



GROUP AND TEAM COACHING PRACTICUM

Module I: Know Thyself

Psychodynamic Foundations & Self as Instrument

7, 9 & 11 September 2026

MODULE 1 DAY 3

From Experience to Conceptualisation

Link practice to theory, process, coach stance, ethics and personal development.

Contain

Explore

Experience

Reflect-Integrate

Commit



DAY 3 OVERVIEW

Day 3 Consolidation and Integration

Day 3 Morning

8:30–8:50	Check-in
8:50–9:20	Small group exchange: Personal learning
9:20–10:20	Plenary: Group learnings
10:20–10:30	Break
10:30–11:00	Small group discussion: Linking Theory to Practice (1) Applying a dual lens and (2) Coach stance
11:00–12:00	Plenary consolidation and integration: Coaching process and coach mindset, practice, ethics.
12:00–12:30	Personal development plan, closing and bridging to Module 2



CONSOLIDATION

Guided reflection





What to listen for during live work

	Signals	Possible Inquiry
Inner world	Triggers, defences, shame, pride, desire, fear	What does this pattern protect ?
Between us	Transference, projection, authority, belonging, silence	What is being enacted in the group right now?
Coach Stance	Containment, timing, ethical boundary, interpretation	What did the coach do that made learning possible?



SELF AS INSTRUMENT

Emotional intelligence is necessary for self-awareness

Knowing one's emotions

- *self-awareness about feelings*

