



**WILLIAM JAMES
COLLEGE**

GRADUATE EDUCATION IN PSYCHOLOGY

Graduate Certificate in Executive Coaching

Policy and Procedures Manual

2011-2012

Updated January 2016

August 2011

Preface

This Graduate Certificate in Executive Coaching (GCEC) Handbook is in effect for the academic year 2011-2012 and beyond. It supplements material in the William James College Policies and Procedures Manual (IPPM) and provides information specific to this program. Should there appear to be inconsistencies between this handbook and the William James College Policies and Procedures Manual or any other guide, please consult the Program Director for clarification.

All William James College policies and procedures are subject to change in response to the evolving needs or demands of the institution and its programs. In the event of such changes, appropriate notifications will be made.

William James College reserves the right to make any changes to its academic requirements, admission requirements, schedule and other policies which it considers necessary from time to time. The School reserves the right to withdraw, modify or add to the courses it offers at any time.

Message from the Program Director

Graduate study at William James College is grounded in an integrative philosophy of training and education, with ongoing application of classroom instruction and well-supervised field experiences. Underlying this approach to professional training is a sustained focus on the development of professional self, an orientation toward community service, and respect for colleagues and clients. Our curricula and faculty provide future professional practitioners with the strongest possible foundation for a career in applied psychological human and organizational services.

We are proud to offer exceptional training in a learning environment that will reward students throughout life.

Suzanne Boulos, MA, MBA, Program Director

I. Overview of GCEC

The Graduate Certificate in Executive Coaching (GCEC) is fast-paced, highly interactive and outcome oriented. It provides a sound theoretical foundation integrated with emphasis on practical applications. With in-depth skill-building, the graduate will be equipped to begin to develop an effective executive coaching practice. The program is built on multidisciplinary concepts drawn from psychology and human behavior, organizational development and business. Using this knowledge, students engage deeply in learning and practice skills specific to executive coaching: contracting, assessment, development planning and behavioral interventions. The subject matter is a rich mix of psychology, business, organization development, coaching theory, principles and practices, and assessment. During the seven month program, students gain an exceptionally strong foundation of cutting-edge knowledge.

As an International Coach Federation (ICF) approved program, GCEC offers 167 hours of Coach Specific Training Hours. Our program adheres to the ICF Code of Ethics for Coaches. The competencies we develop in GCEC include the core coaching competencies specified by ICF.

Career Opportunities

Graduates work as independent coaches on their own or in small partnerships, or as internal coach/consultants within HR departments of organizations and corporations. Some graduates stay in current roles, as HR business partners or line managers, for example, and use their coaching skills to find greater fulfillment in their roles.

For whom might the GCEC Program be a good choice?

The Executive Coaching Program is for individuals in serious pursuit of a well-grounded graduate education in executive coaching. The multi-disciplinary education includes a theoretical foundation, practical training, and supervised practicum leading to a certificate in eight months. The program is geared to:

- External Consultants
- HR Professionals
- Psychologists
- Social Workers
- Professionals in Executive Education, Organization Development, and Business Management

Students enter the program as a class composed of professionals from varied disciplines, each with a goal of becoming an outstanding executive coach.

What's the delivery format and length of the Program?

GCEC is an 8-month, 15-credit program designed for working professionals. The courses are sequential and build upon each other. Courses are conducted at onsite monthly intensive weekends-in-residence (WIR) integrated with online and distance learning modules to accommodate the work and family schedules of students.

Applying to the Program

The Program requires a minimum of a B.A. or B.S. from a regionally-accredited four-year college. We also require the completion of our online application along with the submission of one professional letter of recommendation, and copies of official college transcripts.

Program Withdrawal Policy

(This policy supersedes William James College's Institutional Policy due to the distant learning format)

Note: The distance-learning semester officially begins with William James College's orientation day.

Students who withdraw from the Program are eligible to receive that semester's tuition refund based on the date the written notice of withdrawal is received in the Registrar's Office, according to the following schedule:

Prior to orientation and/or the first day of the first course in the semester 100%

During the first week of that semester 90%

During the second week of that semester 80%

During the third or fourth week of that semester, and before the start of first weekend in residence 60%

During the first day of the first weekend in a residence of that semester** 50%

There are no refunds following the first day of the first weekend in residence of any semester.

