Clutterbuck Coaching and Mentoring International (CCMI) in partnership with Turner International Enterprises (TIE) are pleased to offer this virtual program. The aim of this program is to embody the presence of a team coach. You will be supported throughout the program by some of the most experienced team coaches in the world.

Team Coaching Practitioner

PROGRAM GUIDE

CONTENTS

This collection of reading materials is not intended for publication as a manual. Some articles are copyrighted outside of CCMI and it is the responsibility of course participants to obtain copies. CCMI adheres strictly to international copyright protection legislation.

WELCOME

Welcome to Practitioner Team Coaching training program. We are very much looking forward to working with you over the coming months. Clutterbuck Coaching and Mentoring International (CCMI) in partnership with Turner International Enterprises (TIE) are pleased to offer this virtual program which meets the requirement for the European Mentoring and Coaching Council (EMCC)'s Practitioner Accreditation and the International Coach Federation (ICF)'s Continuing Coach Education (CCE)'s toward team coaching credential when it is announced or your individual coach credential.

This program has been designed for three audiences. One audience consists of experienced one-to-one coaches, who want to extend their portfolio into the more complex area of team coaching. The second audience is people, already working in the area of team coaching, who wish to test their knowledge and practice against an emerging body of evidence-based good practice. The third intended audience is Human Resource professionals, who wish to gain a deeper understanding of team coaching so that they can be more effective in determining when and where to use it in their organisations, in selecting and managing externally resourced team coaches, and, if appropriate, building an internal team coaching resource.

As an introductory course, the workshop provides a sufficient grounding in team coaching to:

- Become more effective in your one-to-one coaching, by having a greater understanding of the systemic issues involved in clients' relationships with the teams, which they lead or are part of
- Undertake team coaching assignments with appropriate supervision
- Begin the learning journey towards becoming an EMCC Accredited team coach at Practitioner, Senior Practitioner or Master Practitioner levels

The aim of this program is to support your journey from individual to team coach and introduce you to the core concepts and elements required to work with teams and their leader. The program covers:

- Developing yourself as a team coach
- Supporting and working with the team leader
- Understanding Complex Adaptive Systems
- Flexing different modes of working with teams
- Contracting and Psychological Safety
- Using the PERILL model and diagnostic with teams
- Defining the issues and goal setting
- Making team decisions
- Working with a co-coach, stakeholders and/or client sponsor
- Learning the team coaching and team engagement processes

In this program, you will learn:

- The context, purpose and key concepts of team coaching
- How team coaching differs from one-to-one coaching
- Core models of the team coaching process
- A variety of techniques and tools to apply at the beginning stage of a team coaching assignment

You will explore how you can make effective use of your existing coaching skills within an environment that is very different from and much more demanding than one-to-one coaching. To these skills you will add an initial understanding of team dynamics – in particular, how to with the team leader and members to contract. You will also learn to recognise the signs of team dysfunction and how to help the team both understand and tackle these dysfunctions. And you will learn how to enable the team gradually to take greater responsibility for coaching itself.

Throughout the program we encourage shared experiences and best practice paradigms. We hope the program will enliven and stretch you and make a valuable contribution to your enjoyment and success as a coach.

You will be supported throughout the program by some of the most experienced team coaches in the world who are graduates of the program, including Helen Zink, David LeBlanc, Ro Gorell and Michelle Bastock.

We look forward to getting to know you and working with you.

YOUR PROGRAM TEAM AND CONTACT DETAILS

Your Program Support

Kym Connelly – Project Manager, Turner International
Email: kym.connelly@turner.international | Tel: +61 (0) 405 127 008

As project manager at Turner International, Kym is involved in program planning and implementation seeing each program through to its completion. Being responsible for client and participant liaison, as well as the organisation of large-scale engagements and open training programs, she is very much the heart of Turner International.

Kym handles the logistical and practical elements of our client relationships, coaching development programs while maintaining strong relationships with our associates and organising speaking engagements and events for our CEO, Tammy Turner.

