

UBC CERTIFICATE IN
**ORGANIZATIONAL
COACHING
PROGRAM
HANDBOOK**

2023



THE UNIVERSITY OF BRITISH COLUMBIA
Extended Learning



Contact Us

UBC CERTIFICATE IN ORGANIZATIONAL COACHING

Extended Learning

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We acknowledge that the UBC Vancouver campus is situated on the traditional, ancestral and unceded territory of the Musqueam people.

This program handbook is current as of September 2023. Note that future editions of this handbook may contain changes to program requirements and policies.

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Program Overview

The UBC Certificate is a part-time International Coaching Federation (ICF) Level 2 Coach Education Program in which you develop the skills and confidence to influence positive engagement, culture and performance in workplaces and organizations.

PROGRAM PURPOSE

Organizational coaching is an interactive, learning-focused approach used and embodied by individuals, groups and teams in an organization. It's a discipline whose goal is to advance the mutual learning and success of individuals, as well as the organization and stakeholders.

Core coaching competencies, approaches and frameworks change the quality and impact of organizational conversations and culture to enable and sustainably support desired adaptive changes.

The UBC Certificate in Organizational Coaching trains coaches to empower their clients to adapt and thrive in their organizational context. The program is designed to enhance the diversity, accessibility and impact of ICF coaching competencies.

This multi-disciplinary, experiential and evidence-based ICF-Accredited Level 2 program supports you in:

- developing and practising ICF Core Competencies at a beginner Professional Certified Coach practitioner level
- developing coaching confidence and competence that informs your unique

philosophy of practice through appreciative reflective practice and critical analysis of experiences, feedback and readings

- orienting yourself to processes, approaches and tools that enable coaches to engage with individuals, groups or teams in their organizational context.

The program offers:

- an adult learning model that combines theory, demonstrations, skills practice, discussion groups and activities to integrate the learning into your own context
- qualified instructors with expertise in coaching, psychology, leadership, human resources practice, business and adult education
- a comprehensive practicum designed and supported by UBC Mentor Coaches, all with ICF Professional Certified Coach (PCC) or Master Certified Coach (MCC) credentials
- practical learning and skills you can integrate into organizations
- a hands-on organizational coaching project with a local or remote organization in which to develop your skills and confidence in coaching teams
- an opportunity to apply to UBC Coaching Services to offer pro bono coaching to UBC staff and faculty once you have graduated from the program and logged 100 hours of coaching experience.

This 160-hour program offers the opportunity to earn:

- A [University of British Columbia senate-approved Certificate in Organizational Coaching](#)
- An [International Coaching Federation](#) (ICF) accredited Level 2 Coach Education, including 8 hours of group and team mentor coaching, 10 hours of one-on-one mentor coaching, and 24+ logged coaching hours toward ICF [Associate Certified Coach](#) and [Professional Certified Coach](#) credentials through the Level 2 Path
- Complete the Team Coaching education component (60 hours) required to apply for the ICF [Advanced Certification in Team Coaching](#).
- Credit towards pursuing the Royal Roads' [Master of Arts in Executive and Organizational Coaching](#) and meeting the entry requirements for the [Global Team Coaching Institute](#) GTCI Practitioner program.

The program combines coaching, organizational development and psychology theories, and skill-building, reflective practice and mentoring, with the objective of developing:

- the self through personal mastery and reflection
- attitudes of inquiry and coaching competency to lead and influence key conversations
- an integrated approach to coaching as it applies to your own context and role within an organization
- awareness and learning through one-on-one coaching and mentoring
- confidence in understanding organizational structures, development and change processes
- expertise in selecting and applying current assessment tools.

WHO THE PROGRAM IS FOR

The program is for professionals with an interest and appetite for the coaching process and who already have experience working with individuals and teams in a range of organizational contexts.

Graduates in the program have included:

- managers, human resources professionals, supervisors and other leaders responsible for employee development
- emerging and successful leaders in organizations interested in starting or expanding an internal coaching program
- coach-like practitioners wishing to advance and formalize their practice and gain credentials recognized in organizational setting
- independent consultants, corporate trainers, counsellors and other helping professionals wishing to deepen their skills and apply a coaching framework and approach
- professionals in careers and sectors such as health, HR, education, transit, film, business and organizational consulting.

ORGANIZATIONAL BENEFITS

If you work in an organization in a people development capacity, organizational coaching skills can give you the confidence and competence to develop people at all levels – not just managers and executives – to do their best work.

Professional coach training has shown to provide a significant return on investment for organizations:

- Internal coaching capabilities can address complex, nuanced, culture-specific goals and strategies.
- Coaching supports and manages organizational change, and is used to assess employee needs, opportunities and challenges.

