

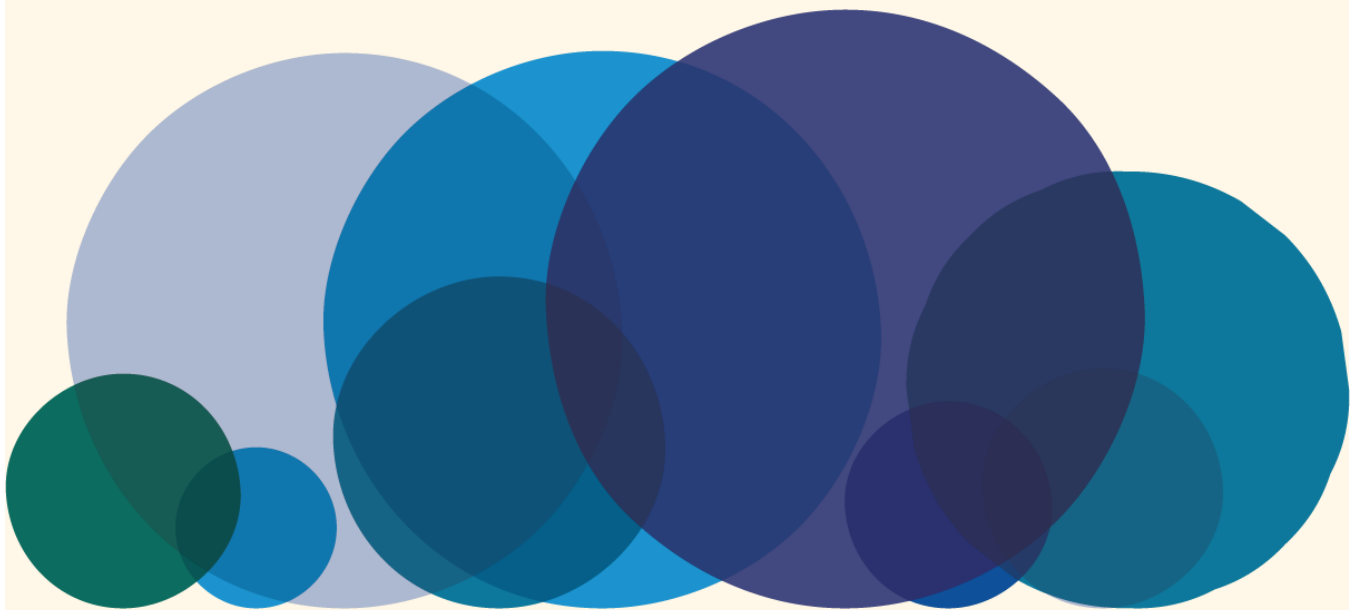
Masters in Executive Coaching

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Hult Ashridge Qualifications and Apprenticeships

At Hult Ashridge we help businesses to set the foundations for sustainable and long-term success. Our world-renowned faculty design degrees that tackle the key issues global organisations and their leaders face – organisational development, innovation, sustainable leadership and coaching for success.



Ashridge Centre for Coaching

Led by Erik de Haan, is a globally recognised innovator and provider of standards for the coaching profession. The aim of the ACC is to build bridges between science and practice and promote rigorous foundations for the executive coaching field.

The research from our coaching faculty informs the content of the Masters in Executive Coaching degree programme.

Our Philosophy: Relational Coaching

At Ashridge, we see coaching as a relational practice. While we take it as read that serving our clients is the primary task of a coaching relationship, we have a particular perspective on the nature of this relationship.

We take the view that the relationship between coach and client is at the heart of effective coaching and is therefore the central vehicle for learning and change. We see this as a mutual and co-creating relationship rather than a remedial contract to solve a problem.

Masters in Executive Coaching

Flagship coaching qualification from the Ashridge Centre for Coaching

The Masters in Executive Coaching is a two-year, part-time programme for anyone wishing to become an accredited coach.

