



CoachME Team
Coaching
Competency
Framework

Relationships

1. Commissions and contracts clearly and confidently.
2. Ensures psychological safety and trust.
3. Partners with the team and the layers of dynamics that exist within it.
4. Models effective relationship skills and behaviours.
5. Leverages individual (and own) strengths in service of the team.
6. Skillfully handles bespoke team coaching needs, promoting high ethical professional standards.

Learning, Development and Results

7. Enables the team to improve their performance by creating awareness in the moment, from data and from reflections.
8. Enables the team to actively experiment in a supportive environment whilst managing space, time, energy and other resources.
9. Partners with the team at all stages of team coaching projects.
10. Confidently challenges the team to optimize their learning and its application.
11. Ensures that learning of skills, knowledge and behaviours is at the heart of the team coaching.
12. Encourages transition planning through iterations whilst applying new learning.



Systemic Dynamics

20. Works with relationships in the system, including their power and influence.
19. Engages with the wider context and stakeholder expectations by examining different perspectives.
18. Works with authority, presence and impact to ensure the team's focus is on shared deliverables and other results.
17. Raises awareness of systems dynamics, parallel processes and dependencies.

Capacities

13. Demonstrates effective team coaching skills including active listening, powerful questioning, championing, fierce courage, humour and direct communication.
14. Confidently manages the process of team coaching.
15. Consciously uses and develops 'self' in service of the team coaching relationship, process and learning.
16. Displays signature presence whilst ensuring team reflection, learning and development takes place.

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1. Commissions and contracts clearly and confidently.
2. Ensures psychological safety and trust.
3. Partners with the team and the layers of dynamics that exist within it.
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6. Skillfully handles bespoke team coaching needs, promoting high ethical professional standards.

- Applies coaching ethics and standards clearly with authority, and shares them appropriately, in all team coaching situations.
- Clearly communicate the distinction between coaching, consulting, facilitation, counselling, training and other interventions.
- Co-creates the contract with all stakeholders to include results, roles, expectations, responsibilities, accountabilities and boundaries. Recontracts as required throughout the project.
- Establishes and maintains the coaching commission professionally working with team leaders, executive sponsors, human capital professionals and other stakeholders.
- Describes personal unique team coaching philosophy and approach, what is and is not being offered, and roles of all stakeholders.
- Suggests and refers coachees to another supportive professional or teach coach as needed, knowing when this is needed and being aware of the available resources.
- Consistently uses deep listening, clean language and powerful questioning in all interactions.
- Creates a safe and supportive environment of mutual respect, integrity, and compassion for impactful learning, development and action to take place.
- Trusts in the coaching process and holds a creative, positive space whilst being fully present and partnering with the team.
- Provides clean, data driven feedback, being vulnerable and 'not knowing' as required.
- Works effectively with individual and collective team strengths in terms of skills, knowledge and behaviours.
- Creatively dances in the moment, holds the space for relationships to grow, works with intuition and is open to not knowing.

Learning, Development and Results

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9. Partners with the team at all stages of team coaching projects.
10. Confidently challenges the team to optimize their learning and its application.
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12. Encourages transition planning through iterations whilst applying new learning.

- Partners with the team to co-creates action to enable them to learn (skills, knowledge and behaviours), capturing, cultivating, capitalizing and catapulting critical learning, as a way of 'being'.
- Commissions for, administers, collates, carefully selects, clarifies, accurately evaluate and integrates multiple sources of data.
- Shares data to support the team in deepening understanding and forwarding more effective action to achieve co-created results.
- Works beyond what is said and uses self-as-instrument for own and team learning.
- Effectively uses assessments to raise awareness and ensure team coaching is data driven.
- Curiously evokes inquiry with empathy and courage, for greater understanding, awareness, and clarity.
- Confidently challenges limiting beliefs, negative interactions, incongruity and works to uncover mindsets and behaviours.
- Addresses team and organizational values, behaviours and norms in real time.
- Invites the wider contextual and stakeholder perspective into the dialogue.
- Holds the need to explore, develop relationships, increase impact, and the need to gain results as all important.
- Works iteratively with emerging needs.
- Ensures that all 'voices' are heard and that diversity is valued.
- Engages in team coach super-vision to work 'at best'.

Capacities

13. Demonstrates effective team coaching skills including active listening, powerful questioning, championing, fierce courage, humour and direct communication.
14. Confidently manages the process of team coaching.
15. Consciously uses and develops 'self' in service of the team coaching relationship, process and learning.
16. Displays signature presence whilst ensuring team reflection, learning and development takes place.