- Coaches work with emerging leaders or employees stepping into new leadership roles to help develop their learning and performance pathways.
- Organizational coaches bring back new methodologies, skills and resources that add value, depth and rigor to internal training and development programs and workshops that help colleagues thrive.

Organizations in a variety of sectors, including healthcare, transport, government, tourism, IT and real estate have partially or fully funded their employee(s) to pursue the UBC Certificate in Organizational Coaching.

While coaching in an organizational context is found in other coach training programs, we devote half of the required course hours to organizational theory, practical frameworks and considerations for coaching groups and teams in an organizational context. The other half is dedicated to the practice of coaching with individuals, groups and teams within organizations.

Our approach sets this program apart from other coach training programs:

- Coaching is considered in the context of organizational systems, including both individual, group, and team coaching theory and models.
- You will be exposed to multiple different perspectives, approaches, evidence and styles that you will critically analyze and integrate with your own personal coaching philosophy.
- You have the commitment of UBC Coaching Services's seasoned professional coaches, and International Coaching Federation PCC-credentialed Mentor Coaches for mentorship and practice.
- We take an inquiry and appreciative approach to learning, development, feedback and leadership through reflective practice.

ABOUT UBC EXTENDED LEARNING

We believe that learning is a continuous, lifelong endeavour. Education — at any stage of life — should be flexible, innovative and accessible.

We work with UBC faculties to create and deliver programs that meet the career and personal needs of our communities, including alumni, current UBC students and learners of all ages.

Together, we provide outstanding learning opportunities, bringing UBC excellence in academics, teaching and research to the communities we serve, and strengthening UBC's contribution to society, industry and government.

In addition to this certificate, UBC Extended learning offers many other programs for professional and educational development. For more information, please visit [UBC Extended Learning](#).

ABOUT UBC COACHING SERVICES

Since 2003, the University of British Columbia has provided coaching to enhance the professional development and effectiveness of its leaders, staff and faculty. By integrating coaching in significant and strategic ways, UBC enhances engagement, fosters meaningful conversations, and supports individual and team learning all hallmarks of an extraordinary coaching culture.

UBC's commitment to coaching is evident in its lived experience, and coaching training has since been made accessible to the wider local and international community through the UBC Certificate in Organizational Coaching, co-developed through a successful collaboration between the internal coaching program and UBC Extended Learning.

What sets UBC apart is its entrepreneurial perspective, encouraging students, staff and faculty to lead through a coach approach to discover and explore new ways of learning. The University was awarded Prism Awards in 2005 and 2018 that recognize organizations that have achieved the highest standard of excellence in coaching programs, and offer coaching programs that meet rigorous professional standards, address key strategic goals, shape organizational culture and yield discernable and measurable positive impacts. UBC has also received a CoachingWise designation by the ICF Vancouver chapter.

EQUITY, DIVERSITY, INCLUSION AND BELONGING

The UBC Certificate Organizational Coaching program reflects the origins of professional coaching and roots in western academia, culture and business.

We align our program with the broader approaches and philosophies of equity, diversity, inclusion and belonging of our educational and community partners, including UBC and the ICF. In particular, our program team, participants and guests deserve to enjoy a learning environment that is free of harassment and discrimination.

Diversity in the workplace may mean different perspectives, ideas and approaches. It takes a culture of inclusion, however, for these differences to lead to enhanced creativity, innovation and successful outcomes.

We strive to include and champion diversity and equity within the program by engaging in our own learning and model behaviours that we expect in an equitable, diverse and inclusive environment.

We are committed to iterating the program through implementing your feedback, reflecting on our practices and approaches, as well as listening to different voices and partners within our systems.

Through supporting your development and enhancing your coaching skills, we can learn with you and help transform the conversations and perspectives of the people within our collective systems.

Our program enables you to build inclusive practices within your team, family and community. We invite you to blend your experience with our concepts, theories and methods to increase your ability to work cross-culturally as a coach and leader.

STATEMENT ON ETHICS, INTEGRITY & TRANSPARENCY

As an ICF Accredited provider, our organization adheres to and emphasizes the International Coaching Federation Code of Ethics. The ICF Code of ethics describes the ICF core values, ethical principles, and standards of behavior for all ICF professionals. Meeting these ethical standards of behavior is the first of the ICF core coaching competencies. You can read more about the [ICF Code of Ethics here](#).

Additionally, UBC Extended Learning commits to acting with integrity and transparency. This extends to the ethical delivery of our program, the processing of applications, recruiting of program faculty and soliciting and taking action on feedback. We are working to provide fair and equitable pricing and access to quality coaching education.