Prior to joining Turner International, Kym worked in Project Management roles in the Aged Care industry and the IT professional services and solutions sector. Originally from Sydney, Kym is a wife and mother of two active daughters and an avid traveller.

Simon Clutterbuck – PERILL Application support and Commercial Director, Coaching and Mentoring International (CMI)
Email: simon@clutterbuck-cmi.com | Phone: +44 (0)7710 172264

Based in the UK, Simon is responsible for all things relating to the PERILL application including adding new client accounts and individuals, system bugs, reporting, etc. Simon is our CMI contact for the Senior Practitioner program and will assist with all questions and/or clarifications throughout your time in the program. As Commercial Director for CMI, Simon also manages the program Accreditation details for both EMCC and ICF, liaising with the professional bodies to ensure the program meets their criteria and oversees all quality assurance for the CMI partners. Based in the UK, Simon is a father, husband and is known to enjoy a glass of cheer with others.

Your Program Leaders

The program has a team of designated Program Leaders who will be delivering the program, as well as providing close observation and feedback on your coaching practice. Should you have any questions about your learning please contact either Kym Connelly or your program leaders.

The manual and all the exercises have been designed and refined over the past decade by **Prof. David Clutterbuck**, one of the pioneers of coaching and mentoring and author of Coaching the Team at Work. Visiting professor at three UK universities, David is co-founder of the European Mentoring and Coaching Council and chair of the International Standards for Mentoring Programmes in Employment. Author of 60 books, he lives in the Thames Valley, England.

Affectionately referred to as a 'coaches' coach' **Tammy Turner** works with internal and external coaches and HR professionals, helping them develop their capacity to 'be with and for' the client and consider the broader system. As a professional coaching supervisor and mentor, she generously shares her wisdom and real-world experience appealing to novice and experienced practitioners alike. As a visionary in the coaching industry, she has authored books and articles on team coaching, coaching supervision and multicultural coaching, including the Team Coaching Casebook. Tammy spends her time in Melbourne Australia and Florida.

We also are pleased to have Practitioner Alumni on faculty along with experienced team coaches and client videos as part of the program.

Helen Zink has a career spanning 20 years working within large multinationals in New Zealand and globally. She has significant business knowledge, international professional qualifications credentials and associations and diverse life experience. She has been an assistant faculty member for the Global Team Coaching Institute (GTCI), teaching others how to be team coaches. She is a Director of the Australasian chapter of the International Coach Federation (ICF) and gives back to the community through pro-bono work. She is also a budding author and speaker in team coaching. Helen is a graduate of the Practitioner and Senior Practitioner program.

David LeBlanc is business consultant and certified executive coach, whose focus is on helping individuals adopt new and relevant behaviours, setting them up for success individually and on teams, personally and professionally. He is the President and CEO at LeBlanc Leadership and holds a Master of Arts in Leadership and obtained his Graduate Certificate in Executive Coaching from Royal Roads University. David is an Associate of the Human Systems Dynamics Institute, and teaches Leadership Studies part-time at BCIT School of Business, specialising in Leadership, Conflict Management and Change Management. David is a graduate of the Practitioner and Senior Practitioner program.

Ro Gorell is an experienced change professional, author, and coach who has held senior leadership positions in various companies within the UK and Australia. One of her key values is teamwork – collaborating and co-creating with others is what gets her out of bed in the morning. Ro is originally from the UK and graduated there with a BA (Hons) in Greek and Roman Studies as well as a Masters in Law and Employment Relations. She also holds postgraduate diplomas in Human Resource Management and Coaching from the UK. Outside of work she loves dancing, especially the Argentine Tango and is also a trained singer and sings with the WASO Choir in Perth. Ro is a graduate of GTCI Practitioner and a current learner in the Senior Practitioner program.

