EI” while you are working on your “real-time,” bottom-line business issues.

“If it doesn’t get measured, it doesn’t happen,” so we offer several “Emotional Intelligence/Emotional Quotient” multi-rater/360 degree surveys to define your “before” and “after”- program EI level.

Case Study:

Diane Foster & Associates is proud to be connected to use of the "Emotional Intelligence Inventory." Recently we used it to support the U.S. Department of Labor In a new leadership program, "Coaching for High Performance with Emotional Intelligence." After taking this 360-degree Inventory leaders mapped out a development plan and were supported with 20 coaching sessions. Many of the leaders were able to double the productivity in their regions over six months because of the changes in their leadership behavior.

Leader as Coach

If leaders know how to become “coaches” in their work roles they are able to win collaboration with other leaders, motivate their employees to achieve excellent results, and insure they really understand what’s going on with the business. Two areas that are improved dramatically by our program work in insuring leaders are coaches are:

- **Performance Management Delegation**
- **Giving Feedback**

Get your free sample from our Skill Kit for Leaders at: www.diane-foster.com/skill.html

Leadership Competency Development

There are at least 42 key Leadership Competencies that most normative studies on Leadership will name.

We frequently are called upon to do “Performance Coaching” or “Development Coaching” with leaders in organizations to ensure that they are leveraging their best skills, and developing those that they need to meet their business goals. We believe that feedback is a critical first step to insuring this work is focused and measurable. Behaviors do change. Skills are developed. Our process for this work is always tailored to each client’s needs. For a Comprehensive view of our assessment tools visit our Assessment Center at <http://www.diane-foster.com/asmnt.html>

The Process of Executive coaching:

1. Provide appropriate assessment of performance or behavior gaps
2. Clarify the need for skill development in the learner/candidate’s business context
3. Identify and remove conscious and unconscious resistance to change
4. Provide specific interpretation and clarification of the skill and material to be learned
5. Provide role-plays, case studies, and personal models of the skill
6. Identify realistic resources for learner’s development
7. Design experiential activities /“real-time” learning experiments
8. Provide conceptual and emotional support.
9. Provide feedback and monitor progress accurately.
10. Celebrate success with the client

We have proven results in:

1. Improvement in **Emotional Intelligence of Business Leaders**

Case Study on Emotional Intelligence:

The US Department of Labor needed a leadership program to support changes from hierarchical management to a more

collaborative/team-oriented culture. Diane coached an internal team from their human resource organization through the design and delivery of a "Coaching for High Performance with Emotional Intelligence" program. Results in business units of the leader participants doubled in just six months time.

2. Implementing viable **Performance Management programs**

Case Studies on Performance Management:

A semi-conductor organization needed a program to support all management in working on aligning individual development and performance goals with the mission.

A tele-communications organization needed support for a cross-organizational task force chartered with building a new performance management model and rolling it out

A large insurance organization needed to roll out a new model for performance management that would include giving coaching feedback.

3. Ways to run organizations as “**Coaching Cultures**”

Case Study on “Coaching Culture”:

A mid-sized E-Commerce organization sought a program that would give them a model they could use cross-organizationally, with their clients, peers, and direct reports. They also wanted to support all of their business units in communicating better, their project teams in "coaching" each other, and support performance management and succession planning.

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- Movement of outdated hierarchical business units to flatter, innovative virtual teams
- Ability to solve retention problems
- Reversal of burn out

4. And many more...

Working with us

The DFA Leadership Coaching Process

TYPICAL Format of Coaching Sessions:

1. **Assessment** for data that proves your reality
2. **Co-creating a training design/management development plan with the client/learner.** Developed and defined in individual sessions. The plan involves the individual in objective setting for learning:

learning:

Review of the feedback from assessment data.

Articulating strengths in the competencies.

Articulating development needs in the competencies.

Behavior change is discussed;

Development Plan contracting: time-line and activities agreed to.

3. **Coaching Process**

The coach works with the client's agenda, but may design activities from selected material appropriate for one to two-hour sessions. There is usually a need to recalibrate the individual development plan and goals and learning activities as each of these sessions progresses.

Each session will allow for a progress review, and evaluation of activities agreed to by the client in the previous session. May include:

Selection of people that need to be communicated with exercises or

Activities (some to be completed "real-time" on the job) to enhance learning

Role-playing of challenging situations

Case studies of leadership situations that are similar to what the client has experienced

Learning References: videos, books, articles, etc.