Program Format and Curriculum

FORMAT AND LENGTH

The part-time program offers Live Learning Intensives and asynchronous online learning, and is designed for working professionals. The certificate combines strong academic content with practical and experiential applied learning at the ICF Professional Certified Coach competency level. Learning occurs in pairs, dyads, triangles and small and large groups to ensure ample opportunities for learners to work with one another.

The program includes 10 mandatory days of Live Learning Intensives, coach-facilitated group discussion calls for each module, online self-directed study and coaching practice through the certificate's practicum components.

The program features experiential learning methods such as group discussions, mini-lectures, skills practice, case studies, readings, practical written assignments and online discussion and learning between participants and course instructors. Our blended and 100% online delivery offers a flexible, supportive and interactive learning model.

The cohort approach—whereby one group of learners completes the program together — forms a learning community and network that allow you to grow knowledge and develop skills while fostering creativity, building leadership and encouraging greater success together. This unique approach enables learners to benefit from highly experiential live content and ongoing learning and reflection online.

Your participation in the online learning community provides an opportunity to engage in critical thinking and reflections on theory and practice; to share experiences, awareness, and knowledge for the purpose of learning together; and to contribute to supporting the learning of others.

The online assignments are designed to support you as you begin to articulate your personal philosophy of coaching and to assist in the writing of your final assignments for each term of this program.

CONTENT	DURATION
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TERM 1: COACHING FUNDAMENTALS AND PERSONAL MASTERY	
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Online Welcome & Term 1 Pre-work	2 weeks
Live Learning Intensive 1*	4 days
Modules 1-4 and Reflective Assignment Practicum: Individual Coaching Engagement	10 weeks

TERM 2: ORGANIZATIONAL CONTEXT AND ADVANCED COACHING	
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Term 2 Pre-work	2 weeks
Modules 5 & 6	4 weeks
Live Learning Intensive 2*	3 days
Practicum: Individual Coaching Engagement	8 weeks

CAPSTONE: COACHING PROFICIENCY IN THE ORGANIZATIONAL CONTEXT	
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Practicum: Organizational Coaching Project and Assignments (individual, group, team coaching)	8 weeks
Capstone Summit Intensive*	3 days

**Attendance for the live online learning intensives is mandatory.*

PRE-PROGRAM ORIENTATION

During the pre-program orientation, you'll become familiar with the components of the program, expectations and how you'll work together as a cohort. We introduce you to the learning management system we use to host course materials and meetings, and introduce you to coaching terminology.

At the end of the orientation, each student will sign an agreement to demonstrate their commitment and understanding of the program's terms of engagement, and expectations of participants. These agreements include:

- Maintain confidentiality and privacy
- Strive to be present or "in the moment"
- Approach with openness and curiosity
- Notice and question our own judgments and biases
- Speak for oneself, not on behalf of others
- Listen and seek clarification when needed
- Invite and honour diversity of opinion
- Observe the program statement on Equity, Diversity, Inclusion and Belonging (see page 7)
- Follow the Troubleshooting Guide, in alignment with taking ownership of your own learning process
- Responsible for \$75 no-show/late cancellation fee when working with Mentor Coaches.

Online Welcome: Two weeks prior to the Term 1 and Term 2 Live Learning Intensives, learners spend 6-8 hours becoming oriented to the Canvas online learning platform, completing readings and submitting introductory activities in preparation for the live intensive learning experiences.

Live Online Learning Intensives: The Live Learning Intensives are opportunities for us to gather, be in community, and learn from and with one another as a cohort.

We have designed a diverse range of learning activities - from workshop sessions, coaching labs and demonstrations to panel discussions and team presentations - to invite you to dive into the learning zone, engage in dual-track learning, develop a reflective practice, and stretch your range both as a coach and as an individual.

You have numerous opportunities to gain direct feedback in support of building your coaching competencies and your confidence as a coach.

The richness of this shared learning experience depends on our willingness to trust the process, to lean into discomfort in service of learning, to be vulnerable with one another, and to engage with the community.

POSTING & RESPONDING SCHEDULE

Online Modules 1-6 follow the 2-week posting and responding schedule and process below.

		SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MODULES 1-6	WEEK 1		Module starts... Read articles Do activities		Participate in Module Group Discussion Call			
	WEEK 2	Initial 'Integration in to Practice' post due	Respond to minimum of 1 colleague's post... And respond to colleagues who responded to your post(s)					

Modular Online Learning: There are four online modules in Term 1 and two more in Term 2. Each module lasts two weeks. For each module, you will:

1. Participate and engage your community in a coach-facilitated 90-minute Module Group Discussion Call. Please note that your attendance is mandatory for this component of the program.
2. Submit one substantive initial Integration into Practice post, where you consolidate your meaning-making and reflection on your initial readings, call and activities to plan and take new actions during the module.
3. Submit one Journal Reflection post, where you will pull together your reflection on all you've learned during the module in your discussion groups, in your PCTs, client coaching and calls with your Mentor Coaches.