This degree includes accreditation from Ashridge as well as the EMCC – European Mentoring and Coaching Council.



Overview

The **Ashridge Masters in Executive Coaching** focuses on helping participants to integrate theory, research and skills from existing coaching practice, organisational development and psychotherapy. It aims to develop reflective practitioners who are able to critique their own work and continuously develop as coaching professionals.

The programme creates a community of practitioners and faculty working through a combination of workshops, reflective practice and action inquiry, supported by coaching and inquiry supervision groups.

The overall aim of the programme is to develop a high level of confidence and competence in Executive Coaching through:

- Understanding, experimenting and integrating theory
- Developing and practising coaching skills
- Reflecting on current practice in a disciplined manner
- Building and creating a personal and professional coaching identity
- Developing awareness of professional ethics.

LEARNING OUTCOMES

By completing the full Masters programme, you will:

- Become a professional executive coach, fully accredited and informed by current research and robust theory
- Review and re-launch your practice, deploying the best of your natural skills
- Learn about yourself as a coach through supervision and co-coaching
- Meet some of the most experienced practitioners in the field
- Develop your coaching and mentoring skills
- Integrate coaching skills into your existing consulting work
- Create a solid foundation on which to build a coaching and consulting practice.



A FLEXIBLE APPROACH TO LEARNING

The programme comprises three stages, but you do not have to commit to the full Masters degree until the end of the PG Diploma in Executive Coaching. You can pay for each stage as



“I wanted to work with other experienced coaches.
At Ashridge, you have the opportunity to work
with some of the thought leaders in the coaching
world which was a real privilege.”

Jane Cox, Executive Coach, *Facilitator and Mentor*

Learning Journey

The PG Certificate allows for you to focus **EITHER** on individual coaching **OR** team coaching **AND** the opportunity to complete the respective Personal Reflective Journey.

OPTION A

Individual Coaching for Organisation Consultants

The PG Certificate aims to facilitate the application of theory, develop professional reflection and support participants in developing their core coaching skills.

It consists of five taught workshops:

- Developing coaching strategies
- Psychological theories of personality: working in the relationship
- Repetition and change: working in patterns
- Creative change interventions
- Professionalism in the coaching relationship.

OPTION B

Team Coaching for Consultants

Here you will gain a sound understanding of the roles and challenges of being a team coach. You will also integrate theory on team coaching into your practice.

Workshops:

- Contracting with teams and their contexts
- Systemic and psychological views on team coaching
- Board coaching and board dynamics
- Professionalism in the team coaching relationship.

Personal Reflective Journal

The personal reflective journal comprises:

- Tasks intended to make the learnings of every workshop more pertinent to you, and to help you transfer anynew approaches, ways of working and theoretical input to your own coaching practice
- Recommended articles or book chapters to be read with questions posed per article
- Three tutorials on the basis of your reflective writing.





Accreditation Process

After completing the PG Certificate in Executive Coaching, you begin to prepare for accreditation according to the process we have had in place since 2004. You can join an optional half-day preparation workshop and then a one-day practicum to assess your coaching capability. A written submission is also required. The accreditation process will require you to undertake a self-assessment of your coaching competence, to write a case study on your work with a client, to produce a reflective transcript of a coaching session with a client and to participate in a live coaching assessment.

The Postgraduate Diploma is quality awarded by the EMCC at Senior Practitioner Level.

YOUR MASTERS YEAR

Inquiry into the Coaching Profession

The purpose of this MSc is to further develop your coaching style towards a more mindful and relational presence, and to ground your presence and skills in deep understanding of the four dimensions of executive coaching.

The workshops include guest presentations from leaders in the field and integrate different theoretical models and frameworks from the disciplines of organisation theory, psychology, psychotherapy and psychophysics, creating a rich pool of resources from which you will draw, to develop your own unique coaching style.

