# Training



Coaching aus der Erklärungssystematik der Hamburger Schule www.hamburger-schule.net

# Certification

## Aim of certification

The certification of future coaches is to ensure that coaches have competences in accordance with the competence model of the Hamburger Schule and practice coaching according to the Hamburger Schule. The certification of the trainers guarantees the quality of the training.

# **Certification as coach**

- 1. Formal admission criteria for certification as coach
  - Age

At least 30 years of age

- Education and work experience Completed university studied (degree, state examination, MA, BA) as well as at least 3 years experience in managing and guiding groups of employees.
- Alternative Abitur (final secondary school exams) as well as a completed apprenticeship and 5 years of work experience, at least 3 of which in managing and guiding groups of employees.
- Training participation Participation in at least 150 hours of coaching training and reflection.
- Proof of practice

The coach has to have carried out and documented at least 3 coachings outside of the training course which are overseen in the preparation and post-processing stages by the trainer.

- Commitment to ethics
   The coach must have openly committed himself to complying with the ethics of the Hamburger Schule.
- Confirmation from the training establishment The trainer must have confirmed to the coach that he fulfils the requirements in all competence areas for successful participation in the certification.
- Marketing concept
   The coach has his own marketing concept on the topic of coaching.

## Comment:

The formal requirements reflect the standards set by the Hamburger Schule for the certification process.

# 2. Written assessment of competences

The written assessment of competences examines on a structured level the reflected understanding of the coach's process responsibility. Amongst these is the understanding of the official process steps of the Hamburger Schule. Reflection takes place of resources such as definitions, axiomatic, models, methods and tools which are used in coaching.

As well as the formal assessment of the professional-methodical competence, the personal competence is also examined.

The written assessment is a basic preparation for a general coaching process.

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# 3. Live assessment of competences

Professional-methodical competence, social-communicative competence, competence for actions and decision-making and topical competence in connection with the topical competence of the training institute are observed and evaluated in a real coaching situation. At the same time, the adherence to the coaching process of the Hamburger Schule is assessed.

# 4. Oral assessment of competences

The oral examination reflects the preceding coaching process, based upon the areas of professionalmethodical competence, social-communicative competence and competence for actions and decisionmaking.

# Objective characteristics in the evaluation of competences:

- 1. Factually correct knowledge about models, methods and tools.
- 2. Adherence to the predefined process.
- 3. Provision of reflection on an abstract level.
- 4. Initiation of a sustainable self-learn concept
- 5. Arrangement of a communication context in the coaching.

## Time required

Written assessment of competences: ca. 4 hours Live assessment of competences: at least 60 minutes Oral assessment of competences: at least 15 minutes

## 5. Repetition of examination

Individual elements of the certification can be taken again up to two further times.

# 6. Re-certification

In order to receive certification, a re-certification through a certifier of the Hamburger Schule is necessary every three years on the following points:

- Proof of at least 3 coaching clients per year with a total of 30 hours of coaching per year.
- At least 3 documented coachings (basis: coaching process of the Hamburger Schule).
- Qualitative reflection of the coach's competence for actions and decision-making.
- Written self-assessment, also with help from a coach, based upon the competence model of the Hamburger Schule. The written self-assessment describes the development of the coach's own competences since the original certification and provides an outlook on future development.

## Certification of the course trainers

1. Formal admission criteria for certification as a course trainer

- Age
- At least 35 years of age
- Certification as a coach according to the Hamburger Schule The certification has to be valid (3 year rhythm)
- Proof of practice as a coach
   At least 3 years working as coach. Minimum of 5 payed coachings per year.
- Factually correct knowledge in didactics and methodology of the Hamburger Schule Confirmation from a course trainer
- Work-placement as trainer

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- Proof of participation of a complete training course of the Hamburger Schule as a workplacement
- Carrying out a training unit Independently carrying out at least a 3-hour systemic-constructivist training unit.
- Confirmation from the training institute
   The course trainer must have confirmed in writing that the future trainer fulfils all requirements in all areas for successful work as a trainer.

## 2. Written assessment of competence as a course trainer

The written assessment of competence examines the reflection on an abstract level of requirements of a course trainer according to the Hamburger Schule. Amongst these is the reflection of systemic-constructivist didactics and methodology, developing own methods and exercises as well as the structured planning of a 3-day training module on a subject of one's own choice.

## 3. Oral assessment of competences as a course trainer

The oral assessment systemically reflects the training unit held, the planning of the 3-day module as well as the developed methods and exercises.

#### Objective characteristics in evaluating competence as course trainer:

- 1. Factually correct knowledge of systemic-constructivist didactics and methodology
- 2. Agreement of a communication context in the training
- 3. Orientation towards the taxonomy of the Hamburger Schule
- 4. Orientation towards the competence model
- 5. Orientation towards the curricular model
- 6. Orientation towards the axiomatic.