Coaching Practicum: We have woven multiple learning methods into our practicum to support you in applying the theory we introduce at the Live Learning Intensives and in the Online Modules.

Our aim is for you to progressively develop your coaching skills by actively applying them with cohort peers and then with non-cohort clients. Our vision is that you will develop and hone your coaching proficiency with both individual and team clients in order to change the quality of workplace conversations, and create powerful change in organizations.

The Practicum is designed to add depth, breadth and rigor to whatever natural instincts you have to support others to bring about change in their lives, and our Mentor Coaching team plays a vital role in its delivery.

COURSE DESCRIPTIONS

TERM 1: COACHING FUNDAMENTALS AND PERSONAL MASTERY

Term 1 starts with a 4-day Live Learning Intensive and sets the context for the full certificate program by introducing coaching models, frameworks of human behaviour and change, expectations and learning methods. You will practise coaching conversations and skills with peers and Mentor Coaches, and through group activities.

- Online components:
- Module 1: Coaching Foundation
- Module 2: Ethical Practice
- Module 3: Coaching Presence & Responsiveness
- Module 4: Generative Listening & Mutual Learning
- Personal reflection assignment paper

TERM 2: ORGANIZATIONAL CONTEXT AND ADVANCED COACHING

Term 2 starts with Module 5 and 6, followed by a three-day Live Learning Intensive that focuses on building capacity to coach individuals (peers, managers and leaders), groups and teams through a coaching engagement. It also focuses on promoting a coaching approach and culture within an organizational context.

Online components:

- Module 5: Group & Team Coaching
- Module 6: Team Coaching Models & Processes
- Case study and presentation

PRACTICUM: INDIVIDUAL AND TEAM COACHING IN THE ORGANIZATIONAL CONTEXT

The purpose of the coaching practicum is to experience, practise and progressively develop coaching skills by actively applying skills with cohort peers and individual clients, and then with teams in an organizational context. Learners start to engage in coaching practice at the first live online learning intensive. Our ICF-credentialed mentor coaching team adds depth, breadth and rigor to your natural instincts, providing mentoring and coaching as a way of further hone and advance coaching skills. The program concludes with a one-month team capstone project with learners working in small teams with an organizational team. You must successfully complete a final coaching exam to demonstrate your coaching proficiency. The practicum includes:

- 1:1 mentor coaching
- short-term and long-term client coaching
- audit calls for feedback on recorded coaching sessions
- peer coaching triangles
- webinars and regular (optional) community calls throughout the program.

ORGANIZATIONAL COACHING PROJECT

The Organizational Coaching Project (OCP) blends both theory and practice, and is designed to apply and highlight the skills you learned in the program. Working in teams of 4-5 cohort colleagues, you apply coaching skills and International Coach Federation (ICF) core competencies in an organizational context and receive feedback on techniques and approaches. This may include coaching your client team, individual team members, and coaching within your own OCP team. The goal

is to refine a personal coaching philosophy, integrate reflective practice, and benefit from group learning and ongoing individual and team coaching.

FINAL COACHING COMPETENCY PANEL EVALUATION

In this final component of the program, you submit a recorded 30-minute sample coaching session. Evaluated by two Professional Certified Coaches, the purpose of this recording is to demonstrate your coaching competencies at a beginning PCC level. Evaluations use International Coaching Federation [competency level markers](#).

You're awarded your Certificate in Organizational Coaching upon successful completion of this component. Learners can re-panel within six months if coaching competencies aren't met.

CHANGES TO CURRICULUM

The learning objectives, subject areas, topics, speakers and assignments that make up the certificate may change over time to reflect the needs of program participants, new work in the field of organizational coaching, and the best use of university resources.

The program may also change in duration, number of instructional hours, or requirements for completion. As the curriculum changes, the total cost of the program may also change to reflect the actual costs of program delivery.

In the event of major program changes, you will be notified of options for completing the program, either under up-to-date or older requirements.

INSTRUCTORS AND MENTOR COACHES

Our instructors are experienced educators, coaches and industry experts, and bring a combination of academic credentials and educational experience working with adult learners in-person and online. All have on-the-ground experience, as well as expertise in coaching, leadership, human resources practice, business, organizational development, mindfulness, neuroscience, humanistic psychology, adult education and consulting.

