TEAM COACHING SUPERVISION ESQA SENIOR PRACTITIONER PROGRAMME OUTLINE

Delivered virtually by David Clutterbuck, Lise Lewis, Tony Dickel, and Craig McKenzie

Module 1 – Introduction and Overview
Lead Faculty - Tony Dickel, Craig McKenzie, Lise Lewis, David Clutterbuck

- To identify, contribute and agree approaches to the shared creation of a deep level of interpersonal connection and psychological safety to support our shared learning journey.

- To validate their appraisal of their own developmental needs and to demonstrate openness in the adaptation of their perceptions, biases and projections in service of their development.

Module 2 – Teams and Team Coaching, Simplexification:
Differentiating Team Coaching Supervision
Lead Faculty - Tony Dickel, Craig McKenzie, Lise Lewis, David Clutterbuck

- To openly, thoroughly and robustly compare and contrast individual and team coaching supervision so that delegates can develop a working hypothesis of where and how they need to develop capability.

Module 3 – Teams and Team Coaching: Applying, Adapting and Innovating
for Team Coaching Supervision (TBC)
Lead Faculty - Craig McKenzie and David Clutterbuck

- To openly, thoroughly and robustly compare and contrast individual and team coaching supervision so that delegates can develop a working hypothesis of where and how they need to develop capability.

- To be able to summarise, distinguish and integrate a breadth of approaches, frameworks and models of Team Coaching into their practice of Team Coaching Supervision

- To begin the process of creating/developing or adapting an existing(supervision) model that will be appropriate for Team Coaching Supervision

Module 4 – Use of Self: Self Awareness/Intelligence
Lead Faculty - Lise Lewis

- To create the context and awareness of developing their ability to reflect on and explain their own values and approach to connecting with others and encouraging dialogue

- To seek and evaluate input into areas for personal development that focus on the use of self as a team coaching supervisor

- To create a robust and integrated personal development plan that increases effectiveness as a team coaching supervisor

Module 5 – Use of Self: Relational Awareness/Intelligence
Lead Faculty - Lise Lewis

- To develop their capacity to notice and identify patterns of their own behaviour in connecting with others

- To engage and develop sensory acuity in assessing quality of connection as a team coach supervisor

- To meaningfully reflect on their level of self awareness in relationship engagement and integrate their reflections into their personal development plan

Module 6 - Use of Self: Systemic Intelligence (Simplexification)
Lead Faculty - Lise Lewis

- To develop awareness of the complexity of team coaching through a complex adaptive systemic lens

- To increase their ability to assess and contribute to the development of the capability of the team coach(es) to function in the wider system

- To explore new ideas for encouraging the team to leverage collective team intelligence

Module 7 – Wisdom and Maturity
Lead Faculty - Tony Dickel

- To explore pathways and perspectives on developing, integrating and embodying wisdom into their practice.

Module 8 – Wisdom and Maturity
Lead Faculty - Tony Dickel

- To enable participants to discover how to contrast, challenge and cultivate their existing practice, application and manifestation of "balance" with a grounded model of emotional, attentional, motivational and cognitive balance.

Module 9 – Simplexification: The Future of Team Coaching Supervision
Lead Faculty - David Clutterbuck

- To facilitate a robust future focused exploration of future opportunities and challenges as the Team Coaching profession evolves

Module 10 – Capstone Presentations
Lead Faculty - Tony Dickel, Craig McKenzie, Lise Lewis, David Clutterbuck

- To present the process of creating/ developing or adapting an existing (supervision) model that will be appropriate for individual Team Coaching Supervision practice

- To consolidate their learning and development into concise statements that reflect their progress, personal change and practice development throughout the programme and are reflected in the body of work developed and adapted throughout the programme.