Managing emotions

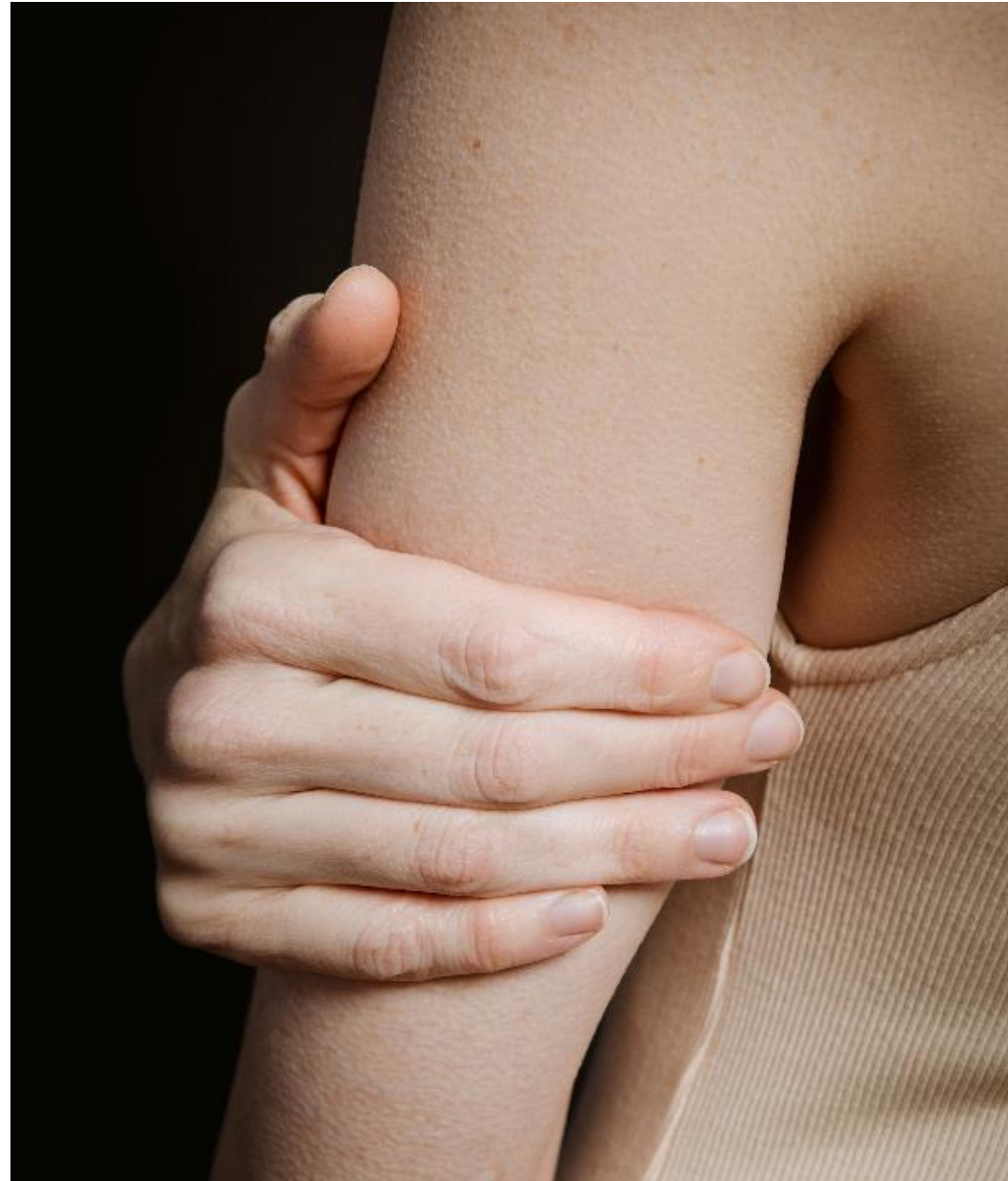
- *self-regulating own feelings*

Recognising emotions in others

- *possessing empathy*

Handling relationships

- *managing emotions in others*





Listening with the 3rd ear

Beyond what is said, attend to *feeling, gaps, and body* as primary data about what is really happening in the room.

1. Listen to understand, not to respond

Mentally register observations without rushing to interpret or speak.

2. Track non-verbal signals

Notice tone, posture, and expression, especially when they contradict the words.

3. Name the gap

Ask what is missing. What is conspicuously absent from what is being said?

4. Use yourself as instrument

Notice what you are feeling. It may be the most important data in the room.





Asking powerful questions

Exploratory, open-ended questions (what, how, when)

- What did you enjoy about that?
- What do you think about this?
- How can you get this done?
- When will it be done?
- What else is there to talk about?

Non-directive questions

- Tell me exactly what you did vs.
Could you tell me more about this?
- No, that's not the best way to do it vs
Can you explain your reasons for doing
it this way?
- You are putting things off, you just need
to get started vs What's stopping you
from getting into action here?

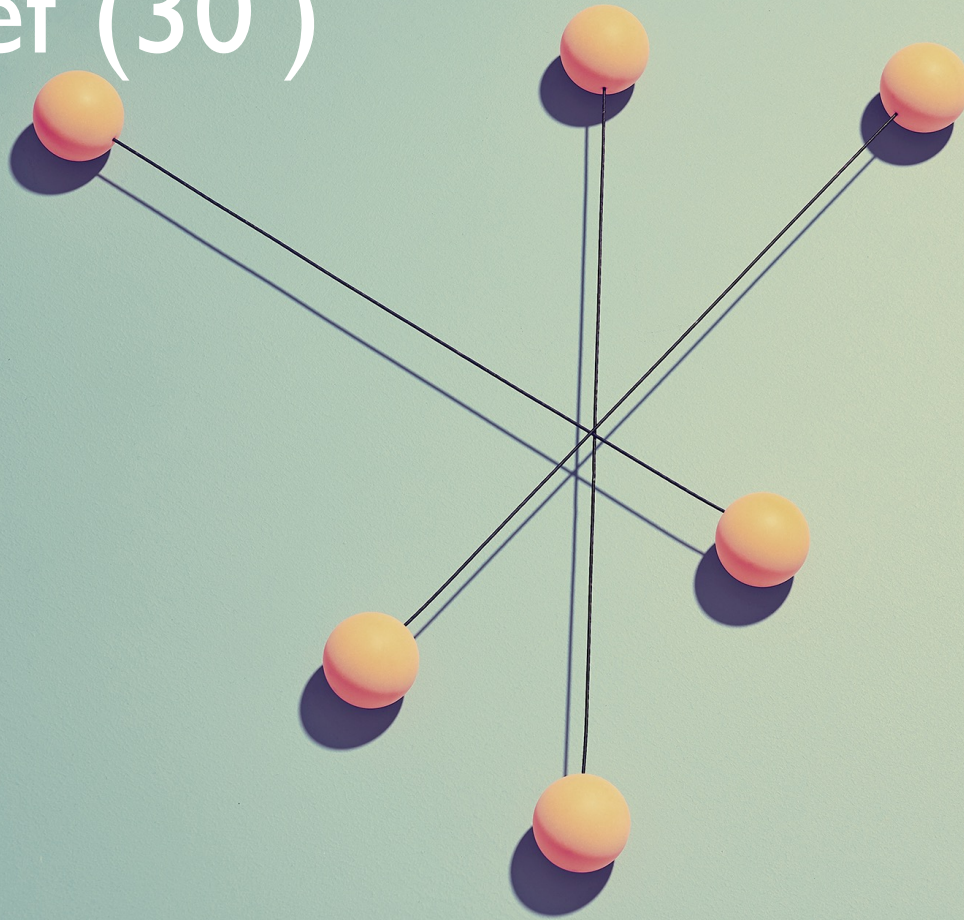
Small group exchange (30')

