



# Business Coaching Advantage Information Package

2023-24



*Learn Today, Shape Tomorrow*

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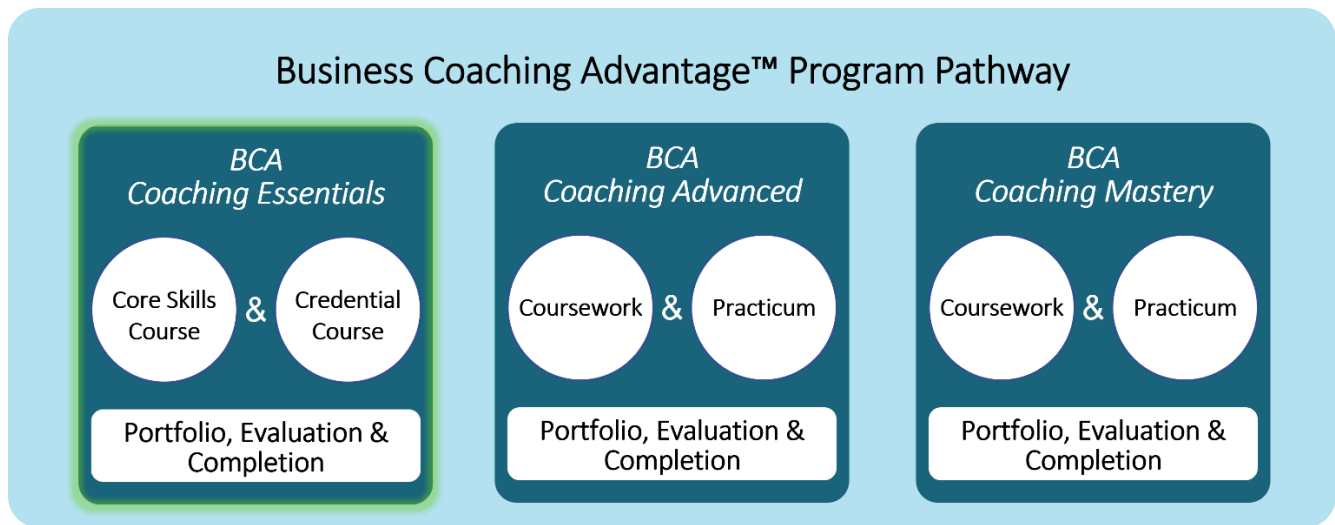
## Welcome to the Business Coaching Advantage™ Program Pathway

The Business Coaching Advantage (BCA) Program Pathway is made up of 3 components:

1. BCA Coaching Essentials – ICF Level 1 accredited program
2. BCA Coaching Advanced – ICF Level 2 accredited program
3. BCA Coaching Mastery (*coming soon*)

### About BCA Coaching Essentials

The BCA Coaching Essentials Program is your first step to an International Coaching Federation (ICF) credential and consists of the following two parts: the Core Skills Course and the Credential Course. The visual below shows it in relationship to the advanced levels of BCA Coach Education. Completing BCA Coaching Essentials in full meets the training and evaluation requirements in order to apply for an **ICF Level 1** credential (once the required number of client coaching hours is met).



**Intended audience:** The program is intended for aspiring professional coaches and leaders that want to bring a coaching approach to their leadership.

**Impact and outcomes:** a personally and professionally transformative experience with focused learning that helps you gain confidence, capability and competence in your skills as a professional coach and/or coaching leader.



## Content of the BCA Coaching Essentials Program

### BCA Coaching Essentials: Core Skills Course (Coursework & Practicum Labs)

The *overall learning intentions* for Coaching Essentials are to:

- › examine the nature of business coaching, its context, and some shifts that are driving the need for good business coaches
- › introduce the Business Coaching Advantage™ framework and explore five core elements business coaches need to gain expertise in to be effective:
  - coaching conversation process and skills
  - the outer world context
  - the inner world context
  - change and learning and
  - the self (of the coach and the leader being coached)
- › provide a solid foundation of the knowledge, mindsets and skills required for effective business coaching
- › explore a set of models, tools and practices that guide good business coaching
- › provide instruction and practice in the core coaching skills
- › explore perspectives on how a business coach can blend business/technical expertise with coaching expertise

Coaching Essentials is organized into six coursework and three practicum lab modules, each with its own learning intentions as outlined below.

#### Module 1: Coaching in Context

1. become familiar with definition of business coaching and distinctions between business coaching and other related services
2. develop a solid understanding of key concepts and models that help define what coaching is and that provide some context for business coaching,
3. challenge participants to position themselves and their current coaching practice in this context

#### Module 2: Coaching Happens in Conversation

1. explore a definition of conversation that positions conversation as a “meeting of minds”
2. become familiar with a model for structuring an effective coaching conversation
3. explore the importance of connection and relationship in coaching
4. understand the key principles of listening as a coach

#### Module 3: Coaching is About Change

1. appreciate better the multiplicity of perspectives on change and learning that are relevant to coaching
2. raise awareness of their own experience with change and learning, and how that might impact their coaching work
3. explore a few core change models that can guide their coaching work
4. identify the specialized flow skills required to facilitate movement, learning and change for clients

#### Module 4: Coaching Happens at the Intersection of Inner World and Outer World

1. explore the idea that business coaching happens at the intersection of outer and inner worlds

2. develop a deeper understanding of key qualities of attention that are relevant to clients as well as to their coaching interactions
3. gain a deeper understanding of why questioning is a key coaching skill, based on the link between questions and attention
4. learn principles of asking good coaching questions

#### **Module 5: Coaching and the Complexity of the Outer World**

1. develop a more nuanced view of the different aspects of the outer world that comes into play when coaching
2. gain a perspective on how their business and leadership and technical expertise fits with their coaching expertise
3. understand the extent to which our inner worlds are context-sensitive – and some of the implications of this sensitivity
4. learn key principles of how to use the say skill effectively in coaching

#### **Module 6: Integrating Self into Coaching**

1. explore the role of the coach's self as a factor in the coaching process
2. examine the roles of presence and mindset in the quality of one's connection and conversations.
3. explore some structures and tactics to support bringing one's best self to coaching, leading, working, etc.
4. take stock of learning in the program so far – using the Coaching Advantage Framework as the organizing structure.

