



Coaching Teams and Beyond

Software Engineering Institute
Carnegie Mellon University
Pittsburgh, PA 15213

Timothy A. Chick
Gene Miluk

September 2011



This work was created in the performance of Federal Government Contract Number FA8721-05-C-0003 with Carnegie Mellon University for the operation of the Software Engineering Institute, a federally funded research and development center. The Government of the United States has a royalty-free government-purpose license to use, duplicate, or disclose the work, in whole or in part and in any manner, and to have or permit others to do so, for government purposes pursuant to the copyright license under the clause at 252.227-7013.

This Presentation may be reproduced in its entirety, without modification, and freely distributed in written or electronic form without requesting formal permission. Permission is required for any other use. Requests for permission should be directed to the Software Engineering Institute at permission@sei.cmu.edu.

NO WARRANTY

THIS MATERIAL OF CARNEGIE MELLON UNIVERSITY AND ITS SOFTWARE ENGINEERING INSTITUTE IS FURNISHED ON AN "AS-IS" BASIS. CARNEGIE MELLON UNIVERSITY MAKES NO WARRANTIES OF ANY KIND, EITHER EXPRESSED OR IMPLIED, AS TO ANY MATTER INCLUDING, BUT NOT LIMITED TO, WARRANTY OF FITNESS FOR PURPOSE OR MERCHANTABILITY, EXCLUSIVITY, OR RESULTS OBTAINED FROM USE OF THE MATERIAL. CARNEGIE MELLON UNIVERSITY DOES NOT MAKE ANY WARRANTY OF ANY KIND WITH RESPECT TO FREEDOM FROM PATENT, TRADEMARK, OR COPYRIGHT INFRINGEMENT.



It's *Interactive...*

The goal of this session is to learn from each other:

- Share what's worked and what hasn't worked.
- Understand “why” things have or haven't worked.
- Improve the way we coach

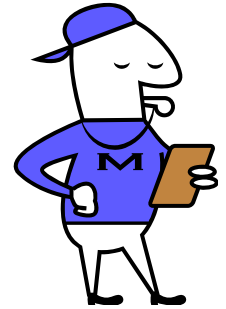


Agenda

- What is Coaching
- Toolbox
 - TSP Coaching
 - Coaching Role as Facilitator
 - Dealing with Resistance to Change
 - Other Good Stuff
- Some Key Issues
 - TSP PSP Mechanics
 - Knowledge Management
 - Organization wide adoption
- Audience Specific situations



Coaching



The coach's fundamental job is to enable self-learning at both the individual and team level, so that they can operate more efficiently and effectively together.

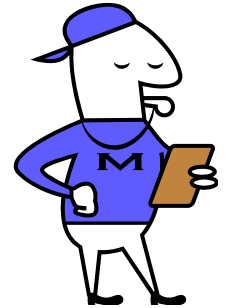
This is mostly achieved by supporting the individuals, so that they themselves provide the momentum needed for the team to continue moving forward in meeting their objectives.

Unlike a facilitator, a coach doesn't direct or steer the team. Instead, they will let the individuals and team continue playing until there is a need for intervention.

Coaching is a much of an art as it is a science, with the coach constantly walking a fine line of balance in order to get the most out of each team member, while improving the team's overall performance.



Why do I need a coach?



Just as in athletics:

