

AC Team coaching competency model

Introduction

These competencies have been created to set out the standards of knowledge, skills, and behaviours of effective team coach practitioners. They are designed for aspirant and experienced team coaches to:

- educate them about what constitutes effective team coaching practice,
- appreciate the underpinning knowledge base to team coaching including about teams, group dynamics, systems thinking and working with organisations *etc.*,
- take responsibility for planning and progressing their professional development as team coaches,
- gain support from a coaching supervisor with experience in team coaching in their professional development as team coaches,
- guide training providers about the content and competency areas to be taught and practiced during team coaching programmes, and
- understand the standards to be demonstrated by team coaches during the individual accreditation process.

Outcomes:

These standards aim to develop team coaches that:

- are effective practitioners able to draw upon, and work across, a range of styles, approaches, methods, and techniques flexibly as team's needs change
- can work autonomously, independently and in partnership with a range of team types in different contexts,
- operate ethically and professionally,
- reflect on their practice,
- take responsibility for planning their continuing professional development.

Team coaching accreditation


To become accredited, team coaches must demonstrate that they have achieved *all* the standards described below.

Definition of team:

Collaboration between a recognised group of people drawing upon individual capabilities and strengths who are committed to working together inter-dependently to achieve a common purpose and collective performance and learning goals.

Definition of team coaching:

The application of coaching skills while working with a whole, intact team over time to improve inter-dependent members' abilities to work together collaboratively to achieve the team's collective purpose, potential and performance.

 Competency	Competency indicators The team coach:
1. Meets ethical and professional practice guidelines	Definition: Practices safe and ethical team coaching within agreed boundaries 1. Demonstrates an understanding of, and team coaches in accordance with, the AC's Global Code of Ethics and Conduct 2. Always behaves ethically and with the highest integrity with a team and stakeholders in the best interests of the team 3. Operates within, and complies with, current legislation and relevant statutory responsibilities as a team coach 4. Provides evidence of the keeping of accurate, comprehensive, and understandable records of team coaching work and cases/sessions ensuring compliance with information legislation and demonstrating the safe use of sensitive and identifiable personal data 5. Communicates the differences between team coaching and other team interventions (e.g., team building or facilitation) clearly and transparently to a team so it can make informed choices between them 6. Practices safely and competently within the scope and boundaries of what is being asked for by, and offered to, a team 7. Understands the limits of own practice including when own wellbeing and fitness to practice might have changed and refers the team to other suitably qualified practitioners where needed or if this meets the team's needs best
2. Establishes the coaching agreement	Definition: Creates a clear and agreed coaching agenda and contracts for how all parties will work together in line with coach's practice 1. Confirms who the client is and helps the team agree coaching goals, outcomes, and expectations between all parties 2. Explains and contracts for goals, roles, responsibilities, relationships, and processes (e.g., boundaries, confidentiality, location, session frequency, contingencies, monitoring and reporting, commercial arrangements.) between coach, leader, team members and stakeholders 3. Re-contracts with the team throughout coaching as its needs change 4. Designs an approach to coaching with the team that will achieve its goals, outcomes, and expectations and re-designs the approach as its needs change 5. Explains the team coaching process and own approach, models, and tools clearly and transparently to a team 6. Believes in the team's potential and capability for growth and development 7. Works to the team's agenda throughout team coaching 8. Invites views and feedback from stakeholders and the wider organisational system to inform the team's work and the team coaching agenda and design
3. Establishes a safe and trust-based relationship with the client	Definition: Creates an environment that is psychologically safe and supports team learning and improvement 1. Able to start, develop, maintain, and end a collaborative working relationship with the leader, team members, and stakeholders 2. Builds rapport and attends to both collective and individual team member differences and needs throughout coaching 3. Treats each team member equitably and fairly and shows respect and dignity for the team, its beliefs, norms, and methods 4. Demonstrates personal integrity, trustworthiness, and honesty and practices in a non-discriminatory manner 5. Obtains permission to coach the team in sensitive areas 6. Helps create and maintain psychological safety to support the team as it experiments with new approaches 7. Maintains agreed levels of confidentiality, seeking permission before any disclosure 8. Remains objective between interactions with all parties involved in team coaching with awareness of own reflexivity
4. Coach presence and self-management	Definition: Aware of own and team's state and uses this to inform coaching remaining congruent to own approach 1. Pays attention to both team and individual members while noticing and monitoring own presence and state 2. Remains focused on the agreed team coaching agenda and outcomes while being conscious of own biases, preferences, and habits and how these might interfere with the team coaching 3. Maintains own presence, state, and confidence under pressure from a team