**Practicum Lab 1: Listening Skills** (deep dive and coaching practice with feedback)

**Practicum Lab 2: Asking Skills** (deep dive and coaching practice with feedback)

**Practicum Lab 3: Saying Skills** (deep dive and coaching practice with feedback)

## BCA Coaching Essentials: Credential Course (9 Practicum Labs, Assignments & Coaching Evaluation)

Participants may choose to continue on and complete their pathway towards meeting the training and evaluation requirements in order to apply for an ICF Level 1 credential (once the required number of client coaching hours is met).

There are nine Practicum Labs in the Credential Course. The following topics are covered, and each module includes coaching practice with feedback (oral and written).

### Practicum Labs to Support Skills Development

- › Intentions & Overview of Level 1 Pathway (practicing ethically & professionally)
- › Coaching Over Time
- › Mindset Matters
- › Person, Partnering & Possibility
- › Listen with Attention
- › Evoking Awareness (inside/out)
- › Coaching Presence
- › Cultivating Learning
- › Integration

In addition to the Practice Labs to support skills development, the Credential Course includes:

### Coaching Practice (Self-paced, with structured guidance)

1. Apply learning from the program by coaching several clients in their own business context – total of 30 hours.
2. Learn from own experience of coaching clients through focused and guided self reflection and from client feedback
3. Learn from completing a Case Study Assignment, requiring integrative reflection on the experience.

### Mentoring (Self-paced)

Individualized mentoring and supervision with an experienced business coach to:

1. Explore personal issues that may impact their learning/coaching effectiveness
2. Share client cases
3. Bring ethical issues
4. Gain insights about coaching by being coached
5. Receive oral and written feedback on coaching sessions (with a client or colleague)

## Portfolio, Evaluation & Completion

### *Learning Portfolio*

Learning Portfolio consist of four elements: the three assignments completed during Practicum (Ethics Assignment, Personal Learning Plan, and Coaching Case Study), plus an Integrative Learning Reflection that covers the entire program experience. A program faculty member will review this Learning Portfolio, to assess whether the participant has reached the standard for graduation from the program.

### *Coaching Evaluation*

Participants will submit a recording, reflection and transcription of a coaching session for evaluation. Successful completion and submission of the Learning Portfolio, along with a passing score on the Evaluation, will meet the training and evaluation requirements in order to apply for an ICF credential (once the required number of client coaching hours is met).

### *Completion*

A conversation with faculty to confirm your completion of all the required program components.

## Structure Overview of the BCA Coaching Essentials Program

<b>9 Week Intensive</b>	<b>Core Skills Course</b>			<b>9 week Intensive</b>
	<b>VIRTUAL</b>			
	<b>Skills Development</b>	<b>Coaching Practice</b>	<b>Mentoring</b>	
	<ul style="list-style-type: none"> <li>› 6 half-days of Coursework Sessions (interactive)</li> </ul>	<ul style="list-style-type: none"> <li>› 3 Skills Practice Labs (2 hours each)</li> </ul>	<ul style="list-style-type: none"> <li>› 2 one-on-one mentoring sessions with an experienced business coach and mentor</li> </ul>	
<b>Structured labs and Self-paced activities</b>	<b>Credential Course</b>			<b>12-16 weeks</b>
	<b>VIRTUAL</b>			
	<b>Skills Development</b>	<b>Coaching Practice</b>	<b>Mentoring</b>	
	<ul style="list-style-type: none"> <li>› 9 Skills and Practice Labs (2 hours each)</li> <li>› Personal Learning Plan</li> <li>› Ethics Assignment</li> <li>› Practice Management Self-Study</li> <li>› Strengths &amp; Values Videos &amp; Reflections</li> </ul>	<ul style="list-style-type: none"> <li>› Coaching Practice (30 hours)</li> <li>› Coaching Case Study</li> </ul>	<ul style="list-style-type: none"> <li>› 2 one-on-one mentoring sessions with an experienced business coach and mentor</li> </ul>	
	<b>Integrative Learning Reflection</b>			
<b>Self-paced</b>	<b>Learning Portfolio</b>			<b>Self-paced</b>
	Prepare and submit Learning Portfolio for Assessment (Personal Learning Plan + Ethics Assignment + Coaching Case Study +Integrative Learning Reflection)			
<b>EVALUATION PROCESS</b>				
<b>Completion Conversation</b>				



*"This program has inspired self reflection allowing me to gain greater insights into my leadership and coaching practices. Melinda and Dorothy have a way of making the concepts, tools and models resonate. Because they feel relevant, I have found it easy to translate the learning into action. I have made positive shifts in the way I lead and coach as a result of this program."*

SANDRA RAMELLI, ACPC, DIRECTOR OF ORGANIZATIONAL DEVELOPMENT, HAMILTON HEALTH SCIENCES

*"I've really come to appreciate my training and education that I gained from the BCA program... you don't realize it when you're in the group and being with your peers but once you're out in real life you realize how much you have actually learned. I've not met, even for those coaches who have run their own coaching training centres here, coaches of a caliber like Maggie or Donna or Dorothy or Melinda. I now appreciate the level of education that I enjoyed and looking back I remember what really stood out for me from all these courses."*

DR. OLIVER WIRTH

*The program is a deep dive into business coaching and gives you access to coaching from a perspective you have not seen before. It is well rounded and allows you to take your own journey at the pace that works for you."*

GORDON KLEINFELDT, AVP CLIENT RELATIONS, MACKENZIE INVESTMENTS

*"The Business Coaching Advantage Coaching Essentials (Core Skills & Credential) course was a fantastic blend of instruction, demonstration, and practical lab work that improved my leadership skills. The course facilitators helped me uncover my strengths and created an environment for dynamic growth in areas that will better support my teams. The comradery formed with the peers in my cohort has lasted beyond the formal coursework and has opened my eyes to all the possibilities that coaching can bring to my team leadership."*

PAM TATROFF, BMATH

*"I was given a framework within which to organize all of the learning I've been doing around coaching, a community within which to broaden my understanding of coaching through discussion and reflection, and an environment in which to practice coaching with feedback and evaluation built in. Awesome."*