Our Mentor Coaches hold an International Coach Federation (ICF) Professional Coach Certified (PCC) or Master Coach Certified (MCC) designation along with strong academic and professional development backgrounds, careers and consulting practices. Our mentor coach community supports learners to develop, achieve and demonstrate proficiency in their coaching skills and practice. Mentor Coaches work one-on-one and with groups of learners to support the integration of theory and practice and the successful completion of practicum requirements, including audit calls and one-on-one sessions. Learners have the opportunity to work and learn from multiple Mentor Coaches throughout the program.

View our [instructor and facilitator bios](#).

WORKLOAD EXPECTATIONS AND TIME COMMITMENT

The certificate is demanding, but very rewarding. It is designed to be a part-time program for working professionals, offering flexibility along with weekly commitments and deadlines. You should set aside a minimum of 8-12 hours per week in Term 1 for online and practicum requirements, and will benefit from spreading the workload out over 4-5 days per week. Online module requirements per week will include activities such as reading,

group discussion calls, written reflections, online discussion forums and individual and group assignments. Coaching practicum requirements include recruiting, scheduling and coordinating ongoing clients for coaching sessions, scheduling and attending sessions with Mentor Coaches and small group coaching sessions, documenting coaching hours and completing practicum documents.

In Term 2, the addition of a team-based project and an additional client coaching requirement will add to the workload. During this term, you should set aside 15-20 hours per week as you will also work in small teams to scope, develop and implement a coaching engagement with an organizational team.

NOTE: Working with Mentor Coaches, individual clients and your Organizational Coaching Project client will often require you to schedule calls to occur during typical workday hours (Pacific Time) in addition to the 10 Live Learning Intensive days and Module Group Discussion Calls.

TAKING OWNERSHIP OF YOUR LEARNING PROCESS

Learning in an online environment requires a certain discipline around managing your time and energy. Employers, family and perhaps even yourself may not honour your need for study time when you are not obviously away on a course. We encourage you to attend to your body, mind and spirit, as you navigate the demands of your own learning process with other competing responsibilities and priorities.

It is important to proactively schedule the time you will need to support your learning integration and be gentle with your emerging needs to adjust as required.

Asking clarifying questions about the program is common and invited; in fact, we expect you to reach out with questions and feedback throughout the program.

While we encourage you to communicate your learning needs and seek support proactively with the program team, we kindly ask that you first review program documents for clarification. **It's ultimately your choice (and responsibility to determine) how much capacity and time you have to commit to your own learning at this time.**

SELF-CARE DURING THE PROGRAM

The deep learning and reflection that takes place in this program, both on a personal and professional level, can sometimes present emotional, physical and mental challenges to a student. Some learners have found it helpful to ensure they have strong supports and resources in place before and during the program, such as arrangements with family members for extra help at home, therapy relationships, or regular wellbeing practices like yoga and meditation.

We support our learners' success by creating a safe and confidential environment both in online and on-site modules, and by offering flexibility and accommodations when needed. However, instances can arise when a student's needs exceed that of the resources we can offer.

When challenges with online module or practicum work emerge that you don't feel you can address on your own, we ask that you reach out and let us know. We can take action within the scope of this program, and in accordance with the International Coach Federation Code of Ethics.

For learners who may experience difficulties beyond the scope of this program and/or require prompt assistance, learners are encouraged to access the resources through the organizations in the links below.

HEALTH RESOURCES AND SUPPORT

[Student Services – Health and Wellbeing](#)

UBC publishes a list of health and wellbeing resources and tips for students, including community resources. (Please note that campus resources are mostly restricted to full-time and part-time undergraduate and graduate students).

[The Adler Centre](#)

The Adler Centre offers low rate counselling services to people in the Greater Vancouver area. Counsellors are master's level counselling psychology practicum interns who receive individual and group supervision by approved supervisors at both the master's and doctoral level.

[UBC Scarfe Free Counselling Clinic](#)

This clinic provides free counselling for adults, students and children from September to April. Counselling is provided by students in the UBC master's program in Counselling Psychology.

[BC Association of Clinical Counsellors](#)

Find a registered clinical counsellor.

[BC Psychological Association](#)

Find a registered psychologist in BC.

[Crisis Centre of BC](#)

24/7 confidential support and programs.

ASSESSMENT METHODS

You are assessed throughout the certificate program according to University of British Columbia grading practices to ensure successful acquisition of required skills, concepts and the ICF Core Competencies. Online module contributions are graded complete/incomplete based on assignment guidelines. Practicum elements are also graded complete/incomplete, and learners are required to initiate conversations should accommodations be required. You are also required to evaluate your own progress.

Assessment criteria for each assignment and course is described in course outlines. Learners must successfully complete a final coaching assessment to demonstrate their coaching skill proficiency in order to graduate as a Certified Organizational Coach.