	<ol style="list-style-type: none"> 4. Ability to work with strong emotions and manage own state, adapting approach to coaching when triggered by a team 5. Notices changes in own, and team, presence and state and uses these to inform choices of coaching approach and interventions 6. Stays aligned to personal values and own team coaching model/approach while respecting the preferences of the team 7. Cultivate on-going self-awareness through supervision, team coaching development <i>etc.</i>
5. Effective communications	<p>Definition: Communicates openly and directly with the team to improve mutual understanding</p> <ol style="list-style-type: none"> 1. Communicates openly and directly with the team and encourages open conversation and dialogue between all team members and stakeholders 2. Invites mutual sharing and exchange of ideas, opinions, and beliefs to understand positions and perspectives more fully and clearly 3. Demonstrates effective questioning, listening, and clarifying skills through hearing words used, the tone of voice, body language and summarising, paraphrasing, and naming what the team has said or left unspoken 4. Ask questions that generate new insights, raise awareness, improve commitment, enhance learning, and/or promote action 5. Adapts communication style to meet the team's needs 6. Creates psychological safety for differences of belief, opinion, and position to be raised, discussed, and worked through 7. Allows a team to express strong emotions and/or opinions to help it move forward
6. Awareness and insight raising	<p>Definition: Increases awareness and understanding through use of language, information, feedback, and direct coaching</p> <ol style="list-style-type: none"> 1. Provides relevant information and feedback clearly and directly to a team and stakeholders 2. Notices and names interactions, behavioural exchanges, and patterns (verbal and non-verbal) between team members, and their effect on the team 3. Shares observational feedback with the team without attachment to it, leaving meaning-making and the decision on whether to act on it with the team 4. Uses language that is understandable and appropriate to the team, context, and situation avoiding unnecessary jargon 5. Challenges the team's beliefs and behaviours to generate new thinking, insights and/or improve sense-making 6. Tackles difficult conversations with the team, using self and personal reactions to offer the team feedback, avoiding colluding with any party on issues 7. Make informed decisions about the use of psychometrics or other team assessment tools in practice including, where qualified, to administer, score, interpret and de-brief a team's profile/test scores
7. Live team coaching	<p>Definition: Intentional team coaching practice live with a team</p> <ol style="list-style-type: none"> 1. Demonstrates an applied understanding of the theory and practice of more than one approach to team coaching 2. Uses a range of coaching skills, approaches, methods, and techniques ensuring they are effective and designed to achieve the best outcome for the team 3. Takes responsibility for choosing team coaching interventions and can justify them if questioned based on informed team consent 4. Manages a team coaching conversation, maintaining high standards of practice even in challenging situations 5. Partners with a co-coach or other team practitioner (external or internal to the team) when it will benefit the team 6. Maintains presence, communication, and collaboration with both the team and co-coach while working in partnership together 7. Ability to work flexibly, adapting team coaching style and interventions to meet a team's changing needs 8. Helps the team identify and learn to work with group and inter-personal dynamics and dysfunction and resolve any conflicts arising 9. Challenges team members to reflect upon, learn from, and improve how they are working together 10. Uses a range of methods to deliver team coaching (e.g., in person, virtual/remote and blended) including the use of information technologies
8. Maintaining progress in team coaching	<p>Definition: Guides the team coaching process to achieve its goals leaving responsibility with the team</p> <ol style="list-style-type: none"> 1. Maintains an outcome-focused approach throughout team coaching 2. Partners with and supports the team while it tries new ways of working and behaviours, and updates its team norms 3. Supports the team to monitor progress towards goal achievement and remain on track 4. Checks, encourages, and acknowledges team progress and achievements

	<ol style="list-style-type: none"> 5. Explores what is working, what is getting in the way and challenges a lack of progress 6. Discourages dependency on the team coach and develops the team's ability to self-coach 7. Leaves ownership and responsibility for team actions and performance with the team while following through on own actions and commitments 8. Measures the effectiveness of team coaching with the team and stakeholders
9. Working with the organisational system	<p>Definition: Understands and works within the organisation context as a dynamic system</p> <ol style="list-style-type: none"> 1. Demonstrates an understanding of the organisational context and wider system in which the team operates and how each affects the other and uses this systemic understanding when coaching the team 2. Uses language appropriate for, and recognised by, the team and organisation 3. Works within the organisation's values, policies, and practices, including any for coaching and or people development 4. Aligns team coaching goals to support broader organisational aims and objectives 5. Understands the relationship between, and considers the wider eco-system and key stakeholders (internal/external) in, the team coaching 6. Demonstrates an understanding of working relationships, alliances, and team roles, including between the team leader, and the potential use and effects of power and authority in the organisation and in the team coaching 7. Encourages greater connectivity between a team, its members, other teams, and the wider organisational system
10. Team knowledge	<p>Definition: Understands teams and their leaders and how they work, change, develop and become more effective</p> <ol style="list-style-type: none"> 1. Understands how teams develop over time including models of team maturity/stages of team lifespan development 2. Understands team effectiveness theories and models and different ways of gauging this with a team 3. Demonstrates systems theories and thinking and an appreciation of the complexities and ambiguities of organisations 4. Makes use of the consulting cycle i.e., contracting, designing, planning, and evaluating a team coaching programme 5. Understands how teams change including key processes and approaches, and the effect on the team and team members 6. Understands and helps a team make sense of its group dynamics and any dysfunction without the coach being caught up in them 7. Demonstrates knowledge and experience of working with team leaders, recognising the organisational challenges they face
11. Coach professional development	<p>Definition: Engages in on-going reflective professional practice and regular development to improve team coaching practice</p> <ol style="list-style-type: none"> 1. Engages in regular and continuous team coaching development (CPD) activities and integrates this into current approach/model 2. Reflects on own practice and learning from development (CPD) activities actively and integrates this into current practice 3. Regularly requests, and acts upon, own, coaching supervisor, team leader and team reflections and feedback to improve team coaching practice 4. Engages in team coaching supervision for greater self-insight, support and/or to develop team coaching practice 5. Participates in work on self/inner work to understand own motives, vulnerabilities, triggers, and un/conscious responses to team situations