Videos/DVDs to be critiqued that offer "simulated experiences" of what the client is projecting

4. **Use of Resources**

An essential factor in the success of your skill development is bringing the right resources to bear. One support tool we like to use is our tailorable **Skill Kit for Leaders (SKL): Real Time Resources for Developing Leadership Success**

Key features of the SKL: See our SKL Fact Page at, <http://www.diane-foster.com/skill.html>, for more details

Competencies defined so the candidate can clearly see what optimal development means.

Recommended experiential exercises to develop the skill "real time" or on the job.

Activities and training opportunities to access on his/her personal time.

Annotated bibliography of web sites, books and videos/dvds relevant to targeted skill.

5. Evaluation and Reinforcement:

The evaluation work, like the development work, is self-paced, to allow for unique differences in individual's learning styles and schedules, and is **a part of client commitment**

Progress on skill measured

Reinforcement in each session and between sessions by telephone.

Analysis of barriers to change and learning. Built into the Development Planning process, this is a dialogue between the candidate and coach and is supported by Diane's background in coaching.

OUR COACHING RELATIONSHIP PROMISE:

We

- 1. Build trust:** form a deep rapport with the client
- 2. Role-model:** Elicit respect and commitment from the client
- 3. Communicate** thoroughly
- 4. Listen** intently
- 5. Understand client's needs**
- 6. Complete** our commitments

Our Results

We get the best results with clients where:

- The top leader "walks the talk" and values a "savvy external business partner"
- There is an imperative for moving to a true high impact team environment
- There is dedication of time and resources to improvement of business results
- Leadership is valued as it relates to business results

What Is Executive Coaching?

Executive Coaching is a facilitative one-to-one, mutually designed relationship between a professional coach and a key contributor who has a powerful position in the organization. This relationship occurs in areas of business, government, not-for-profit, and educational organizations where there are multiple stakeholders and organizational sponsorship for the coach or coaching group. The coaching is contracted for the benefit of a client who is accountable for highly complex decisions with wide scope of impact on the organization and industry as a whole. The focus of the coaching is usually on organizational performance or development, but may also have a personal component as well. The results produced from this relationship are observable and measurable, commensurate with the requirements the organization has for the performance of the person being coached.

(From the ECNet*)

Choosing the Right Coach

As a consumer you need answers to several questions. What qualifies someone to be a coach? What can you reasonably expect from a coach? What will be expected of you as a client? What services does a coach provide and what won't they do?

The profession of coaching has responded with consumer guidelines and expectations both at the national level and in California. The following information is a compilation of guidelines developed by the International Coaching Federation (ICF), National Career Development Association (NCDA) and the California Career Development Association (CCDA).

Critical qualifications and training

- Certification by the International Coaching Federation as a Professional or Master Coach
- A graduate degree in counseling, career counseling or related professional field
- Certified graduate of a professional coaching school or program
- Bound by Pledge of Ethics and ICF Standards of Ethical Conduct

Services provided by coaches

Depending on their interests, competencies, background and location they generally help people make decisions and plans related to life/career directions. The strategies and techniques are tailored to the specific needs of the individual seeking assistance. Here is a list of possible and acceptable services:

- Conduct individual and group counseling sessions to help clarify life/career goals
- Administer and interpret tests and inventories to assess abilities, preferences, interests, skills and behaviors
- Encourage exploratory activities through assignments, research and networking experiences
- Utilize career planning systems and occupational information systems leading to a better understanding of the world of work
- Assist in improving leadership skills
- Support developing individualized career plans
- Teach job hunting strategies and skills
- Assist in understanding the integration of work and other life roles
- Provide support for persons experiencing job stress, job loss and/or career transition

Consumer rights

Ask any coach you are considering for a detailed explanation of services. Make sure you understand the service, your degree of involvement and your financial commitment.

As to fees, select a coach who specifies fees and services upon request and allows you to choose the services you desire. Make certain you can terminate the services at any time, paying only for services rendered. Be skeptical of services that make promises of quick behavior changes or more money, better jobs, resumes that get speedy results, information only they have access to or “quick fixes” to an individual leadership or career problem. In addition:

- Be informed of limitations of the coach’s practice to special areas of expertise, age group etc.
- Have all that you say treated confidentially and be informed of any state laws placing limitations on confidentiality in the coaching relationship
- Receive a copy of the code of ethics to which your counselor adheres
- Request a referral for a second opinion at any time
- Ask questions about the coaching techniques and strategies and be informed of your progress
- Participate in setting goals and evaluating progress toward meeting them

What a coach cannot do

- Change you
- Find you a job
- Tell you what you should become or do in the world of work
- Resolve your workplace issues for you
- Nail down with certainty your dream job in a 1 hour session

Managing a thriving career path in a dynamic economy is complex but exciting whether you are 25 or 55, underemployed or stretched to routine 80 hour work weeks.