JANICE HENDRICK, SENIOR ORGANIZATIONAL DEVELOPMENT CONSULTANT, ENGAGEMENT AND COMMUNITY PARTNERSHIPS, BRANT COMMUNITY HEALTHCARE SYSTEM AND REGISTERED CORPORATE COACH™

*"The course provides an extremely safe space to develop coaching skills and work with a diverse group of strong coaching facilitators as well as with individuals also looking to hone their coaching skills."*

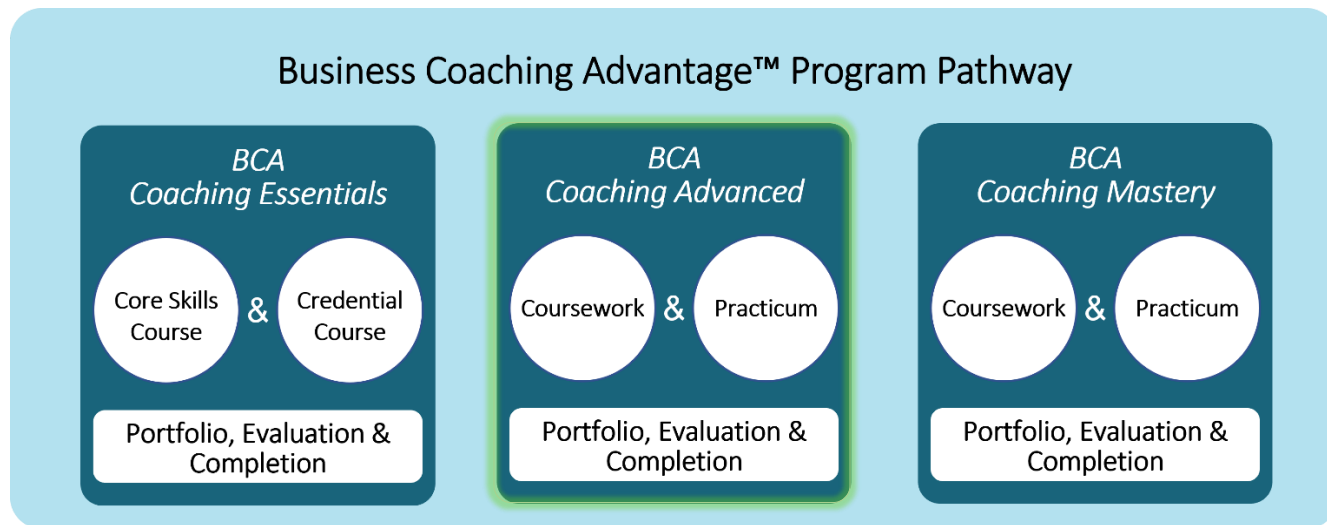
JOHN PROFITI, SR MANAGER

*"If you're interested in taking a program that will make you feel good, be a better leader in all aspects of your work and life, this is it. This is the kind of learning that can change you as a person and make your life and your contribution to it better if you open up to it and do the work."*

DEB SCHUBERT, VP PEOPLE AND ORGANIZATIONAL EFFECTIVENESS, ST. JOSEPH'S HEALTH CARE, HAMILTON

## About BCA Coaching Advanced

The BCA Coaching Advanced Program follows on from the BCA Coaching Essentials Program. Completing BCA Coaching Advanced in full meets the training and evaluation requirements in order to apply for an ICF Level 2 credential (once the required number of client coaching hours is met).



The *overall learning intentions* for are to:

- › Develop capacity to more clearly see the potential that is available in each conversation, and then to equip coaches to stretch themselves and their clients to realize more of that potential.
- › Expanding coaches' perspectives on the range of conversations that are possible with clients, given the topics that they bring forward.
- › Build on the conversation frames, models and tools introduced in BCA Coaching Essentials, adding new perspectives and ways of thinking about coaching conversations.
- › Explore ways we can more skilfully include more of our client's worlds – inner and outer – in our coaching conversations
- › Elevate coaching skills and competencies; using the skills and competencies in a more integrated and coherent way so that each skill enhances and elevates the impact of the other.
- › Focus on the coach's quality of presence and how this underpins all the other coaching competencies.

### Why take this program:

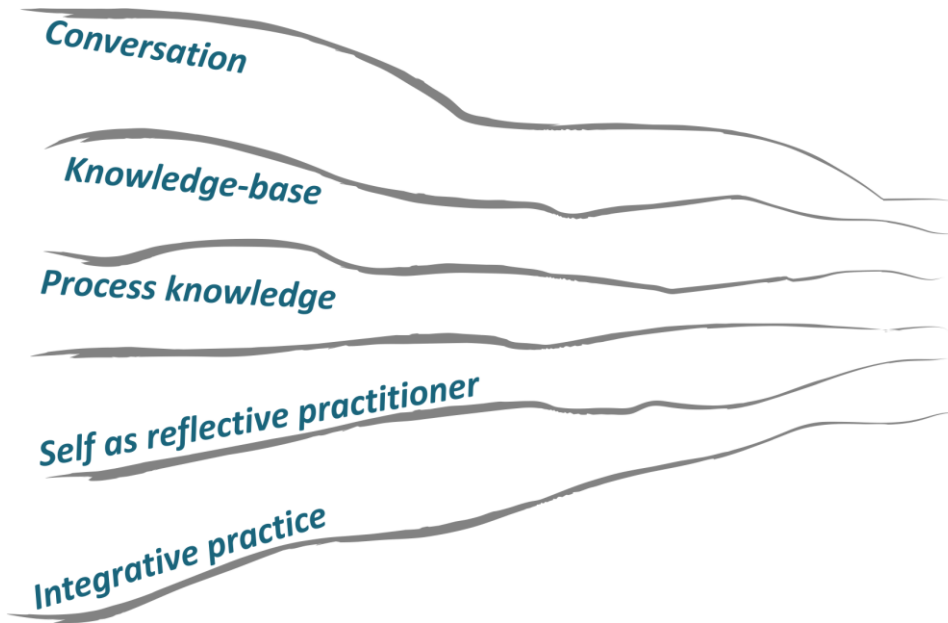
- › To deepen your coaching skills
- › To increase your knowledge of leadership coaching
- › To develop yourself as a coach
- › To be stretched and supported by a like-minded group of fellow learners



- › To meet the training, mentoring and assessment requirements to earn an ICF Level 2 credential.