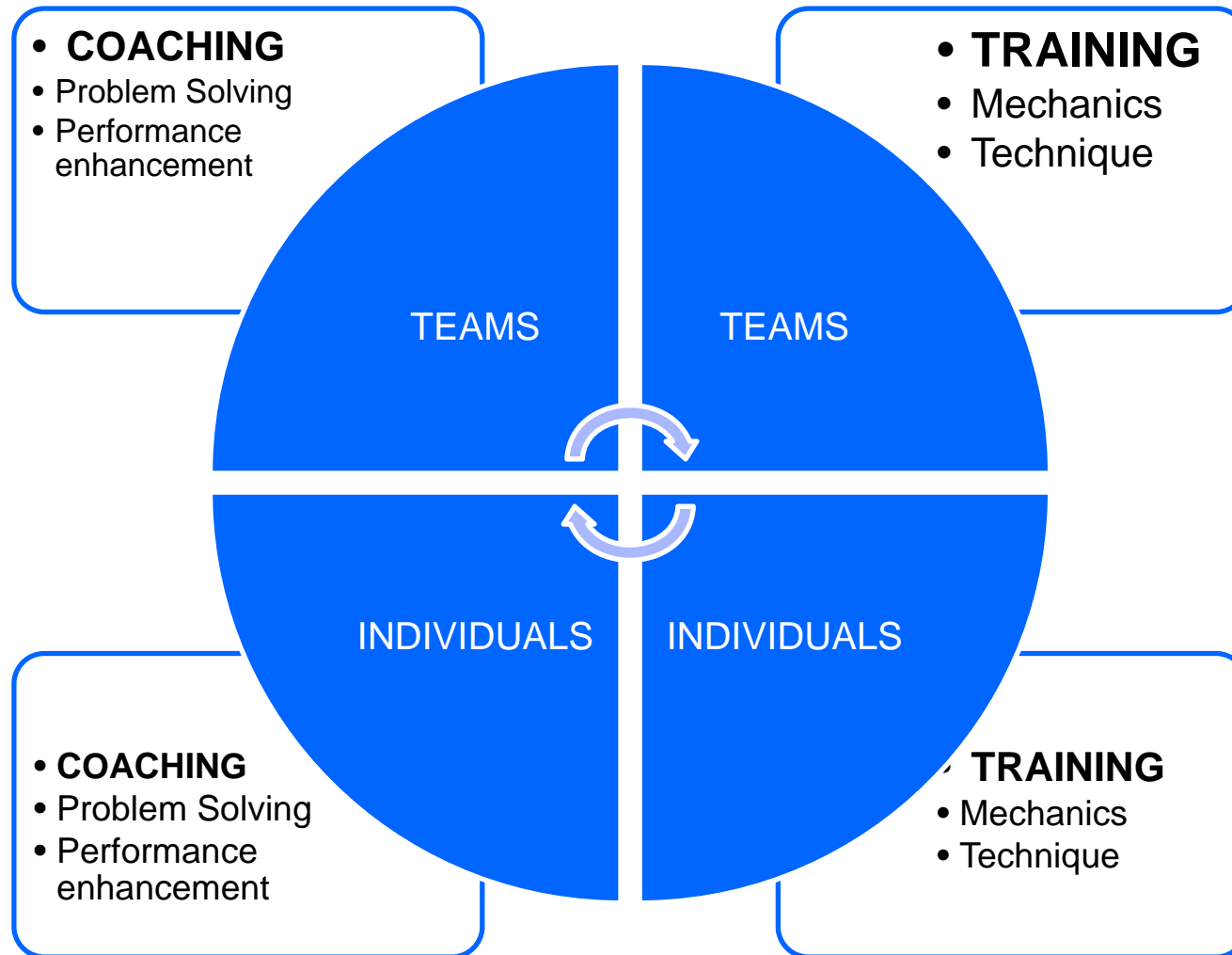
- Many developers have been successful and self-coached; however, it can be difficult for many people, especially for those that do not have the time to plan out their improvement goals or need feedback to correct some skill deficiency.
- A book can describe how to improve or develop a skill, but having an observer critique the skill and provide feedback is far easier than trying to do it yourself.
- A coach helps the developer set goals and helps challenge them to push the envelope a bit or even hold back a bit in order to maintain a balance between short term requirements and long term goals
- Sometimes just having someone who will hold you accountable, is a prime motivator in sticking to the improvement plan.