** Registrar, program director and advisor must be notified by email on that day**

Students who withdraw from GCEC are reminded that no portion of the Admissions (including deferral) deposit is refundable. The tuition refund is calculated on the proper percentage of the tuition minus the total Admissions deposit.

Leave of Absence

(This policy supersedes William James College's Institutional Policy due to the distant learning format). A leave of absence is not automatic and must be applied for. Students in good academic standing may request a leave of absence from the School for financial, medical, or other emergency personal reasons by submitting a petition to the Academic Council after meeting with, and receiving approval from, the program director and their advisor. If the leave of absence is approved, the student, upon re-enrollment, will be required to retake all coursework but with no charge for courses previously paid for. The student will be required to resume the Program the following academic year.

Certificate Requirements

Students earn 15 graduate credits and 167 ICF approved coach training hours upon completion of the program. However, ICF certification is not a given upon program completion. Graduates must submit an application to ICF, which includes but is not limited to documentation of coach training hours. Additional ICF requirements can be found on their website:

<http://www.coachfederation.org/icfcredentials/become-credentialed/>

II. Program Mission, Goals, and Objectives

The mission of the GCEC program is to prepare individuals use advanced coaching skills in their work as independent coaches, or in other positions within business and nonprofit organizations. The 15-credit, blended curriculum is geared towards working professionals. This rich learning experience is to be completed within seven months to allow professionals to upgrade their skills with minimal financial and professional disruption. An experienced "practitioner" faculty combines academic scholarship with years of practical knowledge to create a lively educational experience.

Cohort groups create an experiential peer learning environment that fosters personal and professional growth. The program is designed to offer students the best practices in their interest area by combining academic knowledge and professional experience. This highly experiential model of education trains skilled practitioners who can assist organizations by working effectively to develop their leaders.

III. Program Description

Academic Requirements

The Program consists of 15 semester credits of coursework, which includes a coaching practicum Course, distributed over seven months of study. The curriculum and course descriptions are found on the William James College website:

<http://www.williamjames.edu/academics/olp/executive-coaching/executive-coaching-curriculum-map.cfm>

Transfer of Credits

Students who have completed the Graduate Certificate of Executive Coaching, within five years of their graduation, are eligible to transfer 6 credits from the [Graduate Certificate in Executive Coaching](#) (GCEC) program to the Master of Arts in Organizational Psychology (MAOP) program.

- EC500 for OP600
- EC565 for OP620

Evaluation of Student Work

1. Course Grades

For every course, students must meet the assessment standards described in the particular syllabus in order to receive credit. Individual course grades are assigned according to the following categories:

A (94 – 100 %) Distinguished, superior quality work that clearly exceeds course expectations in every respect.

A- (90 – 93%) The quality of the student’s work clearly meets or exceeds course expectations and is outstanding in nearly all respects.

B+ (97 – 89 %) The quality of the student’s work clearly meets the minimum course standards and is good or very good in most respects.

B (84 – 86 %) The quality of the student’s work clearly meets the minimum course standard with no glaring areas of deficiency. The student’s work is generally good, but undistinguished.

B- (80 – 83 %) The overall quality of the student’s work meets the minimum course requirements and is marginally acceptable by graduate school standards. The student’s performance may be deficient or substandard in particular areas.

C+ (77 – 79 %) The overall quality of the student’s work closely approaches but fails to meet the minimum course standards and raises questions regarding the student’s preparation for more advanced work in the discipline.

C (74 – 76 %) The student’s work fails to meet course standards. Although aspects of the student’s work may be acceptable by graduate and professional standards, the overall quality suggests inadequate preparation for more advanced work in the discipline.

C- (70 – 73 %) The quality of the student’s work fails to meet course standards and is poor or clearly substandard in most or all respects, raising serious questions or about the student’s preparation for more advanced work in the discipline.

D (64 – 69 %) The quality of the student’s work fails to meet course expectations and is very poor or substantially substandard in all respects. The quality of the work suggests very strongly that the student’s preparation is insufficient for more advanced work in the discipline.

F (Below 64 %) The quality of the student’s work fails to meet course expectations and is grossly deficient. The student’s performance in the assignment or course raises serious questions regarding the student’s ability to complete graduate level work in the discipline.