GRADUATION CRITERIA

You must successfully complete all of the program requirements, including the live online learning intensives and the practicum, as well as pass the final coaching demonstration. Once you have completed the UBC Certificate in Organizational Coaching program requirements, you are eligible to graduate as a UBC Certified Organizational Coach.

TECHNOLOGY REQUIREMENTS

In order to participate in the UBC Certificate in Organizational Coaching program, you will need to have access to a computer, an email account and the internet. You will be provided with online access to UBC's online learning software Canvas, and you should ensure you have the [technology requirements needed to support Canvas](#).

We also use:

- Zoom virtual web conferencing
- Miro to capture conversations in Zoom breakout rooms
- Menti for student engagement and real-time anonymous feedback

During the program we offer resources and instructions for you to become familiar with these tools. Knowing some of the basics of Zoom, Miro and Menti will enable you and your cohort members to enjoy the online collaborative process and spend more time on activities.

Admission Requirements

To accommodate learners from a variety of backgrounds, the admission requirements for the UBC Certificate in Organizational Coaching are broad. You must:

- have an undergraduate degree or equivalent professional experience
- have at least five years of relevant work experience working with individuals and teams in a range of organizational contexts
- be motivated to enrol in this program by relevant professional or personal experience or interest
- have experience being coached as a client with an ICF-credentialed coach, or have taken other ICF coach training
- complete an informal admissions interview to assess readiness and the academic, interpersonal and communications skills sufficient to allow active participation in this dynamic and experiential program.
- evidence of an adequate support network and resources in place for you to take on the demands of the program
- congruence between your expectations coming into the program, your post-program goals and the program outcomes and benefits that the program provides.

APPLICATION PROCESS

Applicants should read and thoroughly understand this program handbook before applying to the program. To discuss eligibility, prior experience and program relevance, contact us at **604 822 1444**, or email coaching.exl@ubc.ca.

To apply to the program you must complete the online application and include the following:

- **A letter of intent (maximum 500 words).** You should outline your motivations for pursuing the program, your current coaching experience and understanding, what you feel you will gain from the program, what strengths you bring and how the program contributes to your future personal and/or professional goals.
- **Current resume.** A detailed resume with as much information about your work and life experiences as possible.
- **Two reference letters.** We are looking for your professional references to confirm that you are a suitable candidate for the coaching program, explain why they believe you will succeed and describe how the program will benefit you. We ask that the references indicate how they know you and include their contact information.

When you submit your application, you will receive an email within five business days to confirm we've received your application and that it's complete. Within a week following the application deadline, the program team will contact you to schedule an informal admissions interview. This 25-minute interview is an opportunity to discuss your experiences, expectations and potential fit with the program. Once accepted into the program, you must pay the non-refundable deposit within 10 business days to secure a place in the program. See [Program Fees and Policies](#) for an up-to-date schedule of program instalment payments. You can pay your deposit and subsequent instalments in person or by calling **604 822 1444**. All fees are in Canadian dollars and are subject to change. Fees may be paid by Visa®, Mastercard®, cheque, bank draft or wire transfer.

LANGUAGES

We are proud to have many multi-lingual coaches in our alumni community. While speakers of all languages are invited to apply to the program, please note that this program is accredited by the International Coaching Federation and provided by UBC Extended Learning in English only.

Learners are invited to practice coaching in their language of choice, however, all instruction, course materials, Mentor Coach engagements and the final competency demo are all in English.

COURSE REGISTRATION AND PAYMENT

Registration in the part-time cohort will be automatic upon payment of the nonrefundable deposit fees.

Participants are advised upon acceptance of the tuition total and invitation to pay in full or in instalments at prescribed dates for respective cohorts.

This program requires the purchase of the following textbook:

D. Clutterbuck, J. Gannon, S. Hayes, I. Iordanou, K. Lowe, & D. MacKie (Eds.). *The Practitioner's Handbook of Team Coaching*. New York: Routledge.

Program Policies

ENROLMENT

Enrolment is capped at 48 learners per cohort. Admission to this program is competitive and applications exceed the number of spaces available. Before applying to the program, we would be happy to discuss your eligibility, prior experience and the relevance of the program to your goals. Please contact us at 604 822 1444 or by email at coaching.exl@ubc.ca.

ENROLMENT AGREEMENT

Before applying to this program, we ask that applicants carefully read and understand the content in this program handbook, including the detailed information about the program curriculum, policies, terms and conditions that participants are required to be aware of.

WITHDRAWAL AND CANCELLATION POLICIES

Many of our expenses are incurred within the two-week period before the certificate begins. Our cancellation policy reflects the fact that we can recover few of these expenses in the event of late cancellations.