Personal experience and learnings

1. Share your likely pattern in groups
2. Listen for themes: trigger, defence, belonging and impact.
3. Peers offer one reflection and one question.
4. Each person names one thing they need to monitor as a coach.

PERSONAL LEARNING

Debrief (30')





Self as instrument

Using the self as an instrument means noticing what arises within you, and learning to read it as signal, not noise.



SELF AWARENESS

- Recognise your own feelings
- Tolerate ambiguity
- Conceptualise



RELATIONAL PRESENCE

- Listen and empathise
- Support & nurture
- Confront difficult issue
- Influence



PURPOSEFUL ACTION

- Focus on a mission
- Mobilise energy
- Create learning opportunities
- Maintain sense of humour

Burke, W. (1982). Organization development: Principles and practices. Boston, MA: Little, Brown.

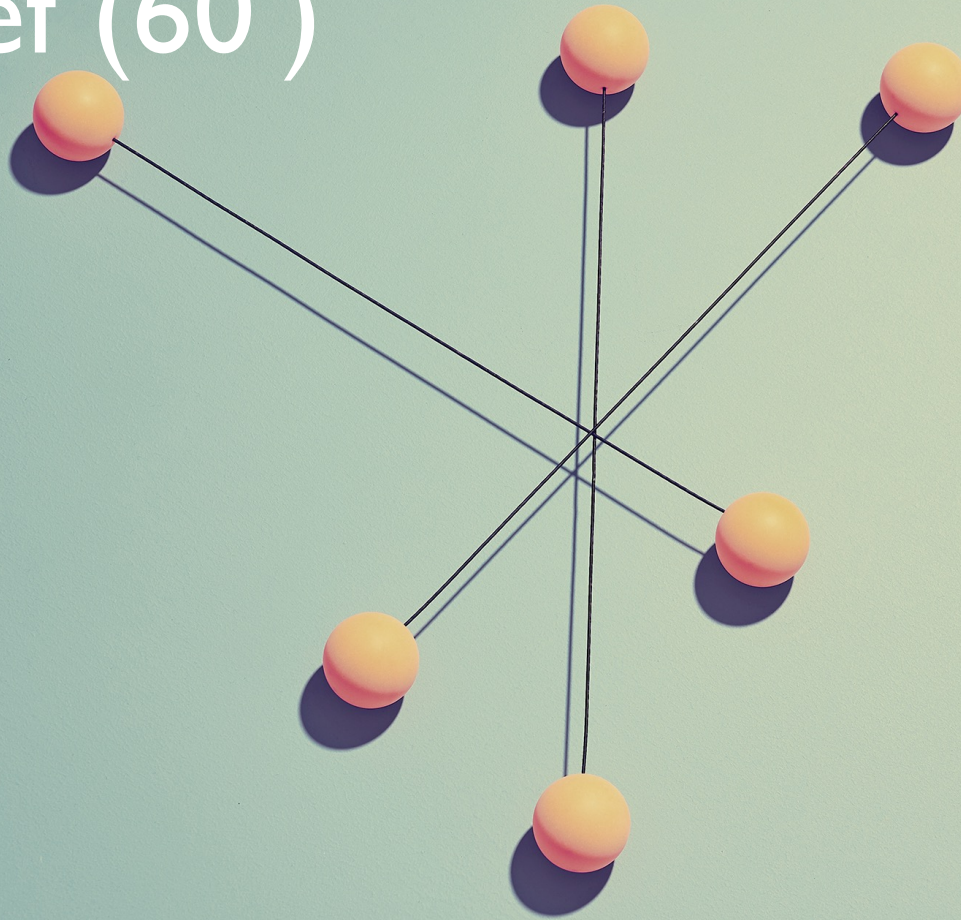
Small group exchange (30')