## Learning Approach

The learning in the program is organized around five distinct, yet interdependent, streams of learning.



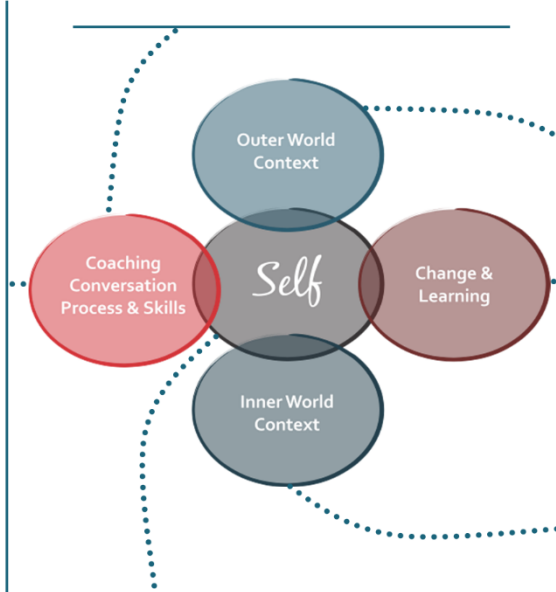
See next page for a brief overview of how we will use these different streams of learning to explore, expand and deepen the Coaching Advantage Framework™.

**“Process knowledge” that allows us to set up and manage coaching engagements**

This includes a broad range of knowledge, skills, tools and practices that relate to managing a coaching engagement effectively: Contracting with individual client and organization for engagement; practices and principles for managing the coaching process over time; ethics of coaching; tricky issues; knowledge of different kinds of coaching agendas – e.g., skills, performance, situations, developmental...

**HOW?** Through teaching, suggested references (incl. a deeper read of the BCA Guide), Just in time teaching and sharing

**HOW?** Practice with peers with feedback. Supported by Competency models (ICF, WABC, etc.), our competency framework, feedback,



**Self as Reflective Practitioner**

Developing and growing self as coach

Developing high level skills as reflective practitioner

**HOW?** Self-reflection and practices, Mentoring and supervision

**Knowledge-base (content)**

**“Knowing about” the territory we’re working in as facilitators of change and learning and performance**

Expanding our knowledge base for coaching – in the different domains identified in the CA framework: Outer world, Inner world, Change, Coaching process

Learning about models, frames, theories, research, tools that can inform our coaching – developing our coaching knowledge-base, as well as our ability to add to that knowledge base on our own as we move out of the formal learning environment

**HOW?** Teaching of selected models; suggested resources (books, online written and video materials, models and resources suggested by participants); just in time teaching of models and frames as it becomes relevant via Case Presentations.

**Integrative Practice**

Reflecting on practice with real clients outside of the classroom including a case study assignment, with group mentoring and supervision on coaching scenarios. Includes individual mentoring (submission of recordings of coaching clients and feedback on coaching).

## Content of the BCA Coaching Advanced Program

### BCA Coaching Advanced Coursework

BCA Coaching Advanced Coursework covers the following topics:

- › **Understanding the future shift for leaders** - its implications for coaching (incl. the adaptive challenge)
- › **Coaching with and for creativity** – creativity and the adaptive challenge; strategies for coaching with and for creativity; questions and creativity
- › **Integration: essential for well-being at multiple levels**
  - integration and the link to maintaining productive internal states (overwhelm, equilibrium, adaptability, etc.)
  - integration and attention management strategies for inner and outer world
  - integration as a doorway to presence
- › **Metaphors as mirrors in our minds** – leveraging language in coaching conversations to create insights and facilitate change
- › **Leadership in context** – utilizing the 4D leadership tool to enhance leaders' awareness and attention capacities

### BCA Coaching Advanced Practicum

The **overall learning intention** for the BCA Coaching Advanced Practicum is to provide a structured and supportive context for participants to:

- › Engage in structured coaching practice to develop the capacity to tap into more of the potential available in the coaching conversation
- › Integrate all the elements of the BCA framework and the core competencies in coaching conversation in a coherent and fluid way
- › Intensely focus on how they can use the competencies for best effect
- › Get guidance and feedback on their coaching skills to enable them to bring their coaching skills to the level of competence to be ready for the final evaluation

The BCA Coaching Advanced Practicum includes **three modules**. Like BCA Coaching Essentials, the elements in the modules are interdependent – learning in one part links to and supports learning in another part. Therefore, all the modules need to be done in parallel.

#### Module 1 – Enhancing Coaching Competence through Group Mentoring

1. Nine group mentoring labs of 2 hours where each participant will coach a peer at least twice.
2. Observed coaching sessions include reflections from peers as well as verbal and written instructor feedback.

#### Module 2 - Coaching Practice (Self-paced, with structured guidance)

- › Apply learning from the program by coaching several clients in their own business context – total of 20 hours.

#### Module 3 – Individual Mentoring

Two individualized mentoring and supervision sessions scheduled in the last two months of the program, with an experience business coach.

- › Two recorded coaching sessions with clients for supervision (with structured reflections) need to be submitted for review and written feedback.

## BCA Coaching Advanced Learning Portfolio

The Participants are expected to submit a log to document log at least 20 hours of coaching practice during this part of the program. To successfully complete the program, participants also need to submit 4 written Mentoring Lab Reflections, and a brief follow-up reflection about their case presentation at the start of this part of the program.