Michelle Bastock has focused on achieving transformative learning and outcomes-based results with individuals, teams and groups throughout her professional career. Michelle has worked as a leader, an executive coach, a team coach supervisor, a university professor, a researcher, a mentor coach and a facilitator. She holds a Master Certified Coach accreditation with the International Coaching Federation and is one of the first accredited coach supervisors in Canada. She is also a faculty member of the Global Team Coaching Institute. As an author, artist and photographer, her home, in the Rocky Mountains of Canada, is a source of constant inspiration. The presence of wildlife, as well as the wonder of the four seasons, are key to her creativity, energy and thriving. You will find Michelle walking in the mountains with her dogs daily. Even when in the midst of the very cold and snowy Canadian winters. Michelle is a graduate of the Practitioner program and a current learner in the Senior Practitioner program. She is also a professional coaching supervisor.

RECOMMENDED PRE-READING

1. Coaching the Team at Work: the definitive guide to coaching the team at work by David Clutterbuck
2. The Team Coaching Casebook by David Clutterbuck, Tammy Turner & Colm Murphy

FINDING A TEAM TO PRACTICE ON

Team Coaching Engagement Requirement

As part of the program, you are required to complete a team coaching engagement with two teams, each consisting of a minimum of four people. Each team must receive four coaching sessions, with each session lasting between 1 to 3 hours. While your teams must be fully established by Session 4, you are encouraged to start earlier if possible.

Team Size and Structure

The teams you work with must consist of at least four people, but no more than ten. The sessions can be paid or unpaid. Team coaching is often charged at a day rate, so ensure your proposal includes not only the time spent in coaching sessions but also the time needed for planning, design, and meetings with your client sponsor and co-coach.

Coaching Timeline: When to Start and Finish

You can begin coaching your teams as soon as you enrol in the program, but many participants find it easier to start after Session 4. By that time, you will have been introduced to the team coaching session framework, the PERILL model and diagnostic, and other relevant tools that can support the design and delivery of your engagement.

Ideally, the coaching engagement should be completed before your assignment is due. However, if that's not possible, you can write your assignment from the point of view of where you've reached with the team. You can then complete the remaining coaching sessions as part of your required coaching hours for professional accreditation.

Can the Coaching Extend Beyond the Program?

It is recommended that you complete your four sessions before the assignment deadline. However, in cases where this isn't feasible, you may extend your engagement after the program ends. Just remember, your assignment should reflect your progress up to the submission date.

Preparing for the PERILL Diagnostic: Information to Gather

Before conducting the PERILL team diagnostic, many team coaches gather initial data from the team. This could include team members' names, how long they have been in the organisation and team, their reporting lines, and any specific team coaching requests from both the team and their leader. However, this data collection is not mandatory, and there are other ways to begin your team coaching engagement.

Additional Options for Starting the Engagement

Here are a few alternative ways you could kick off the engagement:

1. **Contracting**: Work with the team to agree on how you will work together and collaborate.
2. **Team Readiness Survey**: Conduct a survey to gauge how ready the team is for coaching.
3. **Observed Session**: Watch a regular team meeting and provide feedback based on their behaviours.
    a) If you choose to conduct an observed session before the formal engagement starts, coordinate with the team leader to observe a business-as-usual (BAU) meeting. This will allow you to see how the team naturally interacts. Be sure to contract with the team about what they would like you to observe and ask if they prefer immediate feedback or would rather wait until the session concludes.
4. **Skills Session**: Run a session focused on key team skills like listening, leadership, or purpose. You can also use questions from the PERILL model to start a dialogue before running the diagnostic.

Preparing the Team for the PERILL Diagnostic

You'll learn how to properly prepare your team for the PERILL diagnostic in Sessions 3, 4, and 5. This includes how to brief the team, what to expect, and how to interpret the diagnostic reports. You can prepare your team verbally or in writing, as you see fit, but the detailed process will be covered during these sessions.