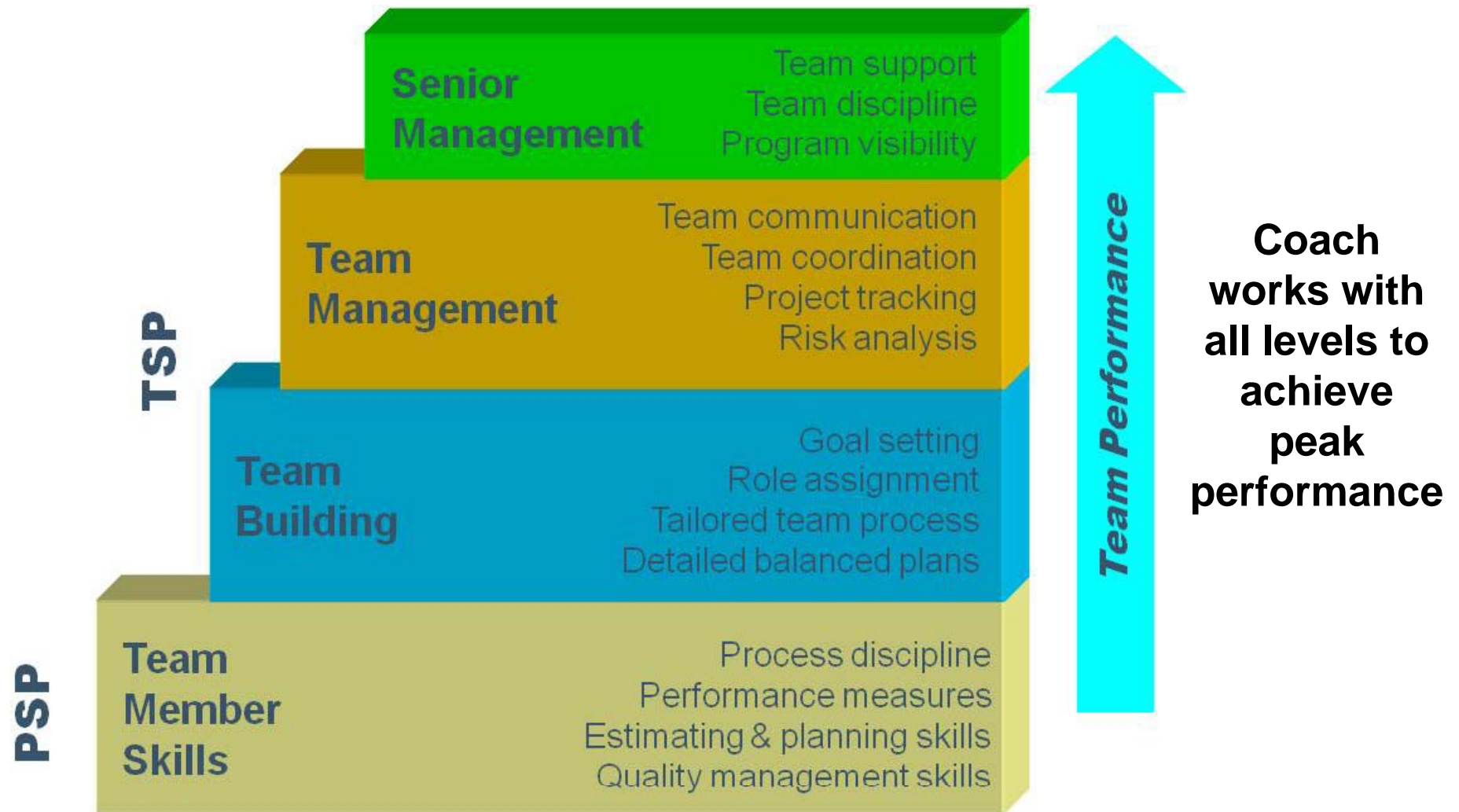
Coaching Video



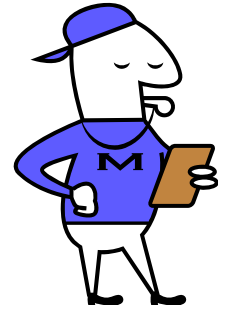
Coach vs Train ---Individual vs Team



Key Issues (Is coaching or training needed)



Coach Guides Senior Management



How can a Coach help Senior Management:

- Set initial and long-term business benefit goals.
- Set initial PSP/TSP staffing, training, qualification, and certification goals.
- Establish and communicate success criteria
- Understand that improvement takes work, which requires resources
- Develop a vision for the organization
- Motivate change
- Behave rationally

SPONSORSHIP



The Team Leader Must Lead, Not Manage

How can a coach help the team leader

- guide and motivate the team in doing its work
- take the time to reach full consensus on all important issues
- ensure that the team establishes high standards for the work
- make the team accountable for problem solving
- support the self-directed management concept
- provide management support to the team
- support the team with management
- protect the team so that it can concentrate on the project