You will receive supervision on longer case presentations, and you will be invited to undertake an eight-week mindfulness meditation practice which will strengthen you for the reflective inquiry.

Workshops:

- The coach as reflective practitioner
- The coachee and the coach: the significance of emotions
- The coaching relationship
- Working with the organisation through coaching

AND

Inquiry into Coaching in Action



We encourage participants to engage in research as a collaborative, meaningful process of discovery within their coaching practice. You are required to undertake an inquiry into both yourself as a professional coach and into your work with specific clients over the course of the second year of the programme, placing yourself at the centre of the process of reflective inquiry.

You will be assisted in this process by coaching support from other participants, by supervision and case-work groups, a dedicated small inquiry tutorial group and an individual tutor

“For anyone thinking about doing AMEC,
absolutely go for it. It's been one of the most
incredible experiences I've had the privilege to do.

I've loved meeting and working with wonderful
people, benefitting from brilliant faculty and cutting
edge academic research. I've enjoyed thinking about
how to apply that back, out in the real world, to
make a difference”

Faye Blois Brooke Masters in Executive Coaching, 2020 (Online)



Ashridge Centre for Coaching

The Ashridge Centre for Coaching is an internationally recognised centre of excellence in the field of executive coaching.

It was established in 2005, with the aim of focusing, coordinating and undertaking more research into coaching in organisations within Ashridge.

The Centre is led by Professor Erik de Haan, who is also the Programme Director of the Ashridge Masters in Executive Coaching.

Working in partnership with leading academics and practitioners, the Centre has consistently published at least 10 articles in recognised journals and a book every two years.

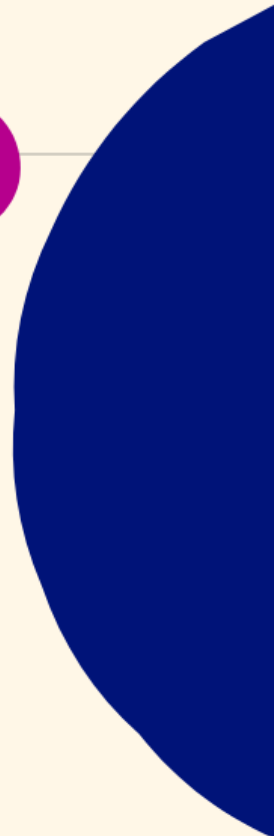
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Curriculum

We've shared the highlights of the programme, now it's time for a deeper dive into the contents of each module.



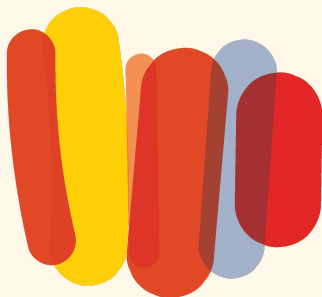
MODULE 1A

Relational Coaching in Practice/ Coaching for Organisation Consultants

- 10 UK/2US credit points – Level 7 Masters
- Module Leader – Ann Knight

Learning and Teaching Strategy

The primary approach taken within this module is to use short, interactive lectures and facilitated discussions to consider key concepts, techniques, and frameworks – followed by the use of case studies and practical exercises, including role-play and creative expression, to test understanding, application and critical evaluation. Live coaching is an important ingredient of this module, both in the supervision sessions and in many of the demonstrations and exercises, where the unique opportunity exists for the student coach to put his/her own learning needs first and experiment with a new technique or approach. The rationale for this is that we believe coaching work will only really be improved in practice, and this module provides a unique opportunity to engage in varied coaching practice with peers and with others than only the client present, providing a myriad of collegiate learning opportunities.



AIMS

The overall purpose of Module 1A is to develop your executive coaching competence and practice, bringing together a variety of psychological theories and models, sound business knowledge and facilitative coaching skills, with a view to integrate them in your existing consultancy work or to create a foundation on which to build a coaching and consulting practice.