Resources for Finding Teams

If you need help finding teams for your coaching engagement, refer to these resources:

- Learning group
    - Use your Learning Group discussions to explore the possibility of pairing up with another coach to co-coach a team as part of your coaching engagement.
- Session 1 Slide Deck
- Session 1 Workbook
    - See page 7: *Finding Teams to Practice On – A Guide for the Inexperienced Team Coach*
- Session 1 Learning Hub Document
    - Refer to Step 4: *GTCI: Guide to Finding a Team*

PROGRAM INFORMATION

Attendance

The Practitioner program is Accredited by both the ICF and EMCC, which both require you to attend all faculty-led sessions live to have the hours to complete the program. For you to have enough hours, you can miss up to 2 course modules, though we'd love to see you at them all as it adds to the collective learning environment. Although all sessions will be recorded, these cannot be used in lieu of live attendance.

Should you miss more than 2 course modules, a make-up session can be organised at a cost of AU$375 per hour.

Learning hub log-in details

All program materials can be accessed via the Learning Hub, located on the Turner International website. To access:

- Log onto the Turner International website at www.turner.international
- Locate the Learning Hub across the top menu bar
- Select Team Coaching Practitioner from the drop-down menu
- Log in with the below password.
- Password – T^Pk7Pf9XwiT

Addressing Questions Throughout the Program

Throughout the program, questions are a valuable way to deepen understanding and apply learning to real-world coaching scenarios. Here's how to ensure your questions get addressed.

Plenary sessions

While live sessions are sometimes fast-paced, facilitators encourage questions relevant to the session topic. If you need clarification, please ask—your question may help others too.

Use your Learning Group

Learning groups are a supportive space to discuss, clarify, and gain insights from peers. If something isn't fully clear from a session or materials, try bringing it up in your group Often, others may have the same question, and group discussions can help solidify understanding.

Check the Learning Hub and Program Resources

Many questions can be answered through our program resources or the learning hub. Reviewing the material there may help clarify content or remind you of points discussed in previous sessions.

Send Us Your Questions

If you have specific questions that aren't fully addressed in study groups or program resources, don't hesitate to reach out directly. You can email us at hello@turner.international, and our team will be happy to provide clarification or guidance.

Share Feedback on Recurring Questions

If there are topics that you feel need more depth or frequent revisiting, please let us know. Your feedback helps us improve the program for current and future cohorts.

Program materials

From the learning hub, navigate to the content headings listed below and review/download the materials:

- **Overview** –
    - Program roadmap
    - Program guide
    - Cohort contact details, roles and schedules
- **Orientation –**
    - Session slides
- **Sessions 1 to 8** –
    - session workbooks
    - session slides
    - Any other documents, forms, or videos
- **Demo videos** – View team coaching in action with these videos featuring Tammy Turner, David Clutterbuck and previous Practitioner alumni.
- **Video library** – Watch the videos featuring Tammy and a guest host on team coaching topics.
- **Recordings –** Each session is recorded on zoom and uploaded to this section approximately 24-48 hours after the session.

OVERVIEW – SESSION BREAKDOWN

The details below are a high level overview of each session, outlining, the session date and topic and required pre-work.

Orientation, session 1 and session 2

Welcome

27 February 2025

PRE-WORK

- Team coach

ORIENTATION

Complex Adaptive Systems

13 March 2025

PRE-WORK

- Team Coach Development plan
- Securing a practice/existing team to write essay
- Pre-reading

SESSION 1

Preparation - Contracting and working with others

27 March 2025

PRE-WORK

- Watch PERILL video
- Review case study
- Workbook reading

SESSION 2

Session 3, session 4 and session 5

Working with PERILL

10 April 2025

PRE-WORK

- Watch PERILL video
- Review case study
- Workbook reading

SESSION 3

Preparation, Scoping and Diagnostics

24 April 2025

PRE-WORK

- Workbook reading
- Case study preparation
- Read Chapter 19

SESSION 4

Preparing to coach the team

8 May 2025

PRE-WORK

- Workbook reading
- Case study preparation
- Review Psychological Safety tool
- Watch demo videos

SESSION 5

Session 6, session 7 and session 8

Planning and running team coaching sessions

22 May 2025

PRE-WORK

- Watch Elephant in the room video
- Workbook reading

SESSION 6

Developing your coaching practice & working with the team

5 June 2025

PRE-WORK

- Watch Elephant in the room video
- Workbook reading

SESSION 7

Team dynamic, measuring success and your on-going development

19 June 2025

PRE-WORK

- Watch High Performing Teams video
- Workbook reading

SESSION 8

OVERVIEW - ASSIGNMENT, GRADUATION AND ACCREDITATION

Program elements to graduate

Program attendance

- Attend 6 of the 8 plenary sessions (excluding the Orientation session) live/in person.
  - Although all sessions will be recorded, these cannot be used in lieu of live attendance.

