Our Systemic Coach-Training Learning Architectures

The structural secrets of Performing Learning Environments to Become a Systemic Team Coach

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Metasysteme Coaching provides three complementary coach training programs. The detailed content of these programs are presented elsewhere on this website and both the quality and pertinence of those contents are often commented in other texts available online. After having measured their professional effectiveness on the market, numerous past participants have written testimonials that highlight how much they have learned and personally changed by participating in Metasysteme Coaching's coach training. As a consequence today, our alumni network communication is Metasysteme Coaching's favored marketing media. Their word of mouth best ensures Metasysteme Coaching's public presence and the market awareness of its systemic coach-program quality and effectiveness.

Caution: The *content* of our programs, however, is not the only factor that makes Metasysteme's coach training so performing. Most are unaware that these programs are structured around three different very performing *learning architectures*, and that these pedagogical forms are very central in ensuring each participant's learning and future successes.

To be sure, each of our three basic learning architectures allow for very different teaching and learning strategies, and results. The texts below present these implicit structures, that very powerfully support the three Metasysteme coach-learning experiences

- When initially learning to become an executive coach, a life coach, a respectful partner, a truly delegating manager, a successful salesperson etc. it is first useful to acquire or consolidate a set of behaviours, techniques and strategies. More importantly, one needs to develop a truly positive and respectful posture or presence. All these can most easely be learned in the context of one-on-one relationships.

Indeed, the heart of the coaching profession rests much more on a particular type of attentive presence or posture than on knowing how to implement a standardized set of tools and processes and strategies. To effectively acquire these professional skills, the most time-efficient and results-effective approach is to first focus one's learning process on the depth and complexity of one-on-one relationships. Indeed, a face-to-face context is central both in coaching and in numerous key managerial, sales, family and other professionalor and personal situations.

As a direct consequence, the most effective way to learn to be a better systemic coach or people-manager requires intensive training in one-on-one learning contexts. Appropriately, the rich complexity of face-to-face or binary relational contexts is the central focus of the Metasysteme "Systemic Coaching Fundamentals" learning architecture. Its detailed characteristics will be further detailed below.

- To develop complementary skills that will prove useful for coaches that accompany groups, families, teams, networks and larger corporate and personal environments, the educational architecture will need to be appropriately structured to allow for the increased variety and complexity of groups.

In order to achieve performing training results in this type of collective context, more formalized collective learning architectures need to be designed. This level of coach training will therefore require collective learning architectures, in subgroups of five to ten participants, or in more consequential systems including up to twenty-five interacting learning partners. This will allow the coach training to offer experiential options to explore very different and much larger systemic complexities. Within the Metasystem Coaching Academy, that much larger collective approach especially concerns the advanced "Metacoach" coach training workshops.

- Complementary to the two above types of learning architectures, the Metasysteme systemic coaching "Supervision Cycles" typically concern groups that include up to fifteen participants, but no more. These meet one day per month for one year or more, and/or for three-day, more intensive marathons

The structure of this type of learning environment has a more formal backbone and its complexity is of very differnt nature. For instance, it includes at least three constantly interacting levels of responsibility in a constantly evolving process, spead over a longer span of time. This type of learning architecture allows participants to become coaches that can progressively accompany collective systems over the long term, within complex hierarchical contexts, focused on the development both of individual and collective effectivemess and results, to develop the capacity for deeper commitment, etc.

In addition, Metaysteme supervision groups operate with delegated roles to create circularity, and by supervising coach-client pairs in varying configurations within the larger system. Three-day supervision marathons can offer a similar type of learning opportunity, albeit concentrated over a shorter, much more intensive period of time.

The variety of Metasysteme's different learning architectures rest on a basic systemic principle: The forms, or structures, or architectures of training

or learning experiences are much more important to achieve performing results than the content that will be shared within these forms. For example, the one-way and top-down delivery of a subject in a classroom setting does more to reinforce hierarchy and submissive behavior than any truly participative context structured around a shared and emerging learning experience. Consequently, it can be expected that one-way public speaking settings will reinforce public obedience, no matter the content of the speech or delivery. In a nutshell, this is the foundational systemic concept that underlies the variety of Metasysteme Coaching learning experiences that are presented in much more detail below.