Module 1A aims to facilitate the application of theory, to develop professional reflection making use of proven concepts, and to support you in your coaching practice.

Module 1A, which is group-based, provides the base of theoretical and practical insights that you explore in more depth in Module 1B on an individual basis.

The specific aims of module 1A are to:

1. Establish a learning climate for personal and professional growth, in which the group can be used as a fertile medium for experimental and experiential learning
2. Develop coaching skills to 'senior practitioner' level
3. Understand several theoretical frameworks that support effective coaching, and to be able to make a considered choice among them
4. Practice both familiar and new coaching skills and interventions in a safe environment
5. Facilitate the reflection on and development of own coaching competence; reflecting on the role and practice of coaching, individually and as a profession
6. Develop awareness of professional ethics and effectiveness

OUTCOMES

The development of coaching competence based on sound psychological and business understanding:

- The development of a range of coaching skills and interventions based on a view of coaching as 'relational practice'
- The capacity for self-reflection in a coaching relationship
- An understanding of a range of theoretical frameworks that support effective coaching
- An understanding of ethical principles underpinning coaching, including awareness of the implications of ethical boundaries and diversity of all kinds
- An understanding of the nature of an executive coaching engagement from initial contact through to completion and termination.



Stream 1: Coaching for Organisation Consultants

Workshop I

Developing Coaching Strategies

- The nature and purpose of coaching
- The power of inquiry
- Choosing a focus for coaching
- Building the working alliance
- Coaching interventions: expanding the repertoire

Workshop II

Psychological theories of personality: working in the relationship

- Psychological theories and models
- Raising self-awareness
- Coaching as a relational process.

Workshop III

Repetition and change: working with patterns

- The emergence of pattern
- Addressing repetition and 'stuckness'
- Team coaching
- Patterns in organisations

Workshop IV

Creative change interventions

- Perspectives on organisational change
- Seven areas of focus in the coaching context
- Creative experimentation

Workshop V

Professional identity in the coaching relationship

- Articulating your coaching proposition
- Assessing the value of coaching relationships
- Cultural identity – differences and diversity in coaching
- Ethics and professional practice: issues and considerations
- Ending the coaching relationship inter-group and intra-group relations
- Ethics and professional practice in teams
- Differences and diversity in teams
- Coaching virtual teams

Stream 2: Team Coaching for Consultants

Workshop I

Contracting with teams and their context

- What is a group or team?
- Contracting with teams
- Research into effective teams
- Team coaching methodology
- Core principles of working with teams

Workshop II

Systemic and psychological views on team coaching

- Experiences in groups
- Negotiating roles and tasks
- Conflict in teams
- Systemic and analytic perspectives

Workshop III

Board coaching and dynamics of boards

- Power relations and politics
- Individual and social dynamics
- Contracting with the top team
- 'Shadow sides' of top teams

Workshop IV

Professionalism in the team coaching relationship

- Inter-group and intra-group relations
- Ethics and professional practice in teams
- Difference and diversity in teams
- Coaching virtual teams

MODULE 1B

Personal Reflection Journey

- 50 UK/10 US credit points – Level 7 Masters
- Module Leader – Erik de Haan

Learning and Teaching Strategy

The learning with the reflection journey is largely self-directed and autonomous, but faculty is at hand to help and encourage, or suggest further reading. A model of co-coaching (peer consultation) will be fostered with faculty offering encouragement and time for review during Module 1A. It is recommended that you engage in at least one session of co-coaching after each module, to help you prepare for your work on the reflective journal.



AIMS

Module 1B takes the form of a critical and reflective study of your own coaching practice with the help of a series of important coaching articles and reflective questions, which will usually be completed alongside the workshops of Module 1A. Based on coaching activities and reflection on these, the main outcome is a reflective journal. The reflective journey is an exercise in reflecting on own practice and at the same time an exercise in integrating relevant theory with practice. At the start of the year, you will be invited to ask yourself the question: 'How do I become an effective coach?' Throughout the year, you will reflect – in your work, your supervision and in the taught workshops – on your observations and experiences of your practice and your ideas about the articles and the material presented at the workshops. These reflections will be demonstrated in the journal. Questions are provided to guide participants' thinking and there are suggestions at each stage for reading.