How can a coach help team member



Identify Problem -Diagnose - Design Intervention

TOOL BOX

➤ Re-enforcement

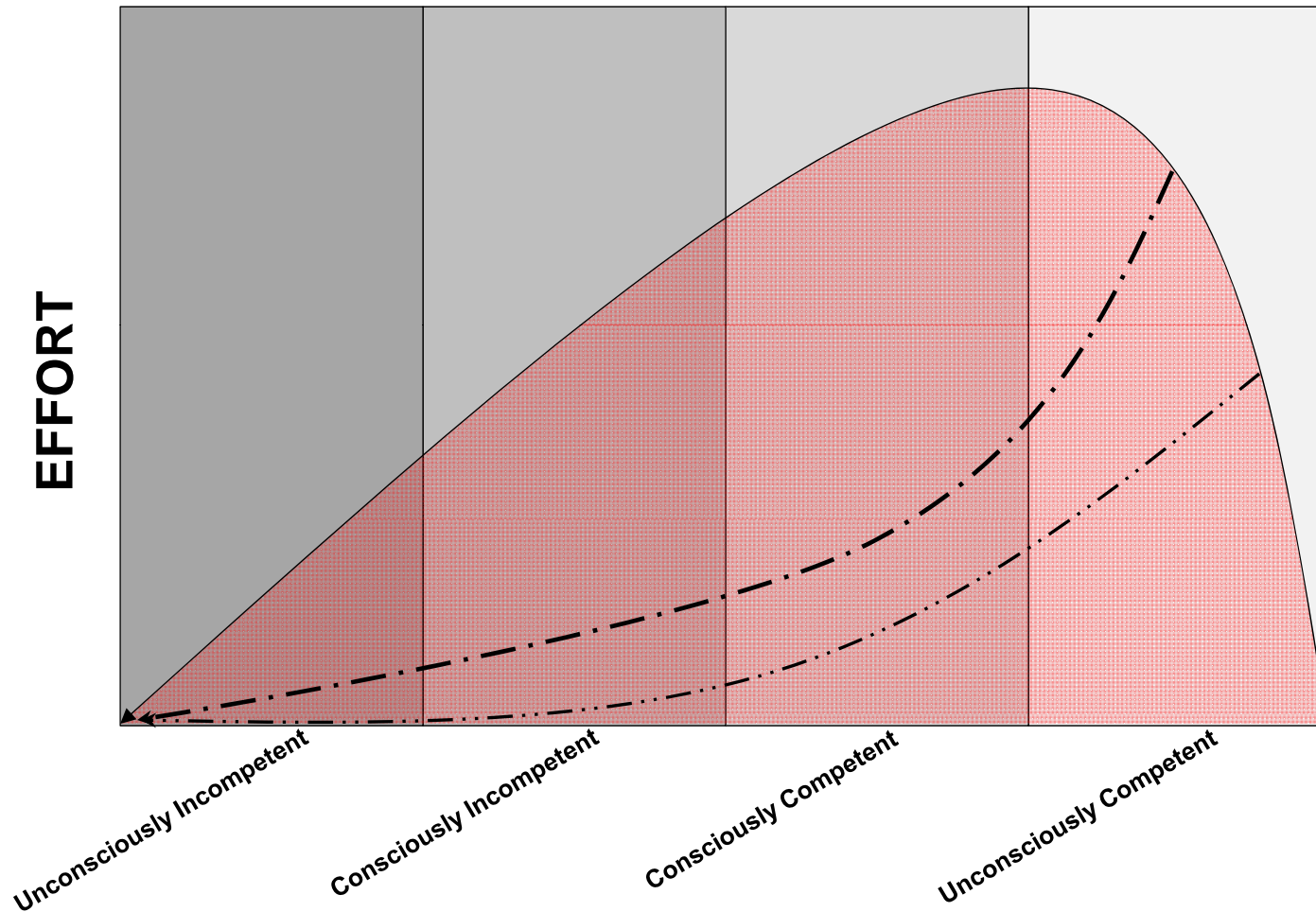
➤ Facilitation

Problem Solving Process

➤ Interpersonal Skills



PROCESS DISCIPLINE



Consciousness Model and Bandura Social Learning



Team Facilitation vs. Coaching

Team Facilitation:

Facilitation is a process, a means of leading a group to decisions and/or actions. The facilitator's job is to lead the team process towards agreed-upon objectives in a manner that balances getting things done and feeling good about the way they were achieved. It's about encouraging participation, ownership and creativity by those involved. Strong steering may be necessary to achieve this.