Linking practice to theory

1. What psychodynamic concepts were touched upon in the group session
2. How did the psychodynamic lens deepen awareness/ understanding?
3. What did the coach do to surface psychodynamic information? What ethical boundaries did the coach need to manage?

CONCEPTUALISATION & CONSOLIDATION

Debrief (60')





Our Group/Team Coaching Methodology

Peer Learning Community
Social belonging and challenges becomes a powerful catalyst for change

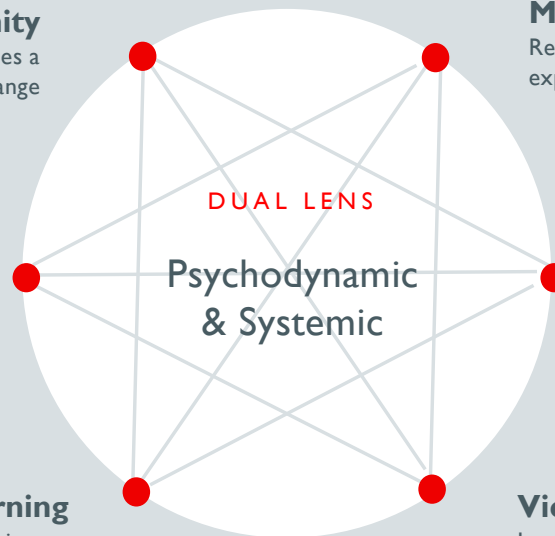
Mutual Identification
Realising you're not alone; sharing experiences to bring the group together