I Incomplete. The student has not completed the course requirements within the required time frame but has made arrangements with the instructor to complete them by a mutually agreed upon date. Note: An “Incomplete” is not granted automatically; it must be requested by the student and arranged with the particular course instructor. If course requirements have not been met by the end of the particular semester and arrangements have not been made for an Incomplete, the student will automatically earn a C (a failing grade for the course). It is the responsibility of the student – not the instructor - to initiate a request for an Incomplete.

W Withdrawal without evaluation. The student has withdrawn from the course after the drop / add period but before the eighth week of the semester.

WF Withdrawal with record of failure. The student withdraws after the drop / add period and / or after the eighth week of the semester.

Students who earn a failing grade on a course will be required to repeat that course with a passing grade in order to graduate from the program. Earning two failing grades will result in automatic dismissal from the program. A failed practicum will be counted as a failing grade.

2. Written Feedback on Observed Coaching Sessions

In addition to letter grades, each student will receive written feedback from faculty on their progress in observed coaching sessions in EC565 and EC525. There will be observed coaching sessions in each class.

3. Evaluation of Practicum

Evaluation of students’ coaching practicum occurs at the end of the coaching engagement. Students are evaluated by their Master Coach Supervisor and their coaching client. The Practicum instructor collects and reviews evaluations in order to determine the student’s eligibility to pass the course. The Practicum course is graded on a pass/fail basis as follows:

CR Credit: Course requirements have been satisfactorily completed.

I Incomplete: Course requirements have not been completed by the end of the semester in which they were assigned.

W Withdraw without Evaluation: The student withdraws from the course before the end of the first week of the course

CP Credit Problematic: Course requirements have been completed and credit granted, but work done has been marginal or problematic.

NC No Credit: Course requirements have not been satisfactorily completed.

4. Core Competency: Areas of Expected Professional Mastery

As an ICF accredited training program, GCEC aligns our course work to develop the ICF Core Coaching Competencies. These competencies are used as the foundation for the ICF Credentialing process examination.

The core competencies are grouped into four clusters. The groupings and individual competencies are not weighted - they do not represent any kind of priority in that they are all core or critical for any competent coach to demonstrate.

A. Setting the foundation

1. Meeting ethical guidelines and professional standards
2. Establishing the coaching agreement

B. Co-creating the relationship

3. Establishing trust and intimacy with the client
4. Coaching presence

C. Communicating effectively

5. Active listening
6. Powerful questioning
7. Direct communication

D. Facilitating learning and results

8. Creating awareness
9. Designing actions
10. Planning and goal setting
11. Managing progress and accountability

A. SETTING THE FOUNDATION

1. Meeting Ethical Guidelines and Professional Standards - Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations.

1. Understands and exhibits in own behaviors the ICF Standards of Conduct (see list, Part III of ICF Code of Ethics),
2. Understands and follows all ICF Ethical Guidelines (see list),
3. Clearly communicates the distinctions between coaching, consulting, psychotherapy and other support professions,
4. Refers client to another support professional as needed, knowing when this is needed and the available resources.

2. Establishing the Coaching Agreement - Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new client about the coaching process and relationship.

1. Understands and effectively discusses with the client the guidelines and specific parameters of the coaching relationship (e.g., logistics, fees, scheduling, inclusion of others if appropriate),
2. Reaches agreement about what is appropriate in the relationship and what is not, what is and is not being offered, and about the client's and coach's responsibilities,
3. Determines whether there is an effective match between his/her coaching method and the needs of the prospective client.

B. CO-CREATING THE RELATIONSHIP

3. Establishing Trust and Intimacy with the Client - Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.

1. Shows genuine concern for the client's welfare and future,
2. Continuously demonstrates personal integrity, honesty and sincerity,
3. Establishes clear agreements and keeps promises,
4. Demonstrates respect for client's perceptions, learning style, personal being,
5. Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure,
6. Asks permission to coach client in sensitive, new areas.

4. Coaching Presence - Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.

1. Is present and flexible during the coaching process, dancing in the moment,
2. Accesses own intuition and trusts one's inner knowing - "goes with the gut",
3. Is open to not knowing and takes risks,
4. Sees many ways to work with the client, and chooses in the moment what is most effective,
5. Uses humor effectively to create lightness and energy,

6. Confidently shifts perspectives and experiments with new possibilities for own action,
7. Demonstrates confidence in working with strong emotions, and can self-manage and not be overpowered or enmeshed by client's emotions.