Team Coaching:

Coaching is about being enabled to perform at your best with the assistance of a coach who will challenge, stimulate and guide you. The heart of coaching is all about enablement of self-learning. The how of the coaching, the appropriate coaching process, is co-created by the coach and client; it is often a creative and flexible process.

Source: <http://www.lifetimeswork.com/documents/Insight%203%20Team%20Coaching.pdf>



Coaching Role as Facilitator?

Group Facilitation is a process in which a person whose selection is acceptable to all the members of the group, who is substantively neutral, and who has no substantive decision-making authority diagnoses and intervenes to help a group improve how it identifies and solves problems and makes decisions, to increase a group's effectiveness.¹

A Facilitator is NOT ...

- A participant in content discussion
- A group member
- A clerical or errand person
- An arbitrator, judge, or messenger to the larger organization
- An owner of the group's problem

1. Schwarz, Roger, The Skilled Facilitator, Jossey-Bass, 2002



Process versus Content

“As a facilitator, I have to create a space within myself to hold the divergent views and perspectives that are being expressed without saying ‘I agree with this or disagree with that.’” — Nita Kincaid, Fidelity Investments

The task of a coach is to increase group effectiveness by improving the process. Ineffective process reduces a group’s ability to work effectively on the content, e.g., solve problems and make decisions.



Problem Solving Process



Interpersonal Skills

I

- Communication skills
- Personality Types
- Individual and Group Dynamics
- Self Aware



What happens when a Coach Isn't?

Can you give examples?

Neutral	Focus on Process not Content.
Non-Defensive	Avoid arguing when criticized. Accept negative comments and refocus on the task at hand.
Win-Win	Believe that agreements are possible and desirable. Focus on inclusion and consensus.
Positive	Keep in a positive mode. Enthusiasm is “caught not taught.”
Flexible	Be prepared to abandon your plan and move with the team. Let the group know that the agenda is flexible, if the unplanned discussion is relevant to the team’s goal.
Sincere	Be true to yourself and your personality.
Body Language	Be aware of your body language and observe that of the team. Enhance your non-verbal communication by where/how you position yourself in the room.
Protect Others	Intervene to stop verbal attacks. Encourage input without attack.



How should a Coach Deal with Disruptive Behaviors - 1

1. Broken Record – Team members repeats same idea over and over again

“The recorder will write down your idea so that it won’t be lost.”

2. The “Doubting Thomas” – Team member questions every idea, doubting its validity

Establish a ground rule that ideas will not be evaluated for a set period of time, then come back to this rule if anyone violates it.

3. The Busybody – Team member constantly ducking out of meetings for phone calls or crisis

Agree on ground rules for meeting attendance. If they are violated, discuss with the person concerned before/after the meeting.



How should a Coach Deal with Disruptive Behaviors - 2

4. The Head Shaker – Team member sees only the negative in every idea.

Focus attention on the person talking. If persists, give the person feedback on the break or in the group. “John, I’ve noticed that you have been shaking your head during this presentation. It interrupts my train of thought – what is bothering you?”

5. The Dropout – Team member loses interest, quits contributing.

Establish eye contact and their opinion on the topic at hand. Then turn to someone else if they are unable to answer. Talk to them during the break to ask why they are not participating.

6. The Loudmouth – Team member tries to control the meeting by monopolizing the discussion.

Move towards them, perch on the table in front of them, looking out at the rest of the group. “That’s an interesting point, now let’s see what the group thinks.”