- Challenges the team and makes requests.
- Works to create a safe, supportive learning environment of mutual respect and trust.
- Establishes agreements and keeps promises.
- Trusts in the coaching process and is willing to be vulnerable and not knowing.
- Holds the space for the coaching work to take place.
- Is flexible and co-creative and able to dance in the moment.
- Sees many ways to work with the team and chooses in the moment what is most effective.
- Uses humour effectively to create lightness and energy.
- Works with strong emotions and can self-manage/maintains own presence under pressure.
- Confidently and constructively handles conflict, creating a safe space for the unsaid to be surfaced.
- Openly works in exchange; giving and receiving with the team and co-coaches.
- Invites curiosity, openness and sharing of interests and concerns behind individual positions.
- Maintains a safe space in which tensions and differences can be explored.
- Encourages the teams to reflect on what is occurring between team members in the moment, rather than deflecting or talking about 'back then or 'out there'.
- Consciously uses a range of interventions and chooses intervention appropriately (working with the leader vs. working with the whole team).
- Clarifies the leadership authority structure on decision-making, setting direction, monitoring and managing processes and executing team tasks.
- Works with this structure rather than imposing the coach's own.

Systemic dynamic

17. Works with relationships in the system, including their power and influence.
18. Engages with the wider context and stakeholder expectations by examining different perspectives.
19. Works with authority, presence and impact to ensure the team's focus is on shared deliverables and other results.
20. Raises awareness of systems dynamics, parallel processes and dependencies.

- Serves the whole team as a collective in a system, whilst acknowledging the interests, strengths, values and needs of the individual.
- Leverages individual strengths in service of the team's effectiveness (such as relationships, processes, results), whilst respecting and working with cultural nuances.
- Notices data and discovers ways to re-connect what has become disconnected in the wider system.
- Enables the team to become aware of systemic dependencies and ways of working with nested systems, as well as silent 'voices', power relations and 'ghosts' in the system.
- Recognises that the coach will always be invited to engage in the team's dynamics and 'plays with' the dynamics through their own 'here and now' experiences.
- Surfaces barriers to collaboration and supports the team in moving into alignment with the system.
- Identifies and shares parallel processes, transference, counter transference, and their impact on the system.
- Understands the wider context within which the team is located, including the strategic and commercial drivers, values and culture.
- Coaches the team to map stakeholders and gives voice, as well as deep dives into understand their diverse expectations.
- Ensures that there is space for the team to deeply explore strengths, flow, complexity and challenges before moving to action.
- Confidently works with what is changing and emerging to support the team in achieving collective deliverables.

Glossary

Commission – This includes ensuring a clear commission for the team on what will and will not be delivered, and in what ways it will be delivered. It also involves contracting.

Contract – Team coaching contracting includes the formal negotiations, technical and financial paperwork as well as contracting with the team, and with the team's individual members when being coached 1:1. Re-contracting in terms of ways of working effectively together may also take place.

Psychological safety – This is about providing a safe environment that supports trust and vulnerability so that learning and action are supported.

Iterations – This is about delivering in short sprints, and recalibrating to what is needed on the team coaching project as the project progresses.

Active listening – This involves ensuring the coachees feel listened to by showing appropriate body language such as nodding of the head.

Powerful questioning – These are questions that evoke thinking to aid understanding and they are open questions that do not lead the coachees.

Championing – This is about providing praise and encouragement to the coachee.

Fierce courage – By using fierce courage the team coach ensures that they are asking brave and sometimes disruptive questions, for the sake of the results the team wishes to achieve.

Direct communication/Clean language – This is a way of communicating that provide a clear message such as 'We start back in this room in 15 minutes time'.

Signature presence -

Parallel process – This is where, for example, what is being experienced in the team coaching session is also being experienced daily by the team. This could include certain team members domineering conversations, people speaking over each other, and so forth.

Systems dynamic – By addressing the whole system, team coaching looks at the needs of all stakeholders with a 'wide lens' view.

Silent 'voices' – These can include voices of members of the team that are not present or that have left, yet still have an impact upon the team process or planning. Ghosts are the voices of the past that still impact the team.

Co-creation – When co-creating results, this is a process of ensuring that the team coach and the team partner. Another tool here is also the use of generative thinking where team members add to what others have said after acknowledging their point(s).

Deep listening – Deep listening involves listening beyond just the words to the tone, pitch of voices, and to what is not being said but is present in body language.

Dancing in the moment – This is a lively, sometimes serious and sometimes playful way of being in team coaching that shows full presence to what is emerging.

Doing and 'being' in coaching – This is about what a team coach does but also who they (and the team leader/team members) and being.

Super-vision – This is a process for team coaches to learn, share, restore and resource to improve their practice working with a coach super-visor.

Holding the space – this is about tapping into what is in the team coaching space, and not shying away from, for example, emotions in the room.

Transference – This is where emotions from the team or its members (or from the coach) are transferred onto others. These can be from the present or from the past. It can also happen when a coachee forms an emotional attachment with the coach. Transference can also happen if, for example, the coach admires the 'successful' CEO.

Countertransference – This can occur when a coach responds to the transference and can cause a shift in the relationship(s).