Friends, our peers and family members provide much needed advice, contacts, comfort and fun! They are invaluable but may not have all the tools you need. It should not be considered a sign of weakness to consult with a coach but rather an efficient method of problem solving, decision-making and goal setting.

Qualified professional coaches do not look into crystal balls or claim to know the future. Only you can provide the vision of what you want to achieve, but the right coach can support you in getting there.

Our Ideal Clients:

- Motivated, technically competent senior managers who want to become true leaders
- Senior Executives, who want a thought partner for strategic planning and program implementation
- Leaders in government organizations which need to move their organizations from hierarchy to teaming
- Savvy, stressed senior managers who need new solutions to how to motivate, and delegate or to outsource HR functions
- Individuals who need support for successful career choices
- Challenged executives who need to align their skills with their goals
- Bright leaders who want to learn to be statesmen with influence
- Vice Presidents and Directors seeking balance and ability to delegate
- Leaders wanting to move orgs from "entitlement" to "empowerment"

- Transitioning organizations and teams that want to create high impact
- Business teams that need work on conflict, decision-making, and roles
- Hierarchical business units that want to become virtual teams
- Non-profit boards that need strategic-planning and team-building
- Talented women leaders needing mentoring to break the glass ceiling
- Bright single women who want to create a new life style
- Managers who want to become emotionally intelligent leaders
- Transitioning leaders who want to take control of the next step
- Executives who need to develop and align human resources
- IT and Technical professionals who need to develop leadership skills

Fact Sheet on Executive Coaching Benefits

Executive Coaching Yields Return On Investment Of Almost Six Times Its Cost, Says Study JACKSONVILLE, Florida (January 4, 2001) - Manchester Inc., the global leader in customized executive coaching programs, has released the results of a study that quantifies the business impact of executive coaching. The study includes data on executive behavior change, organizational improvements achieved, and the return on investment (ROI) from Manchester's customized, comprehensive executive coaching programs. The study included 100 executives, mostly from Fortune 1000 companies, who received coaching from Manchester. Manchester Inc. is a part of Prolianz, the professional services division of Modis Professional Services Inc. (NYSE:MPS) of Jacksonville, Florida. Companies that provided coaching through Manchester to their executives realized improvements in productivity, quality, organizational strength, customer service, and shareholder value. They received fewer customer complaints, and were more likely to retain executives who had been coached. In addition, a company's investment in providing coaching to its executives realized an average return on investment (ROI) of almost six times the cost of the coaching.

Manchester conducted what is believed to be the first major study to quantify the business impact of executive coaching. Half of the executives in the study held positions of vice president or higher (including division president, general manager, chief executive officer, chief financial officer, chief information officer, partner, principal, and practice leader). Almost six out of 10 (57%) executives who received coaching were ages 40 to 49, and one-third earned \$200,000 or more per year. The coaching programs that executives participated in were a mix of both change-oriented coaching - which is aimed at changing certain behaviors or skills - and growth-oriented coaching - which is aimed at sharpening performance. The coaching programs typically lasted from six months to one year.

Board Development/Facilitation

- ◆ **Do you know what real skills, experience and wisdom you need on your Board to guarantee your success?**
- ◆ **How is the Board's knowledge and experience optimized by the Officers and Executive Team?**
- ◆ **Does your Board feel isolated in its decision-making process?**
- ◆ **Are you struggling trying to decide whether your board should be "Advisory" or a "Board of Directors"?**
- ◆ **Does your Board really listen to your Executive Team?**
- ◆ **Does your Board Chair need guidance and support in facilitation, establishing priorities, insuring input?**
- ◆ **Are all roles on the Board clear?**

Diane Foster and several of her Associates are certified in Board Development, Group Facilitation and Teaming as well as Coaching. Combining this with years of business experience and work with Boards, we give you great coaching to improve your Board process. Work frequently includes: role-clarification, appropriate solicitation of members, decision-making structures, strategic planning facilitation, and communication.