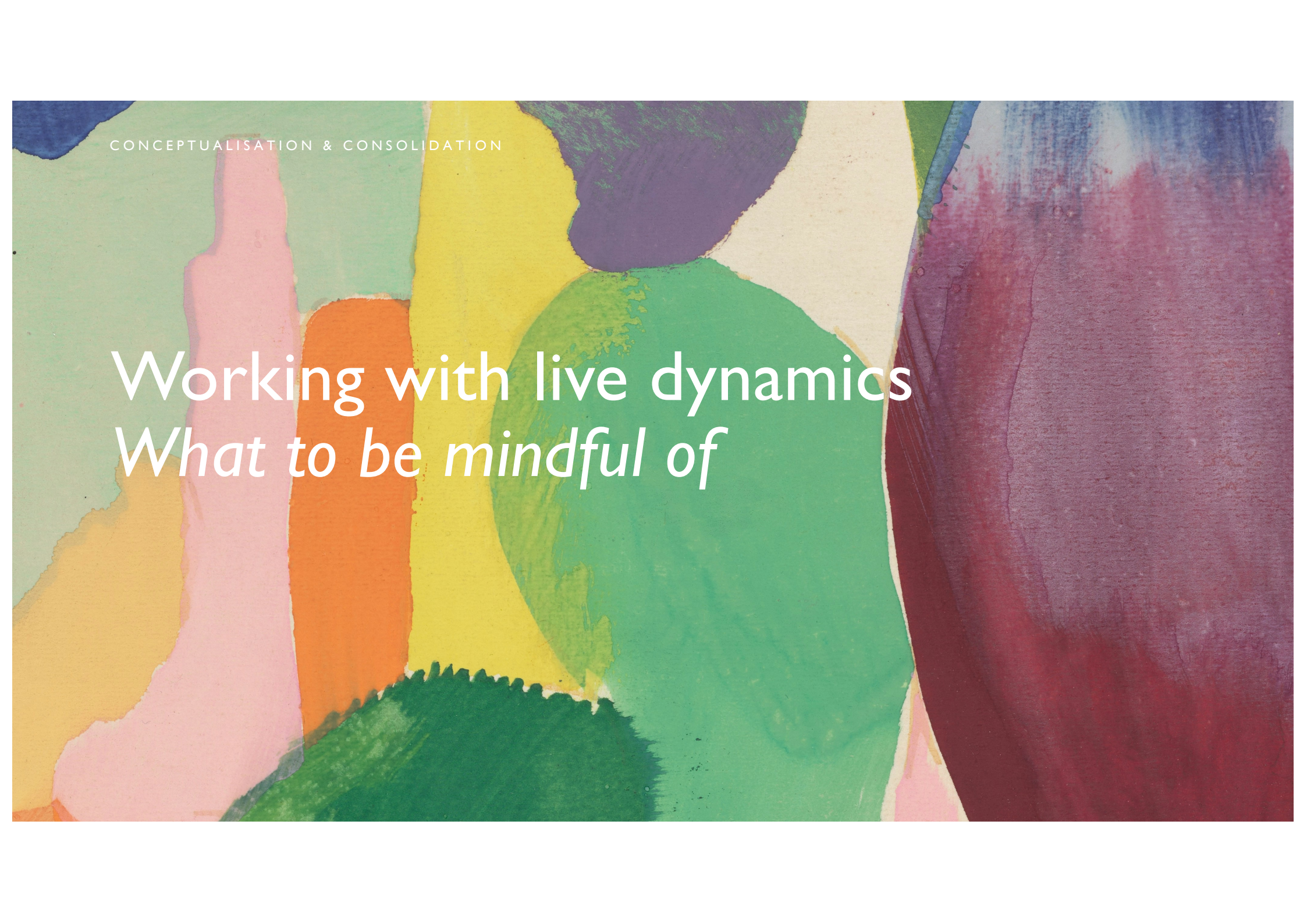
Cathartic Experience
Getting things off your chest; bringing repressed feelings to the surface

Willing To Experiment
Trying new behaviours and creating new scenarios for the future

Collective Learning
Drawing from shared experiences to recommend different approaches

Vicarious Learning
Learning through observing and listening to others' stories





CONCEPTUALISATION & CONSOLIDATION

Working with live dynamics

What to be mindful of



Working in a Psychodynamic Way

- **Opening the discussion:** Start with where the client is and connecting to their challenges
- **Presence:** Listening, observing and reflecting
 - Active deep listening
 - Attuned to group dynamics
 - Attend to and contain emotions and reactions
 - Paying attention to transferences and counter-transferences
 - Identify defences
- **Process:** Questioning, challenging & containing
 - Open-ended focussed discussions
 - Ask challenging questions
 - Clarification and reframe in positive way
 - Emphasise strengths
 - Explanation and summation
- **Closing the discussion:** Synthesise and consolidate



Coach Stance: Mindset and Practice

MINDSET

How we hold ourselves

- 1 **Clinical Curiosity**
Stay beneath the surface, without rushing to judgement or solution.
- 2 **In and Outside**
Participate in the system while simultaneously observing it from a distance.
- 3 **Emotions as data**
Use your own thoughts, feelings, and reactions as information about the field.
- 4 **Negative Capability**
Hold not-knowing with patience and resist premature closure.



PRACTICE

What we do

- 1 **Hold & Contain**
Create space for emotion, tension, and uncertainty without overwhelm.
- 2 **Work in the Here & Now**
Treat current interactions and dynamics as the primary data for learning.
- 3 **Name Undiscussables**
Surface avoided issues (power, conflict, fear) that silently shape the group.
- 4 **Link to Context**
Connect in-room insight to wider organisational or systemic picture..
- 5 **Mobilise Group**
Encourage shared inquiry, feedback, and support among group members.
- 6 **Act & Reflect**
Disciplined cycle of action and reflection
- 7 **End with containment**
Close by stabilising emotions, summarising insights, and reinforcing safety.