DESCRIPTION

The journal will contain evidence of abilities in the following areas:

- Understanding the process of establishing and effectively maintaining the working alliance MSc in Executive Coaching 2021/22 - 2023 37
- Appropriate assessment and the development of different types of contract with a client and understanding the implications of this
- An ethical approach to coaching practice
- Appropriate use of theories to understand individuals and organisations
- Awareness of the implications of diversity in clinical practice
- The appropriate use of coaching interventions
- The use of training and supervision groups as a learning tool. As a guide, between each workshop participants are expected to offer reflection on their experiences as

coaches responding a set of questions, and the
Personal Reflection Journal is required to be at 11,000
words (+10%)

MODULE 2

Assessment for Accreditation

- 60 UK/12 US credits - Level 7 Masters
- Module Leader – Charlotte Sills

Specific accreditation pre-requisites:

- Evidence of being a good listener, capable of concentrated listening for extended periods of time
- Evidence of a basic understanding of normal business processes
- Evidence of being able to strike a balance between being self-reliant and knowing when to seek support
- Evidence of at least 90 hours coaching practice (at least 45 sessions including experience of intensive 1:1 situations for individual coaches) in the last 2 years
- Evidence of attending regular coaching supervision, with a minimum of 10 sessions over the last 2 years
- Experience of work at senior levels in large, international client organisations: record of the level of past and current coaching work, with indications of progress
- When using psychometrics: evidence for British Psychological Society level B (or equivalent if you are outside UK), and good working experience which includes specific, qualification-based training of each test/questionnaire in use
- When providing 360-degree feedback evidence of having completed the appropriate training for each instrument used.

Learning and Teaching Strategy

You are invited to attend one of the monthly half-day preparation workshops (this is an option in this module), where you are invited to engage in a peer review of your draft material and evidence to be submitted and to receive feedback. Preparation workshops are facilitated by one of the selected faculty (accreditation panel members) and are scheduled most months throughout the year. The Coaching Skills Assessment (Live) will involve a live coaching session of 20 minutes. An assessment group made up of two members of the accreditation panel and two or three colleagues also completing the practicum will observe this coaching session. All assessments will be made against the Ashridge Coaching Assessment Criteria AAC1-AAC7 and full feedback will be provided at the end of the session. You will be expected to both act as a peer assessor to colleagues on the practicum and yourself be assessed during the process.

AIMS

Module 2 consists of the Ashridge Coach Accreditation process that has been in place since 2004. Its aim is to provide a rigorous peer assessment of the competence of the executive coach on all seven accreditation criteria that are used for assessment throughout the Master in Executive Coaching. Ashridge Accreditation involves the assessment of your skills, knowledge, understanding and experience in executive coaching.

DESCRIPTION

Through assessing the following aspects of real coaching work, you obtain full ratings on each of the Ashridge coach assessment criteria. Submission of the following materials:

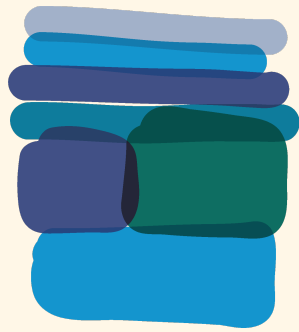
1. An 'Accreditation Self-Assessment', an assessment of your own current competence against the seven Ashridge's coach accreditation criteria. In addition, you are required to submit your 'Coaching Practice Overview' comprising:

- Your coaching profile
- Your record of coaching hours, including numbers of hours, anonymized clients and dates
- Your record of own supervision sessions including numbers of hours, supervisor's names and dates.

