

Teaching and Learning

Characteristics of the Training Course of the Hamburger Schule

1. All related models, methods and tools are based upon verifiable, scientific knowledge and practical efficiency in coaching.
2. Coaching as a conscious activity for change is based upon the existing and interrelated motives, values, needs and topics within individual, dynamic contexts.
3. Consequential didactic-methodical focus on the basis of constructivism, pragmatism and founded systemic topical competence.
4. Consequential differentiation between model, method and tool.
5. Emphasis on the conveying of structural topical competence which is not otherwise learned by managers during their complex business day. Individual expansion of situational leadership and self-leadership competence.
6. Emphasis on situational competence for actions and decision-making by promoting innovation and creativity. Participants develop methods from models. Own developments and best practices can be combined.
7. Emphasis on the "technical aspects" of coaching in the sense of a practical development of competence.
8. Emphasis on the relation to professional and working life.
9. Compatible with all standard certification procedures
10. A trainer-participant ratio of 1: 6.
11. The course trainer carries a share of the responsibility for the personal learning competence of his participants in their practical learning environment.
12. The aim of the training is based upon the competence model.
13. The curricular concept of the training is based upon transfer contexts.
14. Trainers are practicing coaches.