Code of Ethics

Establishing Safety & Clarity

Before you enter the room

- 1 **Do No Harm**
Avoid psychological, relational, or organisational harm, the non-negotiable foundation.
- 2 **Informed Consent**
Clients understand purpose, process, risks, and limits before engaging.
- 3 **Contracting**
Clear agreements with the individual and the wider system, not just the sponsor.

Holding the Space Responsibly

Active ethical navigation in the coaching relationship

- 4 **Role Clarity**
Explicit about your role; resist slipping into consultant, therapist, or evaluator.
- 5 **Boundary Management**
Maintain psychological, relational, and professional limits throughout.
- 6 **Power-Authority**
Notice formal and informal dynamics, including your own influence in the room.
- 7 **Manage Loyalties**
Navigate competing loyalties (sponsor, team, individuals, profession) transparently.
- 8 **Work Within Competence**
Know your limits; refer to therapy when deeper psychological issues arise.
- 9 **Containment**
Hold emotional material safely, including your own reactions as data.

Sustaining Ethical Practice

What keeps the coach accountable over time

- 10 **Supervision as Professional Practice**
Regular supervision is not optional support, it is a core ethical commitment.
- 11 **Closure**
End engagements thoughtfully, consolidate learning and support independence.



Using tools in a psychodynamic way

The psychodynamic coach works with what emerges from tools, *attending to affect, absence, and pattern* rather than simply facilitating a process.



The process is also data

Notice how the participant engages with the tool; avoidance, urgency, over-explanation, affect. The emotional response is as informative as content.



Attend to what is not being said / left out

Gaps and omissions carry as much meaning as what is explicitly offered.



Ask what it protects

Resistance to an exercise is part of the work. Ask what might this person be protecting by engaging this way? What would it cost to act differently?



Invite narrative before interpretation

Connect what emerges to pattern, not to this moment alone, but to the script the participant carries across time and relationships.



Use yourself as instrument

Track your countertransference: what is this material evoking in you? Bring it carefully as a hypothesis about what is live in the room.

Negative capability

1. Stay with not-knowing

Resist the pull toward premature closure, diagnosis, or rescue. *Let meaning surface; do not impose it.*

2. Stay with affect

Remain in contact with anxiety, resistance, and opposition without becoming reactive. *Feel it without acting it out.*

3. Stay in role

Hold the coaching boundary even when pulled to fix, advise, defend, or withdraw. *Presence is the intervention.*