## BCA Coaching Advanced Completion

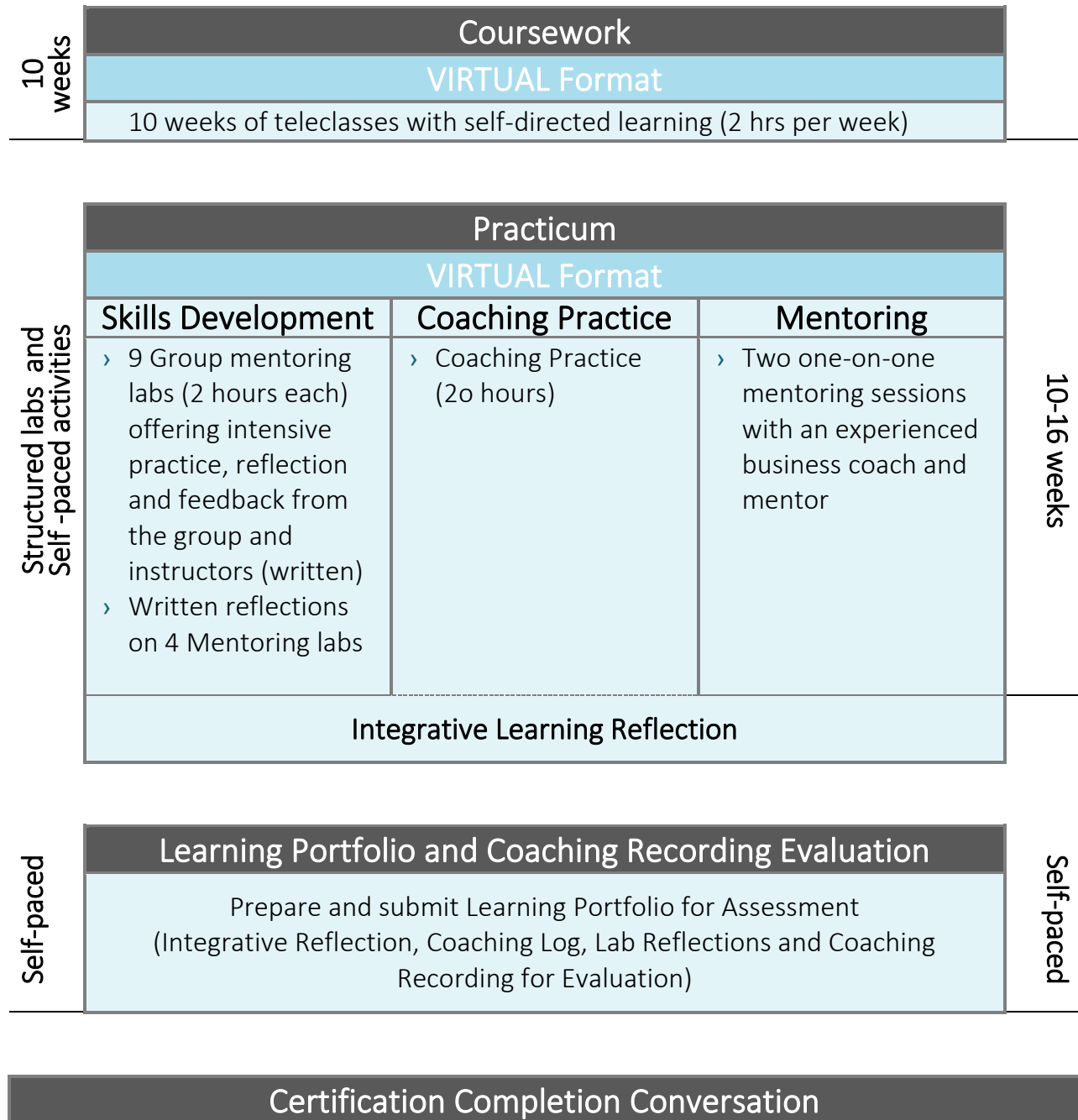
To successfully complete the BCA Coaching Advanced Program, participants:

- › Submit an in depth Integrative Learning Reflection to demonstrate the integration of their learning from each of aspect of the program
- › Review and craft observations and inquiries for colleagues' Integrative Learning Reflections to support their further development
- › Participate in a collective completion conversation with colleagues and mentors
- › Submit a recorded coaching session with structured reflections for final assessment.

A program faculty member will review the Integrative Learning Reflection and assess the performance recording. Upon confirming that the participant has successfully completed the assessment process, the participant will be invited to engage in a graduation conversation to celebrate learning and to reflect on the experience. There will also be an exploration of "what's next" for the graduate in continuing the learning journey towards mastery.

Upon completion, participants are awarded the PeopleDynamics Learning Group designation as Business Coaching Advantage Certified Coach™ (B.C.A.C.C.™) and have met all the training, mentoring and performance requirements to apply for an ICF credential through the ICF Level 2 pathway.

## Structure Overview of the BCA Coaching Advanced Program



## *Appendix A*

# Business Coaching Advantage Frequently Asked Questions

### **Who is best suited to attend this program?**

Business professionals who want to increase their effectiveness, capacity and credibility in their coaching role, including

- › coaches (internal or external) who coach people in a business context
- › human resources business partners, organizational development consultants and learning specialists who want to get better at using a coach approach when supporting managers and leaders
- › specialized consultants who want to integrate coaching support to clients into their services
- › leaders with a significant focus on coaching and developing others

### **What are the program pre-requisites?**

In order to register for the program you need to have a minimum of 7 years experience in a business/organizational setting.

### **What do you mean by 7 years of business/organizational experience?**

We mean that you need to have familiarity with the business/organizational context as either an employee, contractor or supplier to small, medium or large organizations - private sector, public sector or not for profit.

### **Why do I need 7 years of organizational experience?**

This is a business coaching program for people who have good basic knowledge of the organizational/business context in which they want to provide coaching. It is not a program that teaches you about business basics. It assumes some knowledge and experience that you can best gain by being exposed over time to an organizational context. Building on this basis, the program helps you develop a deeper understanding of how coaching fits into that context, and helps you develop the competencies required for effective coaching.

### **How much coaching or coach training experience do I need to have to register for this program?**

If you have had some experience with coaching (through reading, experiencing it as a coachee/client, doing it informally at work, or formally as part of your role, or taking a short course), you will be able to complete some of the program elements faster. We do expect you to come into the program having gained at least a basic understanding of:

- › what coaching is (at least through having done some reading),
- › the context in which you plan to apply coaching skills
- › the profile of the typical client you plan to support through coaching



## What is the language of instruction?

English is the language of instruction for the program delivered in Canada. Turkish is the language of instruction in Turkey. The program requires active class participation, and some reading and reflective writing. There are several reflective assignments to be submitted as part of the portfolio for the assessment. Therefore participants need to have a good command of the language of instruction, both spoken and written.