Assignment guidelines

- Complete and submit your assignment within the CCMI Google Suite (i.e., Google form).
  - You can view the forms at anytime and start thinking about your responses at anytime during the program.

ASSIGNMENT DUE DATE
FRIDAY 11 JULY 2025

Program completion and accreditation

- Complete & submit a Practitioner Assignment
- Complete an EMCC Graduation Form
- Complete a Program Feedback Form
  - Upon completion of the above and receiving a pass mark, you will be nominated to apply for the EMCC Practitioner Accreditation or you can apply yourself for the ICF Advanced Certification in Team Coaching (ACTC).

ORIENTATION

Focus areas:	**Learning outcomes**
Program roadmap and resources	Preparing for learning by reviewing the modules and Q&A
Accreditation	Understanding program requirements and how to complete the program
Finding a practice team	Generating ways to engage a team

Pre-work Orientation:

- Review program materials and come prepared with any questions.
- Be ready to introduce yourself
- Be prepared to share what's motivating you to become a team coach / do this training?

SESSION 1: Complex Adapative Systems (CAS)

Focus areas	**Learning outcomes**
Overview of team coaching in CAS	Working within a complex adaptive system (CAS) and introducing the PERILL model
Difference between modalities	Distinguishing between team coaching and other interventions, such as team building and team facilitation
What's required of you as a team coach	Defining the role and competencies of the team coach
Overview team coaching framework	Learning how to apply the team coaching framework to be used with your practice team
When not to coach a team	Determining team readiness and using the team readiness tool with your team

Pre-work session 1:

1. Download the Session #1 workbook and slide deck from the learning hub, review the materials and capture your initial thinking about why you want to become a team coach in your learning journal to be applied toward your final assignment.
2. Read the Team Coach Development plan (learning hub location = session 1, step 3) and complete the plan for where you are now, and you will review again at the end of the program and see the progress you've made.
   a. Note: you do not need to submit the Team Coach Development Plan.
3. Read both the E*xample pro bono statement of work* and *Guide to finding a team and finding teams to practice* (learning hub location = session 1, step 4). Write a list of who you are going to approach as your practice client and formulate a plan of what you need to prepare yourself to have this conversation with them. Please note this can be a client from the past, a current client, the PNC group, an organisation you volunteer for. This is an opportunity to practice, not necessarily your 'gold class' sort of client.

4. To support your final assignment, start your own reflective journal to capture your thoughts before and after your team coaching sessions, things you're noticing systemically, conversations and feedback from your team co-coach and anything else that might be foundational for your learning.
    a. Note: you do not need to submit the reflective journal.

SESSION 2: Preparation - Contracting and working with others

Focus areas	**Learning outcomes**
Working within a complex adaptive system (CAS)	Understanding what a CAS is and why it is important to the organisation and the team
Contracting and using the shared outcomes model	Applying the Shared Outcomes model
Working with a co-coach	Contracting with your co-coach, the team and the sponsor using a model
Team Readiness	Assessing team readiness using a diagnostic

Pre-work session 2:

1. Download the Session #2 workbook and slide deck from the learning hub and review.
2. Read the Sweet Dreams Case Study.
3. Meet with your learning group to develop the contract of how you want to work together in the program.

SESSION 3: Working with PERILL

Focus areas	Learning outcomes
Deep dive into the PERILL model and diagnostic	Learning about PERILL, when would you use it and how to position it with a team or organisation
Using PERILL as a model or with the PERILL App	Differentiating PERILL as a model, tool and App against other tools and diagnostics
Delivering PERILL reports	Debriefing PERILL with a team

Pre-work Session 3:

1. Download the Session #3 workbook and slide deck from the learning hub and review.
2. Review PERILL model – included in the slides.
3. Watch the video explaining PERILL.