We require at least 10 sessions in the last two years. Your sessions from Module 1A and 3A may count towards these.

2. Submission of 5,500 words (+10%) written 'Coaching Case Study' of coaching work with one recent coaching client. You should use the coaching assessment criteria, your own client case notes and coaching logbook as the basis for this work. This work will be assessed by two members of the Accreditation Board.

- A record of recent coaching work with a different client from the one in your written case study. The 'Coaching Skills Assessment (Recorded)', to include:
- A single continuous digital recording of 20 minutes (+10%) of live coaching work (an excerpt of a full-length session).
- A verbatim written transcript of the recording
- A written commentary on the recorded coaching describing the context; the client; the particular session recorded; what this session demonstrates; and how the learning from Module 1A has affected your practice
- Written feedback from the client



3. The accreditation process for individual coaches will involve a live coaching practicum session of 20 minutes, the 'Coaching Skills Assessment (Live)'. An assessment group made up of two MSc in Executive Coaching 2021/22 - 2023 45 members of the Accreditation Board and two to three colleagues also completing the practicum will observe this coaching session. All assessments will be made against the Coaching Assessment Criteria and full feedback will be provided at the end of the session. This work must be submitted to the accreditation co-ordinator four weeks in advance and will be assessed by two members of the Accreditation Board

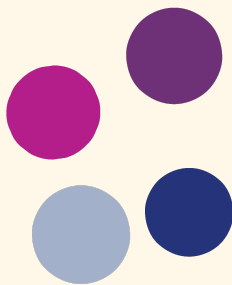
MODULE 3A

Inquiry into the Coaching Profession

- 10 UK/2 US credit points – Level 7 Masters
- Module Leader: Charlotte Sills

Learning and Teaching Strategy

The primary approach taken within this module will be to use short, interactive lectures and reflective inquiry into different facets of 'relational' coaching. The process of inquiry is intended to help develop your reflective skills and support you to critically appraise your coaching practice through the application of theory. Coaching skills learnt in Module 1A will be further developed through practical exercises, self-reflection, live coaching, both in the supervision sessions and in many of the exercises. The module will make use of the learning group to help you develop awareness of self and to provide feedback to others, on your presentation and interaction in group situations, linked to your professional coaching practice.



AIMS

The specific aims of the module are to:

1. Establish a learning climate to support yourself and the whole participant group to inquire into your professional coaching practice
2. Provide an environment for you to experiment with different coaching interventions and receive feedback from other participants
3. Help you to develop your skills in 'relational' coaching to a 'professional' standard
4. Enable participants to integrate different theoretical frameworks into your coaching practice and develop your awareness of the assumptions and beliefs that underpin your own coaching practice
5. Develop your skills in inquiry and reflective practice to support ongoing professional practice and development
6. Enable you to develop your use of self in the coaching relationship
7. Develop your awareness and skill of managing dilemmas and ethical issues in coaching.

DESCRIPTION

Module 3A consists of four taught workshops of three days in duration. The modules will support the group of participants to reflect on your professional practice as coaches in four key areas: the coach, the coachee, the coaching relationship and the organisation context.

Workshop I

The coach and their perceptual system

- Guidance on qualitative research and the ethical pursuit of research
- Human perception, including thresholds, distortions, illusions, selective attention
- Effectiveness: outcomes, what works for whom, adherence, allegiance
- Common factors: which ones have been proposed
- Common factors residing with the coach: personality and a-specific factors
- The importance of 'the perception of the coach': their perceptual apparatus, and how they are perceived
- Inquiry: how am I perceived as effective by my clients?

Workshop II

The coachee and the significance of emotions

- Human self-regulation, including emotions, thoughts, actions
- Emotions and their relation to change and defences
- From feelings to thinking and how to facilitate this transition
- Domains of coaching and life stages
- The importance of boundaries: with therapy/of our own professional competence/between different coaching domains (mediation, counselling, career, etc.)
- Inquiry: what can I understand about my client and how can I involve my client in my understanding?

