



Senior Practitioner 2023 - MODULES & DESCRIPTION:

Term 1

Module 1: Defining the learning journey

This module aims to set the scene, build collegial relationships, establish group norms and review previous learning. It will review and compare a variety of theories of team dynamics and models of team coaching models, putting these into a CAS context using the PERILL and CNIIC frameworks. We will also introduce the PERILL App and diagnostic. This module will also include first steps in creating Team Coach Development Plans and review of team coaching competencies

Module 2: Working with relationships: the team, your co-coach, client sponsor and other systemic elements

This module is the foundational element for you to get underway with your practice team or deepen your team coaching practice with your existing teams. We look at the role of the co-coach, contracting with various systemic elements and how this shapes how your engagement unfolds. We examine relationship building from multiple viewpoints, including shared storytelling, using diagnostics to determine different perspectives, neurodiversity and changing the nature and style of team dialogue. We will also look at using PERILL as a diagnostic, framework or tool to enhance your engagement.

By this point, participants will have engaged at least one of their practice teams to begin coaching. This may be the team they base cases and/or research project upon. They can consider co-coaching with a classmate to support their learning and the client experience.

Module 3: The life cycle of teams, contracting and working with conflict

This module investigates the life cycle of teams, and the concept of team maturity. We look at the role of the co-coach, contracting with various systemic elements and how it can support understanding where conflict originates from. It defines different types of conflict (task, relationship, ideas etc) and how the team coach can help the team make managed conflict a positive driver of performance. Conflict (overt or covert) plays a major role in decision-making, so this module also looks at the team coach's role in helping the team develop strong decision-making processes.

By this point, participants will have chosen co-coaches to work with on client assignments. The module provides space for revisiting contracting between team coaches and ensuring the relationship leads to shared learning.

Module 4: Working with team purpose

We review the life cycle of a team coaching journey, from clarifying purpose to achieving good endings through the lens of change management and other theories



of collective adaptation. We will look at team purpose in relation to contracting and review the role of PERILL at each stage of the team's self-discovery. We now explore in depth the range of tools and approaches the coach can apply relating to Purpose -- the first of the six elements of PERILL. Using real client cases, participants gain deeper insights into levels of purpose and how to help teams work with these. We will also explore the purpose of benchmarking, metrics and measurement.

Module 5: Working with external and internal systems and processes

We move to the second and fourth elements of PERILL, External and Internal Systems and Processes, introducing tools for helping the team see the systems, in which it is nested. We expand the perspective to enabling the system as a whole to see itself and the role of the team coach in working with the system beyond the team. We explore factors that cause change (and often pain) in the system – from leadership change to politics -- and practical ways to support the team in having beneficial influence beyond its own boundaries. Here we explore decision-making to look at how the team prioritises, organises workflow, undertakes quality control and communicates. We also dip into the issues of diversity and inclusion – how the coach can help the team capitalise on the advantages of diversity and minimise the downsides.

Term 2

Module 6: Working with leadership and learning

The final elements of PERILL, Leadership and Learning, take us on a deep dive into leadership theory and how the understanding of effective leadership has evolved in recent decades. We look at opportunities for the team to learn, to create a learning culture and look at the practicalities of supporting a team in moving to greater distribution of leadership roles and the implications of this for team dynamics. How can we help the team become comfortable with constant recontracting and creating learning opportunities for themselves? We also delve into the leadership roles of the team coach pair and opportunities to co-learn as a pair, with the team leader, the team and the wider organisation. In this module, we will practice team coaching using a case study.

By this point, participants will have written their cases to share with others about their learning in applying PERILL and other models, tools and frameworks to their teams.

Module 7: Working with power dynamics, groups and boards

This module explores the power dynamics in teams and how these influence factors such as psychological safety. It then applies the learning to the special circumstances of the executive team or board, providing diagnostic and other tools relating to strategic thinking and the principles of collective responsibility within a Complex Adaptive Systems (CAS). In this module, we will practice team coaching using a case study.

Module 8: Endings, continuations, and on-going relationships



In this module we look at the life-cycle of team coaching and how you continue to work with your co-coach, team leader, client sponsor and team. We tackle some tricky client engagement situations such as: What is required for ending a client engagement? How do you leave a team in a place where they can continue to learn and develop even when you're not there? What do you do when you do when the team is truly not 'done' with the engagement? We will answer all of your burning questions about how to manage a complex engagement and have live supervision as part of this session.

Module 9: Planned growth as a team coach and your part within a system

During this session, we will bring all program materials to life by examining your contribution as a team coach to a system. What are you consciously or unconsciously bringing to the team coaching? We will also cover principles of supervision and co-learning; reflective practice and team coach maturity. The ethics of team coaching. Relevance of codes of conduct. Introduction of the six-stage module of ethical dilemma management. Application to real and pre-set cases to PERILL, ethics and role of the team coach. Live case studies and/or team coaching practice will be demonstrated.

Module 10: Widening the horizons of team coaching

We're switching gears to see where team coaching is being used in organisations and how the application of team coaching can be used for cultural change. This module aims to map the breadth of team coaching interventions, from new teams, through leader transitions, through incorporating agile principles to rapid teaming. How do we continue to look for opportunities within organisations and support each other on complex engagements? We also turn back the spotlight on the coaches themselves. How do you manage your own self-care and resilience? Participant case studies will be used to illustrate best practices, where possible.

Module 11: Principles of effective research and evidence-gathering

Principles of effective research and evidence-gathering. (Fixed content). The intent here is that participants should be starting now on their project to present at the final module. We review the concept of Learning Teams and discuss how to make the Team Development Plan a practical process for continuous adaptation and change.

Term 3

Module 12: Emotional intelligence and coaching culture

This module focuses on emotional intelligence and building the coaching culture in a team, offering some evidence-based diagnostics and encouraging participants to review others. It has a longer session of supervision to support participants in relating their learning during the term to the real cases they are working on.

Module 13:-Working with the conscious and subconscious

Using real cases where possible, this module tackles the role of the conscious and subconscious in the team, linking it with neuroscience as appropriate. It looks at the relationship between the team leader and the coaches through various lenses,



including psychological safety. A key skill is the ability to “hold space” for the team as it comes to terms with uncomfortable insights. Also important is enabling the team to switch its default mode from discussion and debate to dialogue. We conclude by raising the teams level of self awareness and the coaches awareness of the Gestalt on the team. Supervision will be employed to give participants a live experience of ‘Gestalt’.

Module 14: New dimensions

Consolidation of learning and introduction of new dimensions. This module will involve guest presenters, introducing for example, Ubuntu coaching and the role of Artificial Intelligence and Virtual Reality in the evolving world of team coaching.

Module 15: Sharing learning and application of team coaching

This module begins the sharing of all learning from the program: the coaching pair research, key learnings from team coaching, developing a team coaching specific practice and systemic concepts learned in supervision. Participants will be able to share tools and techniques from their own portfolio.

Module 16: Consolidation of learning from the whole program

Review of how to manage the client relationship, including how to use PERILL data to demonstrate outcomes of team coaching. Collective extraction of key learnings from the presentations and the program as a whole.