SESSION 4:Preparation, scoping and diagnostics

Focus areas	Learning outcomes
Engaging the organisation in the team in team coaching	Identify why team coaching may be a solution and engaging stakeholders
Preparing to coach the team	Selecting diagnostic tools, approaches and methodology for the engagement. Use a team coach preparation checklist
Role and purpose of diagnostics, tools and/or interviews	Debate the purpose of diagnostics, the value of involving stakeholders in the process and ethical debriefing
Work with PERILL using Sweet Dreams case to determine what does the PERILL model tell us about Alice's team?	Practice the first team coaching session Employing the team coaching framework

Pre-work Session 4:

1. Download the Session #4 workbook and slide deck from the learning hub and review.
2. Download and review Chapter 19: Team Coaching from The Complete Handbook of Coaching
3. Think about scoping the Sweet Dreams engagement as if you were going to do this with a co-coach. What would you and/or your co-coach need to discover about the team, Alice, the engagement, working together as a co-coaching pair, etc?
4. Watch the video The Team Coaching Casebook chat on Use of Diagnostics with David Clutterbuck, Colm Murphy and Tammy Turner.

SESSION 5: Preparing to coach the team

Focus areas	Learning outcomes
Preparation and initial discovery	Preparing yourself, with your co-coach and engaging stakeholders
Preparing with the team leader	Partnering with the team leader
Preparation for the engagement and/or with a co-coach	Crafting interview questions, live practice setting the stage with the team for the team coaching, contracting with a co-coach and building the learning container with the team
Psychological safety	Understanding and measuring psychological safety with the "how psychologically safe is this team" tool

Pre-work:

1. Download the Session #5 workbook and slide deck from the learning hub and review.
2. Review the Sweet Dreams case study (learning hub location = session 2, step 2).
3. If you are engaging in the case study as either a team coach or character, read the particulars of your role, where the team is up to and prepare yourself accordingly to come to the session to participate in a role play.
4. Watch the Team Coaching demo videos on the learning hub

SESSION 6: Planning and running team coaching sessions

Focus area	**Learning outcomes**
Getting started: working with the team and running a team coaching session	Designing the session structure with the team leader
Contracting and setting ground rules	Educating the team in co-coaching behaviours
Creating group norms when you meet the team	Working with team identity, team purpose and team goals
Introducing PERILL to the team – and role playing	Using the PERILL diagnostic in the first session

Pre-work:

1. Download the Session #6 workbook and slide deck from the learning hub and review.
2. Download the team development plan. Think about how you might use this with your practice team and/or discuss with your co-coach. If you have already used with your team, please come prepared to share with others.
3. Go back and review the Sweet Dreams case study (learning hub location = session 2, step 2).
4. If you are engaging in the case study as either a team coach or character, read the particulars of your role, where the team is up to and prepare yourself accordingly to come to the session to participate in a role play.
5. If you haven't, please watch the Team Coaching demo videos on the learning hub

SESSION 7: Developing your coaching practice and working with the team

Focus areas	**Learning outcomes**
Fostering psychological safety	Planning the coaching conversation / session
Where is the industry? The commercial opportunities	Uncovering and managing your hypothesis about the team
Making the case for team coaching to a prospect	Practicing coaching the team to find opportunities where they can maximise working together
Team coaching standards and supervision	
Your development as a team coach	

Pre-work:

1. Download the Session #7 workbook and slide deck from the learning hub and review.
2. Download the pre-work for the team coaching practice and review what has been happening with the team.
3. Watch the video Elephant in the room.
4. Review your team coach development plan. Where have you further developed? What do you need to do further learning or practice around?
5. Think about what you need to do to sell team coaching. Come prepared to discuss with others.