## What are the characteristics of people who successfully complete this program?

This program requires active engagement. The learning process relies on interaction among participants. Participants who are successful tend to be:

- › motivated - to learn about coaching and to develop themselves
- › committed - to participating actively in discussions and activities
- › self-directed - willing to do the readings and preparation necessary
- › open minded - willing to experiment and learn from experience
- › self-reflective - willing take the time to reflect on both their learning and stretch opportunities
- › open - to receiving feedback from fellow participants and facilitators
- › generous – willing to offer feedback to fellow participants and facilitators in a supportive and caring way

## What are all the program components and how do they fit together?

BCA Coaching Essentials - There are 2 main components to BCA Coaching Essentials: The Core Skills Course provides an overview of foundational coaching knowledge and opportunities to strengthen core skills through practice labs, and the Credential Course provides structured support for integration and practical application of your knowledge and satisfies the training and evaluation requirements to apply for an ICF credential (with sufficient coaching hours). To graduate from the program, you need to submit a Learning Portfolio (consisting of assignments done during the Credential Course and submit a recorded coaching session that is assessed as a Pass. For more details, see the program description in the Information Package.

BCA Coaching Advanced – BCA Coaching Advanced consists of Coursework and Practicum sessions. To graduate from the program, you need to submit a Learning Portfolio (consisting of assignments done during the Coursework and Practicum Labs) and submit a recorded coaching session that is assessed as a Pass. For more details, see the program description in the Information Package.

## How much of the program is delivered virtually and how much of the program is face to face?

At this time, the program is fully virtual.

## What is the maximum class size for the Coaching Essentials Programs?

12 participants for the virtual program – if a cohort grows beyond this size, an additional facilitator will be added to enable the cohort to split into smaller groups as necessary.

**Do I have to register for both Coaching Essentials Courses – the Core Skills Course and the Credential Course -- at the same time?**

No, you can register for each course separately. There are advantages to registering for both Coaching Essentials courses (Core Skills and Credential) at the same time. There is a savings if you bundle your registration for both programs at the same time. Also, some participants like the idea of going through the whole program with the same people they started with.

**Do I have to register for both Coaching Advanced components – the Coursework and the Practicum -- at the same time?**

No, you can register for each component separately. There are advantages to registering for both Coaching Advanced components (Coursework and Practicum) at the same time. There is a savings if you bundle your registration for both programs at the same time. Also, some participants like the idea of going through the whole program with the same people they started with.

**What are the advantages of taking Coaching Essentials Core Skills and the Credential Courses in quick succession?**

The program is designed as an intense and focused learning experience that creates learning shifts at a number of levels in a relatively short period of time. Also, many people value working with the same people through both parts as it creates continuity and fosters a sense of community.

**Is there a time limit between taking Coaching Essentials Core Skills Course and registering for the Credential Course?**

There is no defined time limit between taking Core Skills and entering into the Credential Course. If more than 12 months have passed since you entered Core Skills and/or if we have made substantial revisions to the program since you took it, we reserve the right to require additional reading and/or coursework. Additional fees may apply.

**What are the technological requirements for the program? (telecommunications, computer technology/programs)**

Because this program includes a significant virtual learning component, participants must be able to participate in teleconference and webinars. You also need to access the program's dedicated website to download program materials, have access to resource materials, recordings etc. For this you will need:

- › computer with audio and video capability
- › reliable high-speed internet connection
- › long-distance phone capability (with an appropriate plan for long-distance charges, if applicable)

**What happens if there is a technology breakdown during the delivery of a virtual program component (e.g. lesson or lab)?**

If the breakdown is at the instructor's site, then the course will be rescheduled at a later date. If the breakdown is at your site, we will work with you to determine the best approach to make up for the lost learning time. This could include reviewing a recording of the class.

**What learning materials do you provide for the program?**

- › *The Leadership Coach's Advantage. A Guide for Practice* – the core text for the program
- › **Toolkit with core models and tools** – for quick reference when coaching

- › **Practice Management Guide** – a comprehensive guide to managing a coaching practice over time, including practical tools and template
- › **Participant Handbook** – a detailed description of everything you need to know and do to successfully navigate through the program (including guidance for assignments, worksheets, reflections sheets, etc.)
- › **Copies of slides for coursework/ classes**
- › **Recordings of virtual classes and labs** – to be posted for reference
- › **Tip sheets** for skills to download
- › **Additional enrichment resources** – to be posted on the dedicated program website.

We will also recommend additional optional books and articles if you are keen to read more on some elements of business coaching. However, you do not have to purchase any additional material to successfully complete the core program requirements.

### **How much time, outside of the coursework and lab work, should I set aside each week to complete the program requirements?**

How much time you will spend on the learning activities will depend on your learning style, as well as your prior knowledge and experience with coaching. We suggest you plan for about 5-10 hours per week in addition to the actual time in classes or labs. This includes time for coaching your clients, reflecting on your coaching, reading and preparing for the classes, practicing with a peer, completing assignments, etc. As mentioned, this may vary depending on your prior experience.

### **What if I have a conflict that causes me to miss a class or a lab or a mentor session? How do I "make up" for missed elements?**

To make the most of the program full attendance is important. This is an interactive learning program where attendance in the program is required. In situations where you must be absent from a class due to illness or unforeseeable circumstances, make up work is required. Participants work with the program coordinator to make arrangements for "make up" activities.

### **What about practice coaching? How many hours of practice coaching is required?**

BCA Coaching Essentials – Core Skills Course: No practice coaching hours are required for the BCA Core Skills course.

BCA Coaching Essentials - Credential Course: You are required to log at least 30 hours of coaching of clients who operate in a business/organizational context. These 30 hours must include:

- › at least 5 sessions with one client with whom you have formally contracted in a coach-client relationship (approximately 5 hours)
- › no more than 5 hours of peer coaching (coaching with someone in the program, which is part of the program structure)
- › an additional 20 hours of specific coaching practice with real clients from your target client profile

BCA Coaching Advanced: You are required to log at least 20 hours of coaching of clients who operate in a business/organizational context. These 30 hours must include:

- › at least 5 sessions with one client with whom you have formally contracted in a coach-client relationship (approximately 5 hours)
- › no more than 5 hours of peer coaching (coaching with someone in the program, which is part of the program structure)
- › an additional 10 hours of specific coaching practice with real clients from your target client profile

### **How do I get practice clients?**

You obtain your own clients for the purposes of practicum. Most people are able to locate clients in their place of work or through their personal and professional contacts. While it is not appropriate to coach individuals with whom you have a close personal relationship (e.g. friends and relatives), some participants in the program support each other by making introductions of friends and/or colleagues to help each other out.