Workshop III

The coaching relationship and the 'in between'

- The co-created relationship; co-creativity
- Unconscious processes in relationships
- Critical moments in the coaching relationship ('moments of meeting')
- Integrative and moments-of-meeting approaches to critical moments
- The role of power in relationship
- Inquiry: how can I learn from my 'critical moments' with clients?

Workshop IV

Working with the organisation through coaching

- The business of coaching: markets, unique selling points, setting up your practice
- 'My coaching proposition'
- Coaching in business: the organisation in the mind
- Coaching as an organisational intervention
- Dynamics of organisational entry
- Collaborative inquiry (pre-work for this workshop) into the coaching market.

MODULE 3B

Inquiry into Coaching In Action

- 50 UK/10 US Credit points – Level 7 Masters
- Module Leader – David Birch

Learning and Teaching Strategy

The mindful inquiry is fully self-directed and autonomous, but faculty is at hand to help and encourage, to give feedback or to suggest further reading. A model of peer coaching (distinct from our model of co-coaching during Module 1A, as this is essentially a one-way coaching relationship) will be MSc in Executive Coaching 2021/22 - 2023 68 fostered with faculty offering encouragement and time for review during Module 3A. It is recommended that you engage in at least one session of peer coaching after each module, which, together with the ongoing supervision sessions, will help you to enhance your understanding of self whilst working on the personal inquiry into coaching action.



AIMS

The aim of this module is to offer a forum in which you will:

1. Evaluate your coaching practice, identify key areas for growth
2. Engage in action research or 'mindful inquiry' into your growing effectiveness.
3. Develop competence as a reflective practitioner

DESCRIPTION

This module consists of a reflective inquiry, broadly equivalent to a Masters level project, which takes the form of an extensive written case study inquiring into one or more client relations in which you are required to undertake an inquiry both into yourself as a professional coach and your work with a number of specific clients over the course of the 2nd year of the program.

You are required to place yourself at the centre of the process of reflective inquiry into your work.

Each participant will be assisted in this process by receiving coaching support from another member of the participant group and being a regular participant in a coaching supervision group.

Participants, with the support of Faculty, will be required to design and undertake this reflective inquiry over the course of year 2 of the program.

You will be able to build on the reflective work you have done in Year 1 (during Module 1B, and in the Case Study and digital recording Transcript for Module 2), but it is important you start a fresh and more rigorous inquiry this year. Clients and organisations that have figured in your work during modules 2 and 3 cannot therefore be re-used in this module.

We recommend that you only decide which client(s) to involve in your inquiry after Workshop 1 of Module 3A, which will contain an introduction to qualitative research, reflective inquiry methodology, and critical assessment of own client relationship and impact as a coach. The inquiry will take the form of a reflective inquiry encompassing the following elements:

1. Beginning of Year 2, before start of Module 3A)
Analysis of current coaching work and typical contracts and client themes. Identification of critical aspects of current work, such as tensions, conflicts, unresolved doubts, counter-transference. Exploration of own contribution to these. Illustration and linking with Year 1 experiences.
2. (Early in the Year, e.g. after workshop 1 of Module 3A)
Creation of a draft reflective inquiry proposal, which serves to plan the reflective inquiry and to set out questions and aims for the inquiry. In this reflective inquiry proposal, you specify:

a. Inquiry learning aims and objectives

b. Description of client work that you are presently undertaking and which is ongoing. Link with inquiry learning objectives

c. Some explorative questions expressing what you are really curious about as to what is going on between your client(s) and yourself as their coach – and your own responses to client and client themes.

d. A short critical review of the relevant research and theory as it pertains to your inquiry objectives. You will seek approval of your Reflective Inquiry Proposal from your Reflective Inquiry tutor.