UBC Extended Learning may sometimes cancel certificates due to insufficient enrolment or other reasons. If this occurs, a full refund is processed and sent to you automatically. UBC Extended Learning does not guarantee that a particular certificate will be offered at a particular time.

WITHDRAWING FROM THE PROGRAM BEFORE THE PROGRAM START DATE

You may withdraw from the program up to 7 business days prior to the program start date but should notify UBC Extended Learning in writing of the reasons for the withdrawal. Tuition fees are 100% refundable, less the non-refundable deposit.

WITHDRAWING FROM THE PROGRAM AFTER THE PROGRAM START DATE

You may withdraw from the certificate program at any time but must notify the program staff in writing of the reasons for the withdrawal. Tuition fees are non-refundable.

PARTIAL COMPLETION & DEFERRALS

UBC Extended Learning offers credit for partial completion of the program on behalf of UBC and the International Coaching Federation. The number of hours awarded is determined by the number of hours of curriculum received by the student, and is determined by the Program Leader at the time of withdrawal. Participants pursuing an ICF credential will be able to apply their completed coach education hours toward a "portfolio" accreditation path.

It is expected that participants will complete the program as part of the cohort with whom they started the program. When a participant is facing significant life events that disable them from participating in Term 2 of the program, participants may request a deferral upon completion of Term 1 only. Participants take the initiative to bring a request for deferral

forward to the Program Leader, with each request addressed case by case. Deferrals are only considered only when the participant:

- Has completed all of the Term 1 work
- Is significantly hindered from engaging in the program due to unforeseen circumstances
- Has paid the full tuition fee for the cohort they are currently part of
- Agrees to pay the difference in tuition fees for the cohort they join for Term 2
- Re-engages in the program within one calendar year (joining one of the subsequent two cohorts)

In the event that a participant requests deferral and does not fully meet the above conditions, or that a participant is granted deferral and does not meet the above conditions, the standard refund policy automatically applies and the program will issue a Letter of Partial Completion for work completed.

TRANSFER OF CREDIT

UBC Extended Learning does not currently accept partial course credit from other organizations or programs. All participants, even those who have completed an ICF Level 1 program, must enroll for the entirety of a Level 2 program.

ILLNESS

Participants are expected to attend all synchronous training sessions in order to meet the minimum training requirements of the program. If participants have an emergency or become ill and are not able to attend a program session, participants can follow the troubleshooting guide to connect with program team and ensure they catch up on missed materials and activities.

Participants who need to miss more than 4 hours of the course are required to coordinate with the Program Leader to determine next steps on a case-by-case basis. Next steps may

include the participant arranging and paying for individual instruction or mentor coaching, deferral of or withdrawal from the program.

ACCESSIBILITY-RELATED ACCOMMODATIONS

UBC Extended Learning works to create an inclusive learning environment in which each individual student can achieve success. Extended Learning students with disabilities and ongoing medical conditions requiring accommodations can access guidance and support through the [UBC Centre for Accessibility](#). If you require accommodations to participate in your ExL course, please [contact the Centre](#) before the start of your course to make arrangements for services or support. Before requesting a concession or accommodation, please [register with the Centre](#).

PROFESSIONAL CONDUCT

UBC Extended Learning and the UBC Certificate in Organizational Coaching program team commit to continuous learning and to supporting learners to develop skills and strategies that promote a positive learning environment and collaboration across cultural, social and racial differences. This includes being accountable to each other in alignment with the UBC Certificate in Organizational Coaching statement on Equity, Diversity, Inclusion and Belonging (page 7).

Our working agreements include:

- Maintain confidentiality and privacy
- Strive to be present or “in the moment”
- Approach with openness and curiosity
- Notice and question our own judgments and biases
- Speak for oneself, not on behalf of others
- Listen and seek clarification when needed
- Invite and honour diversity of opinion
- Observe the Program Statements of Equity,

Diversity, Inclusion & Belonging; Instances of bullying and behaviour not in alignment with the our Program Statement and policies will not be tolerated

- Follow the Troubleshooting Guide, in alignment with taking ownership of your own learning process
- Responsible for \$75 no-show/late cancellation fee when working with Mentor Coaches

As per ICF Core Competencies, program participants and program team co-create and adapt their working agreements regularly throughout the program.

PROGRAM BOUNDARIES & SUPPORT

In an effort to enable equitable engagement in the program for all members of our learning community (participants and program team), the participants take the lead and are responsible for their commitments and outcomes. When obstacles or barriers present themselves, participants are encouraged to reach out to the program team early and proactively to access available support and flexibility. In most cases, whether it's a life-changing or momentary event, early warning and a proactive plan results in positive outcomes for all. Please see processes for the scenarios below:

- **Extenuating Circumstances.** Life happens over the course of this program. Participants and loved ones become ill, pass away, welcome new family members, experience significant and ongoing life events outside of the program, etc. When this happens, participants are requested to reach out to engage the wealth of support available within the program community.
- **Ongoing Circumstances.** Life is already busy. Participants are responsible for making space for the program in their life and to access their resources when they need help. Should life become busier than

expected, participants are expected to reach out proactively to the program team with their requests (e.g. *Extensions*). If there is a pattern of *perpetual lateness* with Module coursework and rescheduled calls with Mentor Coaches, both the participant and the program may initiate a dialogue to explore circumstances and next steps as per *Disengagement*.

- **Extensions.** Alternate deadlines are considered case by case and on request, as initiated by the participant. In this case, we expect a proactive approach and proposed extension date that the participant will hold themselves to.
- **Perpetual Lateness.** Ongoing and perpetual lateness has a consequence for participants and cohort learning, and may also add additional tasks to the program team. Participants are expected and supported to engage within the cadence of the program, and to reach out proactively should challenges emerge. Ongoing lateness with minimal or no communication from participants may be elevated to *Unresponsive*.
- **Disengagement.** As a learner-centered adult education program, the program team will match all participants in their efforts to engage in and successfully complete the program. On the occasion that the program team is working harder than the participant to enable the participant to engage in and successfully complete the program, the program team may pause to inquire regarding boundaries, responsibilities and commitments going forward. Ongoing disengagement with minimal or no communication from participants may be elevated to *Unresponsive*.
- **Unresponsive Participant.** In the event that a participant is unresponsive to 3 or more email outreach attempts and a phone call from the Program Leader within

the span of 2 weeks, the participant will be temporarily withdrawn from the program until contact is made and next steps are determined (which could include re-engagement to full withdrawal).

NON-DISCRIMINATION POLICY

The UBC Certificate Organizational Coaching demonstrates its commitment to ensuring our program team, participants and guests enjoy a learning environment that is free of harassment and discrimination by:

- Seeking to enhance representation of all peoples in our learning community with regard to race, age, religion, colour, indigeneity, national origin, gender, sexual orientation, gender identity, marital status, disability or veteran status. This includes recruiting and hiring of program team members, and in our efforts to attract program participants.
- All members of our learning community are invited to participate regardless of race, age, religion, colour, indigeneity, national origin, gender, sexual orientation, gender identity, marital status, disability or veteran status.
- Discrimination and harassment of learning community members on the basis of race, age, religion, colour, indigeneity, national origin, gender, sexual orientation, gender identity, marital status, disability or veteran status will not be tolerated.

In the event that a community member's ability to learn and participate in a positive and supportive environment is not present, a grievance exists to ensure a prompt investigation in to claims and reports of inappropriate conduct.

Any forms of discrimination, bullying and harassment will not be tolerated. UBC Extended Learning reserves the right to require a student to withdraw from a program at any

time for conduct that is not in alignment with the program statement and policies. In such cases, there will be no refund of tuition.

COMPLAINTS & GRIEVANCES

UBC Extended Learning and the UBC Certificate in Organizational Coaching seeks to ensure equitable treatment of every person and to attempt to solve any grievances in a timely and fair manner. Participants have the right to file a grievance regarding presentation or content, facility concerns, or instructor/faculty behavior. All grievances will be addressed to the best of our ability to prevent further problems. A process for filing grievances:

- A participant should first attempt to resolve the issue directly with the program team member, or participant with whom they have an issue.
- If a participant is not comfortable approaching the individual or is unable to resolve the issue directly, they are invited to submit a written grievance to the Program Leader within 5 days. The Program Leader will review the issue and talk to the participant within 10 days of receiving the complaint. The Program Leader will work with all parties involved to resolve the issue.

If a participant does not feel the issue is resolved, a written request for an academic or administrative appeal should be submitted to UBC Extended Learning through the "Submit and Appeal" process at extendedlearning.ubc.ca/help-centre/student-resources/academic-conduct-and-appeals. All appeal decisions are final.

ACADEMIC INTEGRITY

UBC Extended Learning is committed to academic integrity and takes academic misconduct seriously. Penalties for cheating, plagiarizing or other academic misconduct may include dismissal from the program or

course with a failing grade and no refund of fees. Read more about [UBC's policy](#).

USE OF INFORMATION TECHNOLOGY

Participants must abide by the [UBC Responsible Use of Information Technology guidelines](#).

Administration

UBC EXTENDED LEARNING PROGRAM STAFF

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