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The "Coaching Fundamentals": A one-on-one Learning Environment

To address the heart of Metasystem Coaching's coach training and manager training programs, it is first useful to consider the learning architecture underlying the "Systemic Coaching Fundamentals" course. It is built around four, on-location, two-day workshops spread over a period of four months. More than a beginner's program, this course is a learning experience that allows participants to acquire the heart and soul of systemic coaching mastery.

Very similar to when preparing top-level athletes, this coach training program provides participants with an arena for intensive, very practical behavioral training. The immediate aim is develop skillful excellence and presence. In this learning environment, participants can relentlessly train, again and again, in order to perfect precise behaviors and general attitudes, presence and posture. In order to truly become professional coaches, leaders and managers, the proposed coach training process is similar to an intensive boot-camp type of structured behavioral training. This coach training approach is necessary when yearning to first acquire a set of very precise movements, skills, and attitudes and then organize these into longer coaching sequences. In sports we can compare this type of training to a progressive and systematic acquisition: first of a tennis service, then of a forehand, then of a backhand, etc. In this type of coach training,, only concentrated repetition will allow for progress, first to gain control of an accurate gesture, and then to integrate these gestures into sequences of increasing complexity, until one can successfully play a full tennis game.

- **Caution:** To be quantitatively more precise, the four short months of a Metaysteme "Coaching Fundamentals" coach training program provides each participant with the opportunity to practice anywhere between 200 and 250 coaching sequences in a coaching role.

That amounts to more than 75 coaching sequences per learning participant, per month. In the course of each of these sessions, the focus is on a gradual honing and tuning of each participant's skills, gestures, behaviors and tools. The learning progression gradually expands from learning pertinent coach minimalism to knowing how to dance with interactive complexity.

Thus, day in and day out, practicing the acquisition of one movement at a time, coach training participants proceed to build complex coaching behavioral skill sets. These skill sets gradually add up to become a full-fledged capacity to actively participate in truly professional and systemic coaching relationships. Nobody is treated like a beginner and no shortcuts are offered. In skiing, for example, there is no rationale to teach beginners how to snowplow, and then later tell them that they have a very poor technique that will need to be discarded. In the "Systemic Coaching Fundamentals", the same is true of the Metasysteme Coaching coach training process.

Throughout the learning process in this coach training program, the reality of a systemic perspective is continually emphasized and developed. Participants are consequently challenged to make continuous links between their personal experiences within the progressive learning environment and other coincidental experiences occurring in synchronic situations and relationships, within their ongoing professional and personal lives.

Furthermore, considering that the full coaching experience is also learned by regularly treading in client shoes, each program participant is equally invited to become active clients within active coaching relationships. In this complementary way, each "Systemic Coaching Fundamentals" participant is provided with an insider's view, by experiencing what coaching relationships can help achieve in their future client's professional and personal lives.

- **Caution:** To the 200+ coaching opportunities numbered above, this adds another 200 to 250 coaching experiences in a client position.

Everyone is thus given a first-hand opportunity to discover the relevance and limits of each tool and technique by being on the customer's receiving end, by measuring the effectiveness and outcome of a coaching process on themselves. In this way, becoming a successful client will allow every "Systemic Coaching Fundamentals" participant to become a much better coach and a much better leader or manager.

- **Caution:** In the space of four months, each participant in the Metasysteme Coaching "Systemic Coaching Fundamentals" course is therefore invited to actively experience more than 400 coaching sequences, half of which as a coach or manager, the other half as a client or employee. And this total does not include other occasional opportunities to just be a learning observer, witnessing other unforlding coach-client relationships experimented by others.

To conclude on this point, the "Fundamentals of Systemic Coaching" learning architecture offers over 150 coaching opportunities per month, totaling 450 opportunities over 3 months. To our knowledge, the intensive behavioral training arena Metasysteme Coaching provides is the only one that

offers such an actively participative coach-learning context, concentrated in such a short period of time.

- **Warning:** Metaphorically speaking, this dynamic development process is the equivalent of a very intensive physical workout program. To truly prepare to be in shape in any sport, such a concentrated, demanding, focused and practical learning process is unavoidable.

Beyond the sheer quantity of opportunities, the learning architecture provided by the "Systemic Coaching Fundamentals" process also allows each participant to practice the art of professional coaching in partnerships with up to 24 different clients, in phone, face-to-face and Skype meetings.

- **Caution**: This wide variety of learning partners and of the objectives, challenges, experiences, personalities, personal and professional issues they provide adds enormous value to each coach's learning experience.

This wide range of customers allows everyone to learn in very real and creative ways, immediately expanding the range or palette of professional experiences, immediately sidestepping any of the restrictive limits offered by more traditional or limited learning contexts.

In addition, the "Fundamentals of Coaching" learning architecture also provides each participant with the analogical equivalent of a very active and varied coaching market.

- **Caution:** Within this makeshift marketplace provided by the learning context, and over a four-month period, every participant learns to call on prospects, to prepare commercial offers, to elaborate contracts, to organize appointments, to engage in coaching sessions and to follow up on a very wide variety of customers.

Consequently, the Metasysteme Coaching “Fundamentals” learning microcosm provides very practical opportunities that reflect useful and practical skills in order to learn how to organize, sell and succeed on the broader coaching marketplace. Participants can use this opportunity to fine-tune their marketing and sales, to repositioning their personal style and image, to adapt and refine their active and effective presence on a fluid market, to create and engage in professional networks, to work on their commitment strategies, etc.

In short, the four-month Metasysteme Coaching course is an active systemic learning experience offering a complexity that truly models on the real world's coaching professional market.

The behavioral reasons to benefit from the intense "Fundamentals" training context are relatively obvious. To become an excellent coach, it is first absolutely necessary to acquire new reflexes. Many of these coaching skills are often completely opposite to mainstream, socially learned and culturally rooted behaviors. Some are even totally counter-intuitive. The learning challenge is kin to acquiring a totally new language.

In the field of behavioral learning, the most effective is intensive immersion. For example, it is often recommended to practice novel behavior in the evening, before going to bed, in order to allow for sleep to integrate new neuronal associations, new perspectives, novel reflexes. Furthermore, it is considered necessary to practice novel behavior for at least twenty-five days in a row, in order to really implant new habits. These learning recipes, and others are well known in enurosciences. Most of these recipes are included in the "Systemic Coaching Fundamentals" leaning architecture.

In addition, before becoming a masterful coach, one often needs to *unlearn* a host of counterproductive communication and relationship habits. To learn to be a coach, we may often need to put aside a whole set of automatic behavioral reflexes, and most of everything we think we know. This too can be only achieved through very intensive behavioral training. in short, rigorous behavioral training is the only way to give participants the means to physically reprogram or rewire their synaptic connections. Repeated behavioral exercises are the best way to proceed when acquiring new skills. The results of this kind of hands-on, very practical training will go far beyond more passively receptive, traditional, conceptual, knowledge-oriented or theoretical learning classroom contexts.

- **Caution:** Acquiring new behaviors is not the only goal or the only effect to be expected from the Metasysteme Coaching “Fundamentals” course. Indeed, learning new behaviors can also provide a wide range of important, albeit unexpected, fringe benefits.

Note that when thoroughly changing their personal behavioral patterns, when participants actively learn new skills, this will change the way they interact within their everyday environments. Acquired behaviors modify the way participants respond to all situations in their daily lives. This reinforces changes in participant perspectives, both in the way they perceive themselves and in the way they lead their personal lives, actualizing their inate personal and professional potentials. Consequently, when each participant modifies behaviors, these changes also have an effect on real personal and professional environments. This process initiates changes in others, in their teams, within their families, in their circles of friends, etc. Consequently, learning to be a coach in Metasysteme Coaching is truly a comprehensive transformational process.

As a result, Metasystem Coaching's "Systemic Coaching Fundamentals" course offers a resolutely practical, and extremely powerful learning arena that accompanies participants to undertake major, very practical and measurable life transformations. Very appropriately, for many are the participants who also want to transform their personal and professional lives.

This essential transformational process did not escape the attention of many already active, established and confirmed coaches: Many of them also decide follow the Metasysteme “Fundamentals” course in order to develop themselves beyond their already acquired training and beyond their already accumulated client experience.

- **Caution:** There is still another advantage offered by the Metasysteme "Fundamentals” course: the effectiveness of this coach training program is not only more powerful than most, but it is also one of the shortest and cheapest among those available on the market.

To consult dates, locations and prices to attend a "Systemic Coaching Fundaments" course.

The Four "Metacoach" Workshops Learning Architecture

If the above "Coaching Fundamentals" learning architecture is focused on exploring the depth of one-on-one coaching relationships, the advanced “Metacoach” workshops propose a more collective learning architecture, focused on acquiring skills in how to coach groups, teams, networks, families and organizations. Practical work in subgroups of five to ten, sometimes up to twenty participants, will add a complexity that goes far beyond the simpler two-way systemic experience proposed in the "Systemic Coaching Fundamentals" program.

- **Warning:** The "Metacoach" workshop program is much less linear. Participants can choose to undertake their learning adventure in the workshop order of their choice. The common thread, however, is that all the Metacoach workshops are based on the principle that participants have already integrated the basics of systemic coaching as proposed during the intensive "Systemic Coaching Fundamentals" training program.

One can participate in any or in all of the four workshops, in any order and at any chosen pace. The cubes-Risk management, the “Delegated Processes”, the “Individual and Team Diagnosis”, and the "Breakthrough Processes” workshops, are all focused on systemic coaching and management applied to the complexity of team and organizational contexts. If some of these workshops are much more theory-oriented than the “Systemic Coaching Fundamentals”, the integration of all the conceptual tools rests on an excellent integration of the systemic coaching skills and posture that can only be acquired in the Systemic Coaching Fundamentals" learning process.

- **Caution:** if a participant wishes to enroll in any of the Metacoach workshops, there are no administrative or experiential prerequisites. Consequently, many participants discover the complexity of a systemic coaching approach applied to individual and team coaching by first participating in a Metacoach learning process.

Consequently, the Metacoach learning environment is often characterized by a necessary acceptance of differences in profiles, of complementary origins and coaching schools, and of diversity of experience and professions. This reality corresponds to the one that is generally experienced in real client group, team and organizational coaching contexts. Members of such collective systems indeed often have very different origins, professional backgrounds, education, cultures, etc. offering a wide variety of heritages and potentials.

Consequently, any given Metacoach workshop can welcome beginners, experts, therapists, coaches consultants, managers, transitioning professionals, trainers, psychologists, entrepreneurs, etc. If participating in the “Coaching Fundamentals” is a training process that often results in the creation of a common foundation or frame of reference for a whole promotion of participants, attending a Metacoach workshop leaves each participant much more independent with their personal responsibility to assume all that he or she brings to the workshop, and all that he or she will get out of it.

- **Caution:** This freedom of participation allows each to decide on their own level of involvement and commitment, and the responsibility to deepen their learning process or not, by following other workshops or learning quests within Metasysteme Coaching or elsewhere.

Thanks to its much shorter, lighter and more open learning architecture that allows for much more personal autonomy, each of the Metacoach workshop can be perceived as a relatively independent island or oasis where each traveler can choose to stop or not, for an intense, limited stay, in the course of a personal or professional quest. This learning architecture for the Metacoach workshops doesn’t alter the fact that fundamentally and structurally, this group of islands belong to an archipelago, itself linked to a larger continent reprensented by the Metasysteme Coaching systemic school of thought. The foundation of Metasysteme's coaching approach is more thouroughly transmitted in the “Systemic Coaching Fundamentals”.

The four Metacoach workshops, however, display many common criteria:

- Even if most of the content that the four workshops cover is useful in individual coaching, all the workshops stress the application of coaching skills in team coaching or in organizational coaching contexts. Consequently, each workshop offers practical tools for coaching in collective settings, in the form of concepts, processes, questionnaires or material support.
- Thanks to the hands-on practice proposed during all the Metacoach sessions, participants can immediately use the shared tools with their own individual or collective clients, immediately after the end of the training.
- All the proposed tools are free of rights and royalties - no strings attached - and are often accompanied by texts detailing how to apply them in different coaching contexts.
- Even if the four Metacoach workshops superficially appear to offer tools, they in fact all invite participants to change their previously acquired perspectives of how to be a team and/or organizational coach.

In fact, if most participants enroll in the Metacoach workshops with the simple objective of acquiring practical tools, they often leave with a totally unexpected, enlarged perspective, a profoundly transformed paradigm on systemic coaching. The reason is relatively simple: these workshops call for a high degree of personal and professional commitment.

- **Caution:** In each Metacoach workshop, participants are first asked to put themselves into client shoes, and asked to experiment on themselves the pertinence and transformational power of the proposed coaching tools. In order to learn to create a space that will allow for the transformation of others, participants are indeed first asked to participate in creating a space that will help them transform themselves.

The learning takes place in a group setting. Each participant works with peers, in their individual and collective search for personal options, to succeed better in the achievement of their own real personal and professional goals, within their real-world environments and contexts. In short during the Metacoach workshops and in order to experiment the pertinence of systemic coaching in a collective setting, each participant is invited to first test

the proposed tools by earnestly committing to applying them to herself or himself.

"Systemic Coach Supervision": Learning Within a Three-level Network or Team System

The Metasysteme Coaching systemic coach supervision learning experiences are organized in groups of fifteen participants either for one-day-per-month programs that run on a year long agenda, or for shorter three-day marathons. These systemic supervision programs are learning environments where participating coaches can acquire systemic awareness and skills, and consolidate a more classical range of powerful coaching attitudes and tools.

Systemic coach supervision typically offers a multi level structured group context with three clearly defined levels of responsibility. This specific group structure allows participants to learn how to coach within complex contexts, with multiple hierarchical levels, with transversal functional responsibilities, within formal three-way or more complex coaching agreements. Coach learning is also focused on the professional use of systemic reflections and emerging synchronic resonances and other fractal manifestations.

Systemic coach supervision first focuses on perceiving all pertinent local interactive forms and patterns that may emerge between all the participating coaches and within the supervision group as a whole. The supervision process then focuses on the pertinent a-causal, resonances or coincidental connections these forms and patterns may have with other related contexts:

- How are local manifestations and interactions within the supervision group related to the supervised case study brought to the supervision context by one of the participants?
- How does the above resonance also apply to that participant's personal and professional life?
- How are local manifestations and interactions related to the personal and professional life of the coach that was chosen by the above client participant?
- How do all the above processes and themes also apply to whole supervision context as a system, including the supervisor?

Suppose, for example that two participants, a client and a coach, choose to work together in order to undertake a supervision sequence. This choice of partnership, the ensuing quality of interactions during the work sequence, and the result of that work, all display precise and unique characteristics. These characteristics locally observed within the supervision context will always be in strong resonance with the themes specific to the supervised case study evoked by the client. Some themes may be among the following:

- How did the client choose the coach in the supervision process, and what does that illustrate of the case study brought by the client?
- How did the supervision group interact to make place for the supervision work locally, and what does that process reveal about the case study's absent environment and context?
- What are the pertinent processes in the local supervised sequence, such as the clarity of goals, the focus, the quality of presence, the time management, the quality of the partnership between the client and the coach, etc. and what do these reveal about the situation brought by the client?
- What is the quality of the results of the locally observed coaching process, and what does this reveal about potential results in the case study evoked by the client?

In short, all that occurs locally, during the local supervision process, before, during and after a supervised sequence, reflects key criteria, patterns and interactive elements of what has happened, or is happening elsewhere, within the client case or issue and within the lives of the concerned supervised participants. Of course this includes all processes involving the supervision group as a whole, between each of its individual participants and with the supervisior.

Concretely, whenever one systemic coach supervision participant decides to be a client and chooses another to be his or her coach, this is not to be perceived only as a strictly local occurrence. How and why does the chosen coach habitually attract that type of client? What type of process will be repeated? Should, for example, the supervision sequence begin with a period of confusion, how was the client issue also marked by an initial confusion? How did the supervision group play into that confusion? How is confusion also a habitual beginning process for the coach, elsewhere in his or her life?

In this way, all local relationships within the supervision context will very precisely reflect numerous processes and themes that are active within other personal and professional relationships lived by the concerned supervised participants. In systemic supervision, all participants learn to perceive and follow these resonance leads in order to add that systemic capacity to their existing coach skill set.

- **Caution:** All characteristics of local themes, forms, patterns, rhythms, difficulties, successes and results experienced by the supervision group or by specific participants in supervision sequences are to be perceived as precise mirroredor fractal reflections that supply essential keys to the concerned issues elsewhere in participant and absent client lives.

This includes the characteristics of the supervised issue or case study. In any systemic supervision sequence, there is a very strong correlation between the local supervision process and the supervised subject brought in by any one of the participants. For all the concerned actors, this is a highly interactive, relational, behavioral, meaningful resonance.

This systemic supervision work process is in keeping with fundamental systems theory and axioms. Also note that the systemic reflections and resonances that emerge during supervised sequences also intimately concern the participants who volunteer for a coaching role. Never are coaches neutral with respect to why they where chosen by a client, never are they external to the issues and subjects brought to them by unsuspecting client

participants, nor are they ever innocent in the way the supervised sequences unfold.

In systemic supervision as in systemic coaching, coaches are considered fully involved within all their client dynamics. Coaches can almost always be perceived as unwittingly playing into one of the parts or roles enacted by other actors in the client issue. There are no chance happenings or occurrences. In this way, each supervised sequence allows for continuous emerging awareness and very practical development avenues for supervised coaches.

These systemically resonating effects will often also include some, if not all of the other observing participants in the supervision context, even when these appear to be simple, neutral or external observers. In systems thinking, there is no such thing as an non influential observer. In a synchronic or fractal way, the local collective supervision setting allows for the group to represent the absent social and professional contexts of all coach and client issues. In this way, the supervision group as such also plays into the resonating patterns specific to each coach process and client issue, thereby reflecting the characteristics and behaviors of an absent public and other influencing environments.

Consequently, whenever attending or observing the work of two participants in a short supervised sequence, the systemic supervision group presence and behavior can:

- Illustrate and express specific social or professional patterns, influences and pressures that occur within the presented client issue,
- Allow for very specific work on the imposture complex harbored by many beginning, insecure and established coaches.
- Can reveal complex and pertinent characteristics of the triangular contracts that define many supervision participant absent professional contexts,
- Can locally illustrate the quality of interactions and relationships that unfold between participating coaches, their clients and their absent personal and professional environments.
- In time, the group dynamics allows for the emergence of themes and issues that pertain to group dynamics and team evolutionary steps. This helps develop the professionalism of coaches that accompany larger formal systems over longer spans of time.
- Offers an arena to develop formal systemic team and organizational coaching competencies.
- Etc

Consequently, the first level of work in systemic supervision is to develop participant awareness of precise synchronic resonances between the "here and now" of supervision interfaces and the multiple "elsewhere" personal and professional realities that belong to each of the participants.

The second level of work for systemic coach supervision is to develop immediate and adequate coach behavioral strategies that take into account these systemic reflections, in order to powerfully enlarge their own and their client perspectives.

Both of these process dimensions are paramount for systemic coaches to develop a very precise understanding of process-oriented systemic coaching, in order to avoid content-oriented consulting and advice, on the one hand and personality-related psychological and therapeutic, relationship-centered approaches.

- **Caution:** In addition to the multiple systemic resonance levels presented above, a systemic supervision group is also formally structured to represent a network of coaches on a shared marketplace.

In turn, each coach is a purveyor, a client, and a witness to the activity of other coaches. This market-system organization requires a set of reasonably formal processes and specifically designed operating procedures.

- **Caution:** Again, the supervision group is structured with three layers of process responsibility, some of which are permanent and others are regularly rotating. These are designed to focus participants on ensuring the group's process effectiveness.

As such a collective systemic supervision process unfolds, the group or team-oriented learning architecture allows for each participant to access a number of other professional insights, and to develop a number of useful team coaching skills. Among these are the following:

- Help clarify how active each participating coach needs to become to better market and sell their coaching practice.
- Clarify their central or peripheral strategic positioning, within other formal teams, structures and professional networks.
- The context is a very powerful arena for individual coaches to learn how teams can better function to develop collective performance.
- Participation can reveal each one's capacity to commit, engage, be motivated, follow through, achieve goals, etc. in collective contexts
- Develop their skills in managing, delegating, motivating, leading, following, in order to models such behaviors with their real client teams.
- The learning context helps each participant position their existing capacity to work with teams and learn how to develop their systemic team coaching potentials.
- Etc.

To conclude, the many levels of complexity offered by Metasysteme Coaching's systemic coaching supervision groups allow participants to simultaneously focus on developing many complementary facets of their personal and coaching skills, and of their professional practice. This all-encompassing inclusive and systemic approach to coach development stimulates very powerful and measurable professional growth.

The systemic frame of reference accompanied by such an appropriate learning environment makes space for the emergence of a large number of developmental options. This invites all the participants to develop their capacity to perceive systemic resonances and deploy extremely powerful coaching behaviors and strategies, ultimately for the benefit of their clients.

To consult dates, locations and prices to attend a "Systemic Supervision" program