SESSION 8: Team dynamic, measuring success and your on-going development

Focus areas	Learning outcomes
Maintaining psychological safety	Managing ethics & confidentiality
Contracting and re-contracting	Choosing the appropriate tools
Managing team dynamics and enhancing the team's interworking	Identifying team purpose
Tips and techniques	Practicing creating interdependencies within a team
Integrating your learning	Positioning and selling team coaching in an organisation
Where to from here?	

Pre-work:

1. Download the Session #8 workbook and slide deck from the learning hub and review.
2. Download the pre-work for the team coaching practice and review what has been happening with the team.
3. Watch the Clutterbuck video.
4. Download and read the White Paper teams article.
5. If you are engaging in the case study as either a team coach or character, read the particulars of your role, where the team is up to and prepare yourself accordingly to come to the session to participate in a role play.
6. Reflect on your learning from this program and be prepared to share.
7. Meet with your learning group and finalise your learning and/or next steps.

LEARNING GROUPS

Overview

The Learning Groups are for participants to come together voluntarily outside of the program sessions to explore topics, share knowledge, and deepen their understanding without a formal leader or faculty member. These groups will rely on peer collaboration and collective responsibility to guide your learning.

Getting started

The Learning Groups are not mandatory, though connecting with your peers can be supportive and become a forum for sharing tips, asking questions and/or scheduling times to connect and talk. Many groups are still meeting today years after completing the programs because they were so valuable.

We suggest the following to get your group started:

- One person takes the lead in coordinating the group in the initial stages to:
  - Set up a WhatsApp group and inviting Tammy to this group
  - Scheduling the first session by gathering everyone's availability and ensuring the session is scheduled at a time that works for all (consider using doodle poll or a google form)
  - Send a calendar invite to schedule the first session

Suggested ideas for the learning group sessions

Here's what previous groups have used them for:

- To extend your understanding about what was discussed in classroom.
- To ask questions and get peer support.
- To practice your role plays and/or general team coaching, prior to an upcoming session.
- To get feedback about your final assignments before submitting them.
- To discuss particular articles, models and/or deepen your learning about things that pertain to your practice or regular teams you coach
- Practice using PERILL, team development plan or other tools in the learning group before using it with a team
- Peer supervision
- Networking
- Case study development, especially for senior practitioner

Recommended length and frequency

This is up to the group. Some previous groups have met every week before the next session, others once a month and others only a couple of times throughout the program. The EMCC recommends 2 x 90-minute sessions minimum. Any time you spend in the groups counts toward your EMCC Accreditation OR if you are an ICF Credentialed coach, you can use them for resource development hours outside of the course hours.

Your assigned Learning Group
You will be advised of which learning group you are assigned to after the Orientation session.

Refer to the Learning Hub for your assigned group.

ASSIGNMENT GUIDELINES

You will complete and submit your assignment within the CCMI Google Suite (i.e., Google form). You can view the forms at anytime and start thinking about your responses. A final submission date will be provided to you, which will be due approximately 3-4 months after the program has completed.

View/submit via the following link – **Team Coaching Practitioner Assignment Form**

DUE FRIDAY 11TH JULY 2025

These are the exact questions you will be required to complete on the google form for your final assignment.

Section 1: Personal Statement

The purpose of the reflective questions is to reflect upon the learning you have taken from team coaching assignments. You should cover:

- The context
- How you approached this aspect of team coaching
- What you learned and how you will apply this in future

Personal Statement 1: What is your interest in team coaching, and what motivates you to engage with the theories, models and & tools of team coaching? (Approx 250-300 words required)

Personal Statement 2: How do you aspire to present yourself, in the context of team coaching, after completing this program? (Approx 250-300 words required)

Personal Statement 3: In the context of team coaching, how do ethics and diversity influence your practice? (Approx 250-300 words required)

Section 2: Your Assignment

Each response will be assessed by the faculty as to whether it demonstrates sufficient depth of knowledge and practical experience as measured against the program learning outcomes. You will need to meet at least 4 out of the 5 Program Learning Outcomes to graduate. In the case that the minimum assessment criteria is not met and the assessing faculty determine that further information is required, then you will be given an opportunity to resubmit your responses.