MODULE 1 DAY 3

From Conceptualisation to Application

Integrate your experience and learning into a formal development plan

Contain

Explore

Experience

Reflect-Integrate

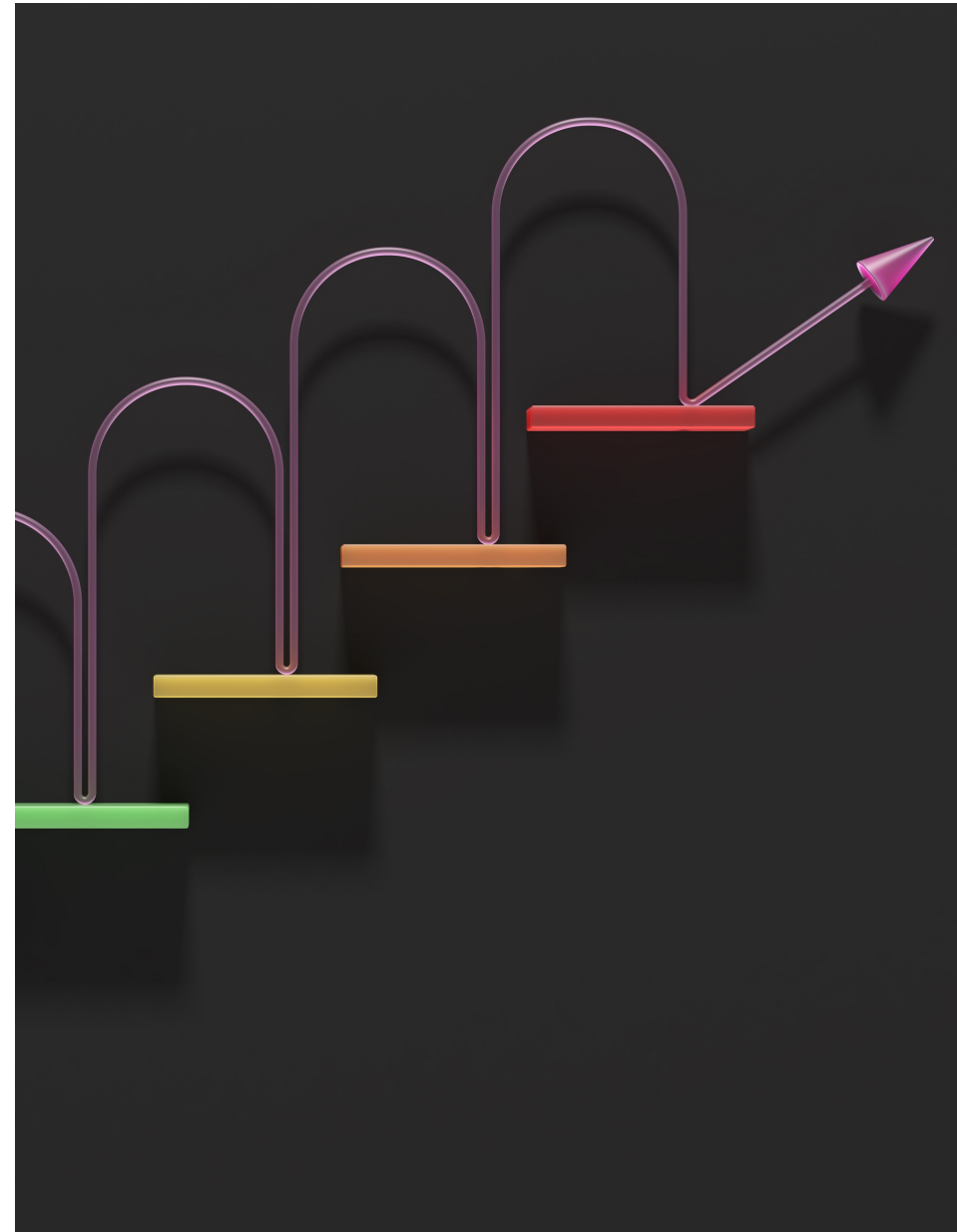
Commit



Personal development plan

1. How do I want to *develop* as a coach through this programme? Why?
2. What *new behaviours* do I want to experiment with?
3. What *support*, feedback or supervision will I need?
4. What will I *commit* to myself, to my coaching and to my client systems?

A first PDP entry to bring to supervision and peer InterVision.





Supervision

A space to develop your practice, not a therapy session, not a coaching session, but a developmental conversation in service of your growth as a coach.

1. **Deepen self-awareness:** Reflect on what is triggered in you and what it reveals about your practice.
2. **Maximise learning:** Extract the most from your coaching experiences between modules.
3. **Maintain quality:** Ensure your practice meets ethical and professional standards.
4. **Develop your PDP:** Work your personal development plan as a living document across modules.





INTER-MODULAR WORK

Peer InterVision

A *peer-led space* to consult on cases, share learning, and deepen your practice with the supervisor present only in the first session.



SESSIONS

4 × across the programme

DURATION

1h 30 per session

FORMAT

Rotating coach role

- **Practise group coaching:** Take turns coaching and being coached in a safe peer environment.
- **Sharpen core skills:** Develop your listening, observation, and coaching capabilities.
- **Build lasting connection:** Create a peer learning community that extends beyond the programme.

CLOSING

Bridge to Module 2 “The Secret Life of Groups”

What do these patterns look like when they become share by the group?

From individual patterns to group dynamics



Advanced Preparation for Live team coaching

- Live team coaching takes place between December 14 - March 2027
- Identify a team by **December 14** to bring into Team Coaching Design Lab (Module 4)





Finding your team and selecting a tool



Select your own team

Work with a team of your choice



Assigned a team

KDVI can match you with one of our not- for-profit partner organisations.