C. COMMUNICATING EFFECTIVELY

5. Active Listening - Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.

1. Attends to the client and the client's agenda, and not to the coach's agenda for the client,
2. Hears the client's concerns, goals, values and beliefs about what is and is not possible,
3. Distinguishes between the words, the tone of voice, and the body language,
4. Summarizes, paraphrases, reiterates, mirrors back what client has said to ensure clarity and understanding,
5. Encourages, accepts, explores and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.,
6. Integrates and builds on client's ideas and suggestions,
7. "Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long descriptive stories,
8. Allows the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps.

6. Powerful Questioning - Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

1. Asks questions that reflect active listening and an understanding of the client's perspective,
2. Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the client's assumptions),
3. Asks open-ended questions that create greater clarity, possibility or new learning
4. Asks questions that move the client towards what they desire, not questions that ask for the client to justify or look backwards.

7. Direct Communication - Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.

1. Is clear, articulate and direct in sharing and providing feedback,
2. Reframes and articulates to help the client understand from another perspective what he/she wants or is uncertain about,
3. Clearly states coaching objectives, meeting agenda, purpose of techniques or exercises,
4. Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon),

5. Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.

D. FACILITATING LEARNING AND RESULTS

8. Creating Awareness - Ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.

1. Goes beyond what is said in assessing client's concerns, not getting hooked by the client's description,
2. Invokes inquiry for greater understanding, awareness and clarity,
3. Identifies for the client his/her underlying concerns, typical and fixed ways of perceiving himself/herself and the world, differences between the facts and the interpretation, disparities between thoughts, feelings and action,
4. Helps clients to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them,
5. Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action,
6. Helps clients to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, background),
7. Expresses insights to clients in ways that are useful and meaningful for the client,
8. Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching,
9. Asks the client to distinguish between trivial and significant issues, situational vs. recurring behaviors, when detecting a separation between what is being stated and what is being done.

9. Designing Actions - Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.

1. Brainstorms and assists the client to define actions that will enable the client to demonstrate, practice and deepen new learning,
2. Helps the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals,
3. Engages the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions,
4. Promotes active experimentation and self-discovery, where the client applies what has been discussed and learned during sessions immediately afterwards in his/her work or life setting,

5. Celebrates client successes and capabilities for future growth,
6. Challenges client's assumptions and perspectives to provoke new ideas and find new possibilities for action,
7. Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them,
8. Helps the client "Do It Now" during the coaching session, providing immediate support,
9. Encourages stretches and challenges but also a comfortable pace of learning.

10. Planning and Goal Setting - Ability to develop and maintain an effective coaching plan with the client.

1. Consolidates collected information and establishes a coaching plan and development goals with the client that address concerns and major areas for learning and development,
2. Creates a plan with results that are attainable, measurable, specific and have target dates,
3. Makes plan adjustments as warranted by the coaching process and by changes in the situation,
4. Helps the client identify and access different resources for learning (e.g., books, other professionals),
5. Identifies and targets early successes that are important to the client.

11. Managing Progress and Accountability - Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.

1. Clearly requests of the client actions that will move the client toward their stated goals,
2. Demonstrates follow through by asking the client about those actions that the client committed to during the previous session(s),
3. Acknowledges the client for what they have done, not done, learned or become aware of since the previous coaching session(s),
4. Effectively prepares, organizes and reviews with client information obtained during sessions,
5. Keeps the client on track between sessions by holding attention on the coaching plan and outcomes, agreed-upon courses of action, and topics for future session(s),
6. Focuses on the coaching plan but is also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions,
7. Is able to move back and forth between the big picture of where the client is heading, setting a context for what is being discussed and where the client wishes to go,
8. Promotes client's self-discipline and holds the client accountable for what they say they are going to do, for the results of an intended action, or for a specific plan with related time frames,
9. Develops the client's ability to make decisions, address key concerns, and develop himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences),
10. Positively confronts the client with the fact that he/she did not take agreed upon actions.

5. Ethics in Executive Coaching

As a provider of ICF coach training hours, GCEC adheres to the ICF code of ethics for coaches, which can be found on the ICF website:

<http://www.coachfederation.org/ethics>

IV. Faculty Advisors

The Program Director of GCEC and each faculty member serve as Faculty Advisors. (Adjunct faculty members are assigned two students each; the director serves as advisor to the remainder.) Advisors oversee the student's progress over the course of study. Advisors have significant roles in overseeing students' progress and can have a major impact on the development of their professional identities. Both advisors and students can request meetