

## Collective project and team coaching

15 days (120 hours)

### Session Dates 2018:

January, 29, 30 and 31 - February, 19, 20 et 21 - March, 19, 20 and 21 - April, 16, 17 and 18  
- May, 28, 29 and 30

€ fees: Corporate: 6 100 (7 320 VAT Incl.) – Solo Entrepreneur: 5 100 (6 120 VAT Incl.)

### Audience:

This program has been designed for experienced change management and leadership professionals (Coaches, HRPB, Consultants, Managers...) who wish to expand their practice by addressing the issues pertaining to globalization, remote management and multi-cultural environments.

### Prerequisites:

This program is meant for experienced change management and leadership professionals who have completed an initial coaching training and have current coaching clients, either organizational coaching or a practice of change management. A preliminary orientation interview is mandatory to confirm your registration and **your professional practice of the coaching posture**.

### Goals:

**Find the key points to prepare and organize:** a training session, a complete course, and a coach's intervention approach.

### Coach the learning process all along the five steps of the strategic approach

- Reception and delimitation of demand, representation of interactions between actors, choice of a strategy, launching of the action, evaluation and follow-up,
- Create a learning progression, coordinating goals and methods. Write up the corresponding suggestions.

### Acquire and develop abilities in order to learn how to handle change

- Establish a contract: goals, rules, evaluation and follow-up.
- Practice the handling and regulation of a group: use rational and projective methods to achieve the goals.

### Learn more about oneself and develop personal style

- Find out one's main functioning process, potential evolution, and personal project's development.

### Make an inventory of his clients' evolution capacities, to know how and when to intervene, using the following points

- A global vision of interactions linking people and teams within their environment,
- The position of the different actors, borders, and zones of influence, games and stakes, the room of maneuver to invent the future.

## The learning approach

International MOZAIK is known for its hands-on, experiential teaching techniques that combine the best of science with the best of coaching. Our programs create an experience-based learning process that has been developed out of knowledge of the Systemic theory, Cognitive Psychology, Constructivism, and Emotional Intelligence as well as masterful coaching tools, including intuition. Our learning philosophy, related to SOL (Society of Organizational Learning) findings, which is embodied in our program, holds that:

- Comprehensive learning comes from an alignment of head, heart, and body. True understanding is the result of experiential learning in which we are intellectually connected, emotionally engaged, and physically involved. Learning to change is a place in which the joy and chaos of exploration and inquiry are always present.
- As the brain is a pattern-seeking organ, every learner's brain is a uniquely organized system which is highly self-generating. The search for meaning is innate and occurs through the continuing search by the brain for patterns and relevance to the learner.
- Emotions are a fundamental part of learning because the brain "downshifts" whenever there is a perceived threat or emotional upset, diminishing its capacity for engaging in higher-level thinking. And the brain « up shifts » whenever there is a perceived hope or emotional reward, enhancing its capacity for engaging in higher-level thinking.
- According to Constructivism, learning is a process of creating personal meaning from new information by tying it to prior knowledge and experience. Learning is not linear; rather, it is recursive, iterative, and tied to particular situations. We transfer information from one context to another only if we construct bridges to higher levels of learning.
- Above all, learning is strategic. It is goal oriented and involves the learner's assimilation of strategies associated with "Meta-cognition" and knowing when to use knowledge, how to adapt it, and how to manage one's own learning process.

Programs contain a high level of collective learning process that will help participants developing new ways of thinking and acting and their own skills to explore new research territories.

The learning cycle uses participant's professional background in an interactive dynamic of knowledge transfer and experimentation grounded in real work. Participants are invited to bring their business issues and try out their ability to coach, integrating multiple skills as an experiment, producing questions, and significant thought.