How should a Coach Deal with Disruptive Behaviors - 3

7. The Abuser – Team member who is rude or abrasive, tends to have a closed mind and seldom listens.
“What’s going on here?” / “What’s the problem?” Refocus on the objective of the meeting. Stand beside the recorder and get the “attacker” to focus on what is being written. “Make sure we are capturing your criticisms. You feel ...” Defer back to the group.
8. The Interpreter – Team member restates other member’s ideas, adding their own interpretation. Redefines other people’s opinions and remarks for them.
Intervene by questioning others. Ask the person being interpreted, “Do you think (the interpreter) understood what you said?” “Is that an accurate representation of what you were saying?”
9. The Gossip – Team member introduces unsubstantiated or extraneous information to the discussion.
Don’t embarrass. “Do you know that for a fact?” “Can anyone else verify that?” “How can we find out the answer to that question?”
Defer the issue until accurate information is certain.



How should a Coach Deal with Disruptive Behaviors - 4

10. The Know-It-All – Team member believes they have all the answers and/or feels there is no need for research.

“We recognize your experience in the area, however, we need to make this decision as a group, with all the ideas evaluated.”

11. The Backseat Driver – Team member who has already decided the outcome of the meeting and tries to steer the other members that way.

Ask the person to suggest a procedure and then check it out with the rest of the group. If they agree, act on it at once. If the group disagrees, the issue is with other group members. There are always different styles/ways in approaching problems. There is no one right way, but you have to start somewhere.

12. The Interrupter – Team member who laughs or grins condescendingly during important points or starts talking before others have finished.

Move around the room and stand behind the person. Deal with it immediately to allow everyone to be “heard” in a safe environment.



Authentic Behavior

Authentic behavior, meaning behavior that is:

- based on deeply felt impulses
- connected to personal values
- strongly aware of situational factors
- faithful to ones intuition, not manipulative

Authentic behavior is a risky but also powerful and sometimes necessary intervention in the change processes we facilitate. It is an opportunity to enter a clarifying dialogue and create stronger cohesion towards achieving stated goals and objectives.

Congruency



Authenticity Practice

How would you respond to the following cues?

1. “Well, this Checkpoint shouldn’t take you too long. Couple of days, and you’ll be done. I wish I had some time to spend with you, but there are some important things I must attend to. The planning manager can give you some assistance. Also, don’t take too much of my people’s time. They’re really under a lot of pressure.”
2. “I don’t want to talk to you about this and I know no one else does either. Seems like every time we talk to you, things only get worse.”
3. “I’d like you to wait until Smith leaves for vacation before you start talking with his team. They’re sure to be much more open that way.”



Skills for Authenticity

1. Making “I” statement

The more I speak for myself by using “I” (instead of “you” or “people”), the more clear it is to the client that I *own* my statement and that I am genuine and sincere in what I am saying

2. Stating my present feelings

Such as, “I’m puzzled over your last comment.” or “I’m really excited to get this project started.”

3. Describing what is seen and heard in a non-evaluative way

Such as, “I see that you grimace every time I bring up Jones’ name.” or “I’ve heard you mention X five times today, although you assured me yesterday it was not a concern.”

4. Changing thoughts into statements ... Making the covert, overt

To be authentic means to speak the unspoken and bring out the obvious

5. Doing all the above without overwhelming the client.

I must be sensitive to the needs, receptiveness, and interpersonal skills level of my client and adjust my own behavior accordingly.



Authenticity Checks

I am not being Authentic when:

- I say only what I believe the client wants to hear
- I ignore the sticky issues
- I do not pay attention to my own feelings
- I become too “technique-y” and/or hide behind my own jargon
- I call on higher authority instead of presenting desires and wants as my own
- I ignore innuendoes, cynical remarks, “red flags,” etc.
- I generally hide what’s inside me



Resistance to Change

"Everybody has accepted by now that change is unavoidable. But that still implies that change is like death and taxes — it should be postponed as long as possible and no change would be vastly preferable."

Peter Drucker

Management Challenges for the 21st Century (1999)



How should a Coach deal with Resistance? - 1

Give me more detail:

The client asks for more and more information; no matter how much you give, it's never enough.

Flood you with detail:

The client keeps giving you more and more information that you understand less and less.

Time:

The client says she really wants to go ahead with the project but the timing is off; she never has time to meet with you; or the client interrupts your meetings with her by taking phone calls, calling in the secretary, or talking with people who "drop by" while you sit there.