Practicum toolkit

Use and adapt any of the tools presented in the group coaching practicum



Outside/additional tools

Select tools from other providers. development tools available at 10% discount.



CLOSING

What are your key takeaways?

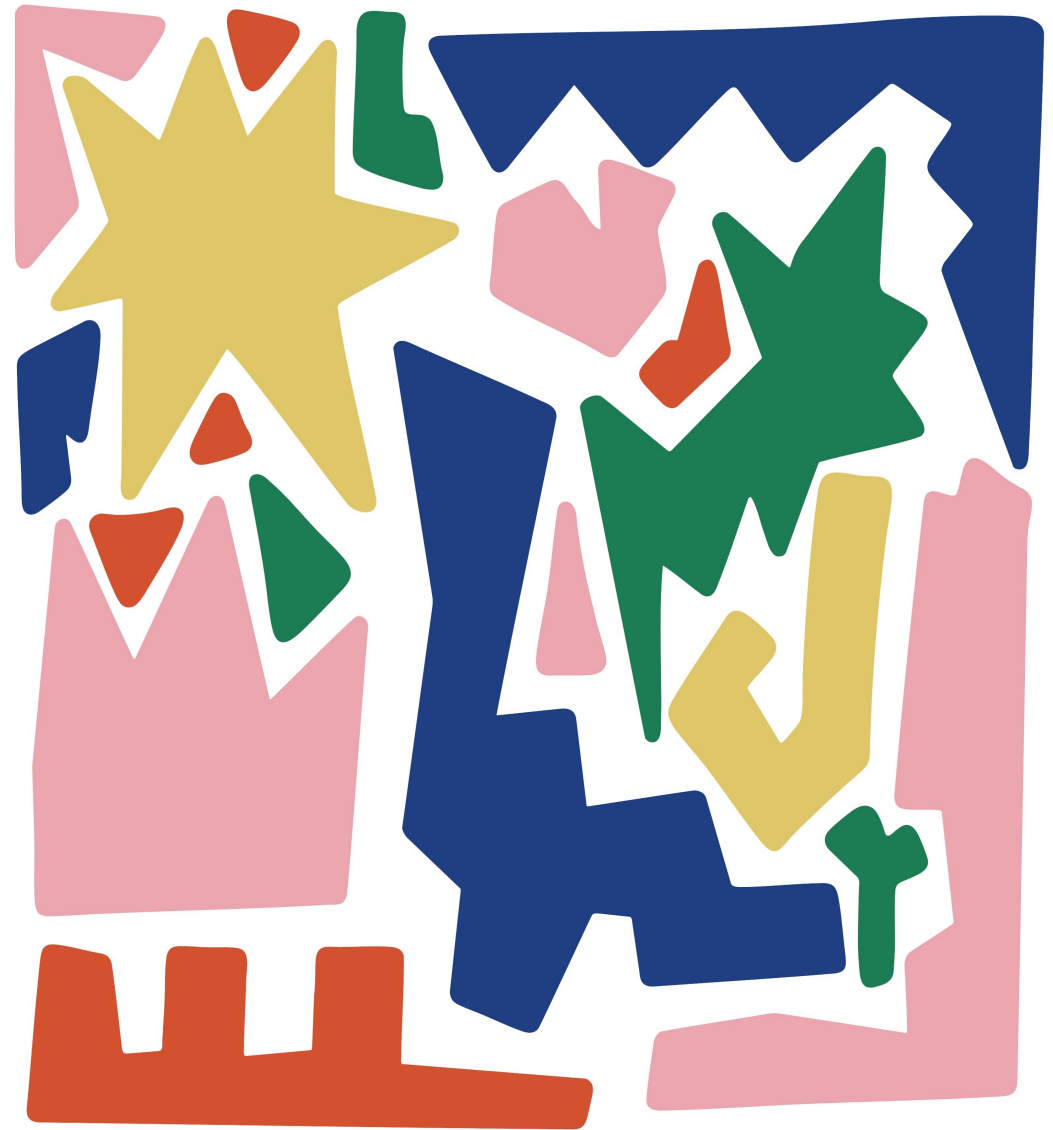


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