### **What if I have trouble keeping up with the program? Or cannot complete it on time?**

If you run into challenges with keeping up with the program, it is wise to connect with the program coordinator to discuss your situation as early as possible. Depending on the nature of your challenges, we can work with you to sort out the best approach. Note that additional fees may apply if you require additional support, faculty time or make up accommodations.

### **What is the difference between the required elements and the optional elements?**

The Participants Handbook provides direction on what elements are required and what elements are optional. We encourage you to engage in the optional activities as much as you are able to make the most of your learning experience.

### **How much time do I have to complete the Learning Portfolio required for assessment, after the coursework, labs and mentoring are complete?**

While the BCA Coaching Essentials and BCA Coaching Advanced programs are each scheduled to be covered in 6-8 months, depending on your format, the assignment completion is self-paced. We strongly recommend that you complete and submit your Learning Portfolio within an 8-month period from starting the program to make the most of your learning. You can, however, take as long as one year from the program start date to complete your Learning Portfolio. If you extend beyond one year, you will be required to pay an extension fee.

### **What does successful completion involve? Is there an exam?**

To successfully complete the program you must meet the attendance requirements and make sure that you have submitted all the elements that make up the learning portfolio (outlined in the Assignment Guide). Evaluation is based on the assessment of the portfolio.

Participants are also required to submit a recording of a coaching session that is assessed as a Pass. Participants are provided with guidelines for what makes a successful submission. The final step is a Completion conversation with a faculty member to celebrate learning, to reflect on the experience, and to explore “what’s next” for the participant.



*International Coach Federation (ICF):*

BCA Coaching Essentials is approved by the International Coach Federation as an ICF Accredited Level 1 Program. This program counts towards your training and mentoring for an ICF credential or renewal of a credential.



BCA Coaching Advanced is approved by the International Coach Federation as an ICF Accredited Level 2 Program. This program counts towards your training and mentoring for an ICF credential or renewal of a credential.



**Who do I contact to learn more?**

[maggie@peopledynamicslearning.com](mailto:maggie@peopledynamicslearning.com)

416 988-5115

[marina@peopledynamicslearning.com](mailto:marina@peopledynamicslearning.com)

437 886-1157

[donna@peopledynamicslearning.com](mailto:donna@peopledynamicslearning.com)

416 910-7613

## Appendix B

### Enrollment Policies

#### Participant Enrollment Agreement

All BCA program participants are required to fill out and submit an application form. Information requested includes:

- participant contact information
- program choice/date/location
- business experience
- coaching context
- expectations for coach training program
- previous education and training experience
- language(s) spoken
- free form space for participant to include any additional comments, preferences, requirements
- agreement with terms outlined in information guide provided (required to submit application)

Applications also indicate that they have reviewed and accept the Code of Conduct and Participant Policies listed below during the application process.

**Application Review:** PeopleDynamics Learning Group wants to make sure participants in our programs are set up for success. Applications are assessed to determine good fit. We may contact you prior to acceptance to discuss your application. If we see the need, we may require that you engage in additional learning and support to assist you in getting ready for participation or continuation in the program. When we review your application form, we will advise you if there are any such requirements. If there are, the Program Coordinator will work with you individually to identify a process and approach for such activities.

**Program Acceptance and Availability:** All Program enrollments are subject to availability. Enrollment is based on acceptance of your application and payment in full for the program. You will receive written notice of your acceptance. If the program you have applied for is full, we will contact you to discuss options.

### CODE OF CONDUCT & PARTICIPANT POLICIES

#### Code of Conduct

Participants are expected to conduct themselves in a professional manner during all sessions. Assessment of good fit for the program takes place in an initial conversation with the Director of Education or another Lead Faculty member. In addition, the first hour of the program is focused on creating an optimal climate for learning, which includes but is not limited to discussion of the following:

- Arriving on time to all sessions.

- Attending all live sessions and mentor coaching sessions
- Having your camera on for virtual live sessions.
- Participating fully in all sessions and mentor coaching sessions. This includes being prepared for the session, involving yourself in discussions and activities, assuming responsibility for your learning, and contributing to the learning of others.
- Engaging in discussions with integrity and honesty.
- Being respectful of your fellow participants and instructors, including silencing your cell phone, not texting, and other disruptive behaviors.
- Embracing diversity and inclusion while respecting the dignity and humanity of others.

## Complaint / Grievance Policy

PeopleDynamics Learning Group Inc. 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 can be found below:

- A participant should first attempt to resolve the issue directly with the facilitator/mentor, staff member, or participant with whom they have an issue. If participants are not comfortable approaching the individual, they can proceed to step two.
- If participants are not comfortable approaching the individual with whom they have a grievance, or are unable to resolve the issue directly, participants should submit a written grievance to the program coordinator within 10 days. The program manager will review the issue and talk to the student within 5 days of receiving the complaint. The program manager 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 appeal should be sent to the Director of Education (Maggie DiStasi) for review. This appeal should include the original complaint and reason(s) the participant is unsatisfied with the resolution attempt(s). Appeals are reviewed and a written response will be provided to the participant within 10 days. All appeal decisions are final.

## Partial Completion Policy

**Withdrawals:** Withdrawal notifications must be made in writing and directed to [coordinator@businesscoachingadvantage.com](mailto:coordinator@businesscoachingadvantage.com). If you withdraw from a program after the official start date, a refund will be pro-rated for the unused portion of the program minus a non-refundable registration fee of 20% of the fee paid, plus HST where applicable. The refund is calculated from the postmarked/email date of the written notice. Refunds will be made within 30 days following the receipt of a written request.





