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COURSE BROCHURE

Advanced Coaching and Mentoring Excellence Training Course

5 – 16 April 2027
Barcelona

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Registered in the United Kingdom and Saudi Arabia

Advanced Coaching and Mentoring Excellence Training Course

Ref: 361_12675 **Date:** 5 – 16 April 2027 **Location:** Barcelona **Fees:** 9500 GBP

Advanced Coaching and Mentoring Excellence is a 2-week training course for experienced managers, internal coaches and mentoring scheme leads, and each participant designs an internal coaching and mentoring scheme blueprint covering matching, supervision and review. Organisations increasingly rely on in-house coaches and mentors to grow leaders, yet many schemes stall after the launch because pairings drift and nobody tracks outcomes. Jupiter Prime Training offers this course to those who run these relationships.

Why Coaching and Mentoring Excellence Matters Now

Three groups are raising expectations of internal coaching. Senior executives want leadership pipelines built faster and at lower cost than external coaching alone allows. Younger professionals expect regular developmental conversations rather than an annual appraisal. Coaching bodies have sharpened professional standards, so informal, untrained coaching now looks risky to clients and sponsors. A scheme run with skill builds bench strength and retention; one run casually wastes senior time and can damage trust when confidentiality or boundaries slip. The course rests on the International Coaching Federation ICF Core Competencies and the European Mentoring and Coaching Council EMCC Competence Framework.

Who Gains Most from Coaching and Mentoring Excellence

- Managers who hold regular developmental conversations with high-potential staff
- Internal coaches who run formal coaching assignments alongside their main role
- Mentoring scheme owners who recruit, match and support mentor and mentee pairs
- Talent specialists who link coaching and mentoring to succession and leadership pipelines
- Senior professionals who act as mentors across functions or sites

A talent or leadership development unit gains most when its scheme owner and several of its internal coaches attend together, so contracting, ethics and outcome review follow one shared standard.

Coaching and Mentoring Excellence Capabilities

Participants sharpen their own coaching presence and also learn to run coaching and mentoring as an organisational system with clear contracts, supervision and evidence of impact.

- Apply GROW and solution-focused models flexibly within a single coaching session — coachees working on stretch goals
- Design three-way contracts that set goals, boundaries and confidentiality — sponsors and line managers
- Build mentor and mentee matching criteria and a pairing process — scheme owners
- Test coaching conversations against the ICF Core Competencies — internal coach supervisors
- Weigh ethical dilemmas around confidentiality, dual roles and referral — HR and the coachee
- Calculate scheme outcomes using goal attainment and stakeholder feedback — executives funding the scheme

Key Coaching and Mentoring Excellence Terms

- Coaching — a structured conversation in which the coach helps a person set and reach goals mainly through questions rather than advice.
- Mentoring — a developmental relationship in which a more experienced person shares knowledge, networks and perspective with a less experienced colleague.
- Three-way contract — an agreement between coach, coachee and sponsor setting goals, confidentiality limits and how progress is reported.
- GROW model — a coaching structure moving through Goal, Reality, Options and Way Forward to turn intentions into commitments.
- Coaching supervision — regular reflective sessions in which coaches review their practice with a supervisor to protect quality and ethics.
- Goal attainment scaling — a method for rating progress on individual coaching goals against levels agreed at the start.

Coaching and Mentoring Excellence Day by Day

Day 1: Coaching and Mentoring in the Organisation

- Coaching, Mentoring, Counselling and Consulting Distinctions — Choosing the Right Helping Role
- ICF Core Competencies Overview — Professional Standard for Coaching Practice
- EMCC Competence Framework — Shared Benchmarks for Mentors and Coaches
- Coaching Culture Maturity Assessment — Where the Organisation Stands Today
- Sponsor and Stakeholder Map — Who Expects What from Coaching

Day 2: Coaching Presence and Listening

- Levels of Listening — Moving from Internal to Global Attention
- Coaching Presence and Self-Management — Staying Curious Under Pressure
- Reflecting, Summarising and Silence — Deepening the Coachee's Thinking
- Rapport Across Cultures and Hierarchies — Building Trust Quickly
- Recorded Practice Sessions with Observer Feedback — Calibrating Personal Style

Day 3: Advanced Use of the GROW Model

- Goal Framing with Outcome and Performance Goals — Clarity Before Action
- Reality Exploration with Evidence and Perception — Surfacing Blind Spots
- Options Generation Techniques — Widening Choices Before Commitment
- Way Forward Commitments and Accountability — Securing Follow-Through
- Non-Linear GROW Navigation — Looping Back When Goals Shift