3. (Over the next three – five months) Execution of the Reflective Inquiry proposal, with description of the work undertaken, presenting issues, coaching approaches and interventions, and relevant or significant circumstances, with the objective to explore:

a. The outcomes and the factors that have produced them;

b. Critical moments in the coaching journey and how they were tackled;

c. Your own feelings and (counter-) transference experiences.

d. The use of coaching research and theory to make sense of your experiences as a coach

4. (Conclusion of the Inquiry – final entry) Reflection on the completion of the Inquiry and articulation of your learning. Special attention is devoted to: MSc in Executive Coaching 2021/22 - 2023 64

a. Your own reflections about self as a coach-in-context, including an analysis about why this particular context and these particular clients;

b. Strengths and limitations as a coach; what blocks / limitations were overcome in the process of the Inquiry;

c. Plans for ongoing future development as a coach.

→ Access your online application now to continue your journey.

Apply now

Graduating from Ashridge

Graduating with a coaching qualification from Ashridge is a unique experience. We invite you to Ashridge, along with your friends and family, for a formal graduation ceremony and a celebration of your achievements.



→ Access your online application now to continue your journey.

Apply now

Thomas Borg

Australian

Finance,
Investment
Analyst

Communication:

“The usual
methods we had
for
communicating
and analyzing
ideas sometimes
didn't map that
well on to each
other's cultural
norms or
understandings.
So, we had to
tailor our
approach to
each listener's
experience and
background. We
had to be explicit
and clear in the
way we
communicated.”

←
Back
to
team

Sharon Ching Lam Kwok

Hong
Kong
Chinese

Consumer
Electronics,
Manager

Creativity:

“You learn
and
innovate
the most
when
you're with
people who
don't share
the same
perspective
as you do.
At Hult, we
got to
experiment
with
different
scenarios
and
approaches
to real-
world
challenges
—we could
literally
think
without
boundaries.”

←
Back
to
team



Archit Doshi

Indian

Family
Business,
Sales &
Marketing
Manager

Leadership:

“One of the biggest challenges of leading such diverse teams is learning how to bring out the synergies in all team members to unite on the task. It taught me patience and the importance of inclusion. I plan to reconstruct my organization on a platform of diversity and inclusion using the methods I’ve learned at Hult.”

←
Back
to
team

Annabel Bryson

American

Software &
Technology,
Product
Sales Rep

**Reflective
Learning:**

“Working
with people
of different
cultures,
experiences,
and ages
and
reflecting on
my own and
others’
performance
has altered
the way I
approach
challenging
situations
and matured
my way of
thinking.”

←
Back
to
team

Gerardo Serrador

Mexican

Sports
Marketing,
Advertising,
Menswear
Entrepreneur

Critical Thinking:

“Sometimes,
what is a
crucial
problem for
one person,
is not the
same for
another.
This brings
very
interesting
approaches
to the task
at hand;
many of
those
approaches
are
completely
new to you
and that
becomes
not only a
potential
new
solution but
a very
interesting
learning
experience.”



Hanna Reim

German

Civil
Engineering,
BIM

**Problem-
Solving:**

“There are constant challenges to overcome, but diversity encourages dynamic problem-solving and impactful decisions. How different team members approach the same problem is not only beneficial for the problem-solving process itself, but also supports the understanding of the problem and leads to high-quality solutions.”

←
Back
to
team

Kemisola Oloriegbe

Nigerian

Consumer
Goods,
Operations
& Supply
Chain
Professional

Collaboration:

“Diverse teams bring a lot of new insights and perspectives to the table on any given project. It’s important to state the rules of engagement early on and present ideas coherently to foster collaboration and enable the team to deliver on their team’s objectives.”



Thomas Borg

Australian

Finance,
Investment
Analyst

Communication:

"The usual methods we had for communicating and analyzing ideas sometimes didn't map that well on to each other's cultural norms or understandings. So, we had to tailor our approach to each listener's experience and background. We had to be explicit and clear in the way we communicated."

←
Back
to
team