## Payment/Fees Policy

**Program Payment Procedure:** Participants will receive written confirmation of acceptance into the program. In that correspondence, you will be advised of payment procedures. Payment in full for the program is due upon receipt of your acceptance to secure your registration. Payments can be made by credit card (Visa or Mastercard) or by cheque, money order, wire, bank transfer or email transfer (in Canada). You are not registered in a program until payment has been received.

**Program Pricing:** PeopleDynamics Learning Group is committed to offering high quality programs at a fair price. We review pricing annually. Pricing for future programs is subject to change without notice.

## Refund Policy

**Program Cancellation:** If you are registered in a program and choose to cancel your registration before the official start date of a Program, you must notify us in writing by sending your cancellation request to [coordinator@businesscoachingadvantage.com](mailto:coordinator@businesscoachingadvantage.com). A program is defined as the part or parts of the program that you registered for as follows. The official start date information for each program is outlined below.

### BCA Coaching Essentials – Core Skills Course:

- official start date is 14 days before the delivery of the first Module of the program.

### BCA Coaching Essentials – Credential Course:

- official start date is 7 days before the delivery of the first learning lab

### BCA Coaching Advanced – Coursework:

- official start date is 14 days before the delivery of the first Module of the program.

### BCA Coaching Advanced – Practicum:

- official start date is 7 days before the delivery of the first learning lab

You will receive a full refund minus a non-refundable registration fee. This refund is calculated from the date of the written notice (postmarked or received email date). The following outlines the applicable non-refundable registration fees. If you cancel your registration:

- more than 30 days before the official program start date a non-refundable registration fee of 10% of the fee paid will apply
- between 29 days and the official start date of the program a non-refundable registration fee of 20% of the fee paid will apply

If you cancel a program where you have taken advantage of the full program bundle savings, the savings amount applied to the bundled purchase will also be deducted from your refund.

HST will be added to non-refundable registration fees where applicable. Eligible refunds will be processed back to the credit card, organization, or individual that paid for the original registration within 30 days of receipt of the request.

No refunds will be given if a participant misses an individual session within a program.

People Dynamics Learning Group reserves the right to cancel or postpone programs at its discretion. On such occasions, a participant may choose to transfer his/her tuition to another date at no additional charge or receive a full refund. People Dynamics Learning is not responsible for participants' travel costs or related expenses for cancelled programs.

## Transfer of Credit Policy

**Program Transfers:** You may transfer your registration from one course date to another without penalty, provided the request is made more than 30 days prior to the program official start date. Transfers that occur less than 30 days but more than 14 days prior to the official start date are subject to a transfer fee of \$100 plus HST where applicable. Program transfers that occur less than 14 days prior to the official start date are subject to a transfer fee of \$500 plus HST where applicable. Program transfers must be made in writing and addressed to [coordinator@businesscoachingadvantage.com](mailto:coordinator@businesscoachingadvantage.com).

## Illness Policy

**Attendance:** This is an interactive learning program where attendance in the program is required. In situations where you must be absent from a class due to illness or unforeseeable circumstances, make up work is required. It is important to do make up activities in a timeframe that enables you to stay on track with the rest of your cohort. In the case of an absence, you must be in touch with the [coordinator@businesscoachingadvantage.com](mailto:coordinator@businesscoachingadvantage.com) as soon as reasonably possible to make arrangements for make-up activities. If you are absent for more than 30% of the coursework or Skills Labs, PeopleDynamics Learning Group Inc. reserves the right to require you to withdraw from the program without refund.

**Extensions:** The normal time from for program completion is 6 to 8 months. Participants who need extra time to complete beyond the 8 month time frame must request an extension in writing by sending an email to [coordinator@businesscoachingadvantage.com](mailto:coordinator@businesscoachingadvantage.com). Extension requests will be considered on a case-by-case basis and we will work with you to identify a process to help you succeed in completing the program. An extension that takes you beyond 12 months from the program start date is subject to a \$500 extension fee, plus HST where applicable and payable at the time of your extension request.

**Withdrawals:** Withdrawal notifications must be made in writing and directed to [coordinator@businesscoachingadvantage.com](mailto:coordinator@businesscoachingadvantage.com). If you withdraw from a program after the official start date, a refund will be pro-rated for the unused portion of the program minus a non-refundable registration fee of 20% of the fee paid, plus HST where applicable. The refund is calculated from the postmarked/email date of the written notice. Refunds will be made within 30 days following the receipt of a written request.



## Appendix C

### Committing to Inclusion & Equity

PeopleDynamics Learning Group Inc, is committed to Inclusion and Equity in what we do and how we do it.

#### Excerpt from our Commitment to Inclusion and Equity statement:

In everything we do, we aspire to:

- > Be a positive force in the world,
- > Be mindful in how we engage with the world, and
- > Live with a deep sense of interconnectedness with humanity.

While our commitment to inclusion, equity and diversity is embedded in these individual and collective values, we recognize the importance of highlighting these elements in order to continue developing our understanding of what each means and committing to specific actions in support of them.

We are committed to being in an ongoing conversation about inclusion, equity and diversity. We are committed to saying and hearing things that expand and challenge our perspectives so that we may learn, grow, and provide better and more inclusive programs and services to those with whom we have the great privilege of working and learning together. We are committed to prioritizing these efforts and holding ourselves accountable to them and sharing them with the community at large.

#### Our specific commitment to Black Lives Matter

**It needs to be said ... because silence has meaning.**

Our leadership team gathered under the umbrella of “PeopleDynamics Learning Group” declare the following:

**Black Lives Matter.** *Our shared humanity and our future depends on us fostering a lived experience of interconnectedness based in equality and inclusion, so at this juncture in history it is important to say specifically that Black Lives Matter, as an acknowledgement of the impact of systemic racism on the Black community.*

*We are committing to be an active ally in the quest to dismantle systemic racism and to promote equality, inclusion, and deep respect for the Black community. We accept that there are many different ways to act as an ally in this quest, and we will continue to be in conversation with one another and the community to discern what actions might serve best.*

*As an organization with special expertise in the art of conversation – one-on-one and in teams/groups – we are committed to finding ways to deploy this expertise in ways that can help us collectively move from where we are to a more equitable, inclusive, and hopeful future. Actions include reshaping the content of our current programs, creating safe spaces for ongoing conversations about race and racism, and the design of processes to help equip more people to have these conversations skillfully and confidently.*