



Learning Outcomes

Systems Coaching Certification

International Certification Alliance

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LICENSING INFORMATION

The work in this document was facilitated by the International Certification Alliance (ICA) and done through the contributions of various experts and practitioners. These learning objectives are intended to help the growing Tomorrow-Ready™ community worldwide.

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HOW TO READ THIS DOCUMENT

This document outlines the learning outcomes that accredited member organizations must address to offer ICA's Systems Coaching certification.

Each learning outcome (LO) follows a particular pattern, described below.

O.O.O Learning Outcome Name

Additional Context, describing why this Learning Outcome is important or what it is intended to impart.

The learning outcome's purpose further describes what is expected to be imparted to the learner (e.g., a key point, framework, model, approach, technique, or skill).

LEARNING OUTCOMES

1. SYSTEMS COACHING AS A SKILL FOR LEADERS, AND AGILE COACHES

1.1 FOUNDATION OF SYSTEMS

1.1.1 Defining Systems

Systems are a set of things connected together. Systems often are a part of larger systems or have systems nested within them. Understanding what systems help us work within them.

Help learners understand how systems show up in their organizations and the importance of engaging with the system as an entity and not just the individuals within them. A system is more than just a team of people and could include energetic, relational, internal, and/or formal systems.

1.1.2 Systems Thinking

Systems thinking gives us a way of understanding complexity within an organization. Systems thinking helps us understand how things interact and/or contribute to a possible outcome to gain insight into the whole picture.

Introduce learners to what systems thinking is and share several approaches on how they can be applied to their organization.

1.1.3 Working with Complex Adaptive Systems

A system is connected to and a part of other systems simultaneously. Through these connections, systems are continually adapting to change, creating dynamic and sometimes unpredictable responses.

Explore the qualities of systems (e.g., they are complex, dynamic, and adaptive). Share how coaches can use the qualities to help the system become more anti-fragile and work with its emergent behavior.

1.2 INTRODUCTION TO SYSTEMS COACHING

1.2.1 WHAT IS SYSTEMS COACHING?

Organizational leaders and coaches often work to create change within systems. Integrating systems coaching skills enable us to unlock the potential of systems and help the system embrace what is possible.

Define systems coaching and relate its importance to leaders and agile coaching. Discuss how systems coaching is different from other types of coaching (e.g., agile coaching, 1-on-1 coaching, leadership coaching, etc).

1.2.2 System as a Client

A systems coach's client is the system itself. It is a single entity with its own distinct voice, needs, perspectives, and concerns. The client can also be different than the client sponsor who also has their own distinct voice, needs, perspectives, and concerns.

Introduce how the system is a single entity and ways to identify the unique characteristics and needs of that system.

2. COACHING THE SYSTEM

2.1 THE SYSTEMS COACHING CONVERSATION

2.1.1 Creating the Container

Creating the container is key to a successful coaching process.

Explore what a container would be for coaching, and how to create it for the system. Introduce tools and techniques to identify and align on what the system needs to be fully present. If there is a sponsor, discuss what needs to be designed with the system, the sponsor, and the coach.

2.1.2 Creating Awareness

Systems awareness helps us understand aspects that influence, impact, and shape the system.

Demonstrate how to help systems see themselves. Explore professional coaching skills, techniques, and practices that can help the system uncover aspects of itself. Skills may include how to listen to the system, how to help the system hear itself, how to reveal information or energy to the system, etc.

2.1.3 Creating Alignment

The systems coach needs to work with the system and its individual parts to create alignment, allowing the system to be open to moving forward.

Demonstrate how to work with the individual parts of the system to create alignment as a whole. Discuss how creating from conflict is different than creating from a place of alignment. Introduce and contrast techniques for creating alignment in the system for the system to be open to moving forward.

2.1.4 Moving Forward into Action

The coach supports the system in identifying what is next for them and the accountability it needs to move forward.

Explore techniques to help the system choose the action to move into, identify goals, next steps, and accountability.

2.2 THE COACHING STANCE WITH SYSTEMS

2.2.1 Facilitation for Systems Coaches

Facilitation is helping a group identify common objectives and offering group processes to achieve those outcomes while maintaining neutrality. This is a core skill for coaches working with systems.

Explain how facilitation and systems coaching overlap and how they are different from each other. Discuss the facilitation and coaching stances, when to blend them, and when to keep them separate.

2.2.2 Professional Coaching for Systems Coaches

Professional coaching skills and techniques are necessary when coaching systems.

Explore the professional coaching skills, techniques, and competencies that apply to coaching systems. Discuss how the approach is different than when using these same elements in a 1-on-1 coaching setting. Some topics that may be introduced include self-management, observing, listening, powerful questions, feedback, etc.

3. YOU AS A COACH

3.1 SYSTEMS COACHING CONSIDERATIONS

3.1.1 Ethical Considerations of a System Coach

Understanding our own ethical boundaries as a coach helps us know what and where our limits are.

Define what ethical considerations should be addressed when coaching a system. Explore this topic from the perspective of a leader, agile coach, professional coach, and their own personal boundaries.

3.1.2 How Personal Bias Impacts Your Coaching

Conscious and unconscious bias impacts a person's ability to be with, and coach systems.

Discuss how personal bias and one's own development impact one's ability to coach a client.

3.1.3 Developing Your Coaching Range

There are many approaches to developing your coaching range. One important aspect of this is developing your own internal capacity to be in and interact with the complexity of systems.

Introduce a developmental pathway for becoming a leader or coach who works with systems. Include topics like vertical development, neutrality, curiosity, presence, mindfulness, and other practices that enable one's internal growth.

3.1.4 Co-coaching

Systems coaching often brings in additional complexity. Co-coaching allows for greater coaching capacity when working with systems.

Discuss how coaching with another person(s) is helpful when coaching systems. Explore when it is appropriate to use more than one coach while coaching a system. Introduce what would go into a coaching plan while working with another coach. Bring topics such as: how both coaches want to work together, what they need to design with their client, and if applicable, their sponsor.

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