Day 4: Solution-Focused and Alternative Models

- Solution-Focused Scaling Questions — Measuring Progress in the Session
- Miracle Question and Exception Finding — Building on What Already Works
- OSKAR Framework — Structuring Solution-Focused Conversations
- Cognitive Behavioural Coaching Basics — Challenging Unhelpful Thinking Patterns
- Model Selection Criteria — Matching the Approach to the Coachee

Day 5: Powerful Questioning and Feedback

- Open, Probing and Challenging Question Types — Provoking New Insight
- Clean Language Questions — Reducing Coach Bias
- Developmental Feedback Using SBI — Situation, Behaviour and Impact
- Feedforward Conversations — Shifting Focus to Future Behaviour
- Handling Defensiveness and Emotion — Keeping the Conversation Productive

Day 6: Designing Mentoring Relationships

- Mentoring Relationship Phases — Initiation, Cultivation, Separation and Redefinition
- Developmental Versus Sponsorship Mentoring — Defining the Mentor's Role
- Reverse and Peer Mentoring Formats — Sharing Knowledge Across Generations
- Mentee Ownership and Agenda Setting — Driving the Relationship
- Mentoring Conversation Guides — Structuring Early Meetings

Day 7: Contracting, Ethics and Boundaries

- Three-Way Contracting with Sponsors — Goals, Reporting and Confidentiality
- ICF Code of Ethics Principles — Conflicts of Interest and Dual Roles
- Confidentiality Limits and Disclosure Duties — When to Break Silence
- Referral to Counselling or Specialist Support — Recognising the Boundary
- Ending Coaching and Mentoring Relationships Well — Closure Conversations

Day 8: Building an Internal Scheme

- Scheme Purpose and Eligibility Criteria — Who Receives Coaching or Mentoring
- Coach and Mentor Recruitment and Selection — Readiness and Capability Checks
- Matching Criteria and Pairing Process — Fit, Distance and Chemistry Meetings
- Coach and Mentor Development Pathway — Initial Training and Ongoing Practice
- Supervision Structure for Internal Coaches — Group and One-to-One Formats

Day 9: Evaluating Coaching Outcomes

- Goal Attainment Scaling — Tracking Individual Progress Against Agreed Levels
- Kirkpatrick Model Applied to Coaching — Reaction to Business Results
- Stakeholder and Line Manager Feedback Loops — Evidence of Behaviour Change
- Scheme Health Indicators — Pair Activity, Drop-Out and Satisfaction
- Outcome Reporting to Executive Sponsors — Anonymised Insights and Themes

Day 10: Practising the Coaching and Mentoring Scheme Blueprint

- Applying GROW and Solution-Focused Models in Assessed Sessions — Observed Practice
- Applying Contracting and Ethics to Case Dilemmas — Agreeing Boundaries
- Applying Matching Criteria to a Sample Cohort — Testing the Pairing Logic
- Peer Challenge of Supervision and Evaluation Design — Refining the Mechanisms
- Completing the Coaching and Mentoring Scheme Blueprint — Matching, Supervision and Review

Applying Coaching and Mentoring Excellence After the Course

- Run three-way contracting meetings for two current coaching or mentoring pairs and record agreed goals and confidentiality limits
- Set up a monthly group supervision session for internal coaches using one real case each to review practice against the ICF Core Competencies

Coaching and Mentoring Excellence Questions FAQ

What is coaching and mentoring excellence and why does it matter now?

Coaching and mentoring excellence is running developmental conversations and internal schemes to a professional standard. It matters now because organisations rely more on in-house coaches and mentors to grow leaders, and poorly run schemes waste senior time and damage trust.

Which roles gain most from advanced coaching and mentoring excellence?

Experienced managers, internal coaches and mentoring scheme owners gain most. You benefit if you already coach or mentor colleagues, or if you are responsible for matching pairs, supporting coaches and reporting scheme results to sponsors.

How does advanced coaching and mentoring excellence differ from a coaching skills course for supervisors?

Advanced coaching and mentoring excellence covers both personal practice and the design of an internal scheme. A coaching skills course for supervisors concentrates on everyday performance conversations with direct reports and does not address matching, supervision or scheme evaluation.

What do you bring back from advanced coaching and mentoring excellence?

You bring back a scheme blueprint with eligibility rules, matching criteria, contracting templates, a supervision structure and outcome measures. You also return with observed practice feedback on your own coaching against recognised competencies.

Coaching and Mentoring Excellence: The Way Forward

The coaching and mentoring scheme blueprint first informs who is eligible and how pairs are matched in the next intake. Scheme owners use it to recruit and support coaches, supervisors use its review mechanisms, and sponsors read its outcome reports. After the first cohort, revisit the matching criteria, because early pair feedback often shows which kinds of distance and fit work best.