Impracticality:

The client keeps reminding you that he lives in the **real world**.



How should a Coach deal with Resistance? - 2

I'm not surprised:

No matter what bizarre and unexpected things happen in a project, the client claims not to be surprised.

Attack:

The client attacks with angry words, a red face, pounding on the desk, pointing a finger in your face, and punctuating the end of every sentence.

Confusion:

The client continually claims to be confused, even after you have explained things two or three times.

Silence:

The client does not react or respond, even when you push hard for concurrence or objections.



How should a Coach deal with Resistance? - 3

Methodology:

The client asks endless questions about your methods in conducting the project; you are being grilled on petty details (nit-picking).

Flight into health:

Somewhere in the middle or towards the end of the project, it seems that the client no longer has the problem you are addressing. As you approach the time for the client to face the issue and act on the problem, you begin to hear how much better things seem to be getting.

Pressing for solutions:

The client wants to rush headlong into solutions, without spending the time necessary to clearly identify and analyze the problem(s).



How should a Coach deal with Resistance? - 4

Intellectualizing:

The client wants to discuss theory after theory about why things are the way they are.

Moralizing:

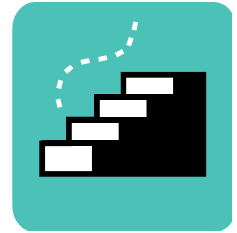
The client puts self on a pedestal by using phrases of superiority (e.g., "Those people really don't understand" or "They really need to understand"), instead of honestly confronting a conflict in views.

Compliance:

The client totally agrees with you and eagerly wants to know what to do next. No reservations are ever expressed; the implication is that whatever you do is fine.



Steps for Handling Resistance



- 1. *Pick up the Clues:*** Identify in our own mind what form the resistance is taking. The skill is to pick up the cues from the client and then formulate your own ideas about what is happening.
- 2. *Name the Resistance in Neutral Language:*** State in a neutral, non-punishing way the form the resistance is taking. (For example, when the client is flooding you with detail you might say: "You are giving me more detail than I need.") This is called naming the resistance. The skill is to find neutral, everyday language.
- 3. *Make an Authentic "I" Statement:*** Give a one-sentence authentic reaction to the resistance and its effect on you. ("I'm feeling a bit overwhelmed by so much detail.")
- 4. *Let the Client Respond:*** Be quiet. Let the client respond to your statement about the resistance. Do not let the client off the hook by making it easy for him or her to avoid responsibility for his or her actions.



Specific Examples (Use Cases)

✓Brainstorm

✓Prioritize

✓Assign

✓Analyze

✓De-Brief



Messages To Remember

The coach's main objective is to provide the required skill, discipline, insight and even an outside perspective that teams and individuals require to be successful using tailored approaches to meet the needs of the team and its members within a firm set of principles.

- Believe that people want to do the right thing
- Build talent
- Set high standards
- Focus on improvement
- Improve in steps
- Celebrate every step
- Focus on succeeding with this project

High-performance teams are built by applying sound teaming concepts through a series of defined processes, use of measurement, and coaching



Contact Information

Presenters

Timothy A. Chick

Email: tchick@sei.cmu.edu

Gene Miluk

Email: gem@sei.cmu.edu

World Wide Web:

www.sei.cmu.edu

www.sei.cmu.edu/tsp/

U.S. mail:

Software Engineering Institute

Customer Relations

4500 Fifth Avenue

Pittsburgh, PA 15213-2612

USA

Customer Relations

Email: customer-relations@sei.cmu.edu

Telephone: +1 412-268-5800

SEI Phone: +1 412-268-5800

SEI Fax: +1 412-268-6257



Trademarks and Service Marks

The following are service marks of Carnegie Mellon University.

- CMMISM
- Team Software ProcessSM
- TSPSM
- Personal Software ProcessSM
- PSPSM

The following are registered trademarks of Carnegie Mellon University.

- Capability Maturity Model[®]
- CMM[®]
- Capability Maturity Model[®] Integration
- CMMI[®]
- CERT[®]





Software Engineering Institute

Carnegie Mellon



Software Engineering Institute

Carnegie Mellon

© 2011 Carnegie Mellon University