

# Autumn news

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*falling leaves  
hide the path  
so quietly  
John Bailey*

## Welcome

The season of mellow, messy, leaf-kicking is upon us. In this edition we reveal our approach to team development days, our new model that defines our overall approach to learning and our love for coaching supervision.

## Developing authentic teams

“Why are we here?” This is a sense I get when I facilitate sessions with successful teams. The traditional approach of profiling the team and training them to become a better outfit is long gone. Instead we believe it is more effective to highlight the resources that they have got as well as exploring those resources that they need to acquire.

We no longer provide handouts; instead we work with a blank canvas and provide notes that the group and facilitator have made post session.

That said we do use a model of team development to frame the day. Without which we run the risk of proceeding haphazardly, unable to understand why one intervention leads to useful discoveries and unable to understand why other discoveries leave us lost.

Disillusioned with existing theory

we have yet again created our own unique approach, the details of which are described overleaf. One of the beauties of this approach is that the model can be used on two levels - to guide the overall structure of the day and to provide the team with a reference point for their development.

At the heart of the model is authenticity. This is often neglected as teams strive to ‘be as one’. But this is precisely when we need to appreciate each others’ individual talents most. To benefit the collective, not to create the collective.

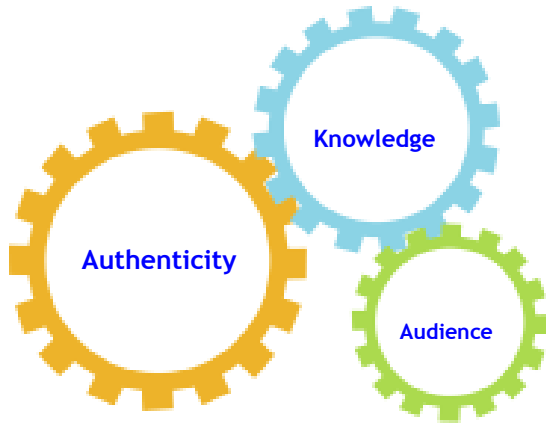
But don’t take our word for it; here is how a recent client described their experience. “It was a big task tackling all the issues we asked you to deal with. There were some really productive conversations which were much needed and could only have

taken place with you there.

One of the exercises has had such a huge impact and will remain a dinner party story for me and Andrew for a good few weeks to come! It was such a perfect parody of what happens at work. It needed something like that for us to recognise the impact we have on each other. So thanks for that it’s been an eye opener.”



# AKA



*A.K.A, AKA, Aka or aka ("also known as") - used to describe author pseudonyms, aliases, nicknames, working names, legalised names, pen names, maiden names, etc.*

Our AKA model stands for authenticity, knowledge and audience.

- Encouraging authenticity in teams by aligning oneself to the organisation, avoiding compliant and defiant traps & knowing and expressing your 'CORE' (culture, objectives, relationships, emotions).
- Developing targeted knowledge that is relevant to you and your team.
- Knowing your audience, exploring communication channels and creating impact.

If these 3 'cogs' are in place, well maintained and at the appropriate gear ratio then impact will be directly proportional (if not greater than) to the energy invested.

One of Lance Armstrong's secrets of winning 7 Tour De France races was riding in a low gear ratio. He therefore had a far higher cadence than any of his competitors, enabling him to recover faster. He had mastered his authenticity, obtained new knowledge and assessed his audience. What do you stand for?

## Loving supervision

by Natasha Millard



When coaching supervision first surfaced I have to be honest I resisted it as a process. Firstly, the word didn't sit well with me. Secondly, in years of training delivery when has our industry promoted the supervision of facilitators?

On closer inspection however my affection has grown. I now refer to the process as 'coaching the coach', which I think is a far more realistic interpretation. I also promote supervision on an as needed basis. I think the ratios provided (e.g. one hour's supervision for every 25 hours of coaching) are best used for guidance purposes only. I don't think the skills of coaching the coach are particularly divorced from the skills of coaching. Thus an experienced coach can adapt quickly to the new role. In short there is a danger of placing too much emphasis on supervision. Don't supervise, coach...