NOTE the expectation is that you must have at least one current or recent team coaching engagement in order to write the assignment and a general expectation of a minimum 4 sessions.

Question 1: Describe how you have grown in confidence in applying your program learning with each stage of a team coaching journey with your practice team, and how this will be different for the next team client? (Approx 250-300 words required)

Question 2: What models, theories, concepts, and tools taught in the program have you used in your work with client teams (or teams where you are a member and/or leader) and how have you applied them? Make a list. (Approx 250-300 words required)

Question 3: What are the major insights or learnings about working systemically that you have acquired either during the program or client sessions? How has that shaped or developed your own unique approach to team coaching? (Approx 250-300 words required)

Question 4: What are the top three learnings about yourself personally and professionally through this program? How have you applied this learning with your team to show-up and be, as a systemic team coach? (Approx 250-300 words required)

Question 5: Describe how you applied the diagnostic tool, what impacts did this have on the team and what did you or the team learn along the way? (Approx 250-300 words required)

Marking criteria

The essays will be assessed against the following 7 criteria:

1. Student demonstrates how they have integrated the learning from the different modules and that they have created their own integrated framework for how they coach teams

2. Student shows evidence of having read and assimilated the written material in the handouts.

3. Student shows evidence of having read some of the wider books and literature on team coaching.

4. Student shows how they have reflected on their own work, with a team, as the team coach and how this has transformed what they did next. This could be both individually and through using the learning group and/or supervision,

5. Student shows how they have experimented and tried out team coaching approaches, tools and techniques in their groups and learnt from both quality failures and successes.

6. Student shows how they have applied specific models, approaches, tools and techniques to their own work with a team.

7. Student demonstrates what they have learned about themselves during the journey and how they have applied this learning with their team to show-up and be, as a team coach.

ACCREDITATION

Upon completing the course assignment form and receiving a pass mark, you will have the choice to apply for either EMCC Practitioner Accreditation or the ICF Advanced Certification in Team Coaching (ACTC)

ICF

Further information about the ICF Certification can be found via the following link - ICF Advanced Certification in Team Coaching (ACTC)

EMCC

Students graduating via our programs benefit from being automatically granted a European Individual Accreditation EIA (an Individual Coach/Mentor level award) at a discounted rate and a streamlined process.

To register your details for EMCC Accreditation, view/submit via the following link – EMCC Graduation Form.

Completing this form does not commit you to joining the EMCC and paying for accreditation (the EMCC will email you later for this) but completing this form gives you the option to activate it now or anytime in the next 5 years (the lifetime of the award).

EMCC Accreditation process through CCMI

PRE-REQUISITES

Working with at least two teams PLUS EMCC Global TCQA Practitioner Level or equivalent Team Coach Practitioner Level qualification and/or experience via Reflective Practice LOGS and/or Case Studies.

1 **Practitioner program attendance**
Attend 6 of the 8 sessions in person in order to receive the required attendance for certification

2 **Complete & submit your Practitioner assignment**
A series of questions that will be assesed by a faculty member.

3 **Complete an EMCC Graduation Form**
Completing this form does not commit you to joining the EMCC and paying for Accreditation (the EMCC will email you later for this) but completing this form gives you the option to activate it now or anytime in the next 5 years (the lifetime of the award).

4 **Complete a program feedback form**
A key aspect of the EMCC EQA training provider standards

Steps 5 through 8 are optional

5 **Join the EMCC Global** (if not already a member)
Annual memberships fees vary by country and students benefit from a 25-30% discount

6 **Claim your EIA (European Individual Accreditation)** (if not already attained)
Activate and pay for your EIA

7 **Claim your ITCA (Individual Team Coach award)**
Activate and pay for your ITCA

8 **EMCC Certificates**
Upon completion of the above, EMCC Global with send your e-certificates which are valid for 5 years (from the date of your award)

Add to your LinkedIn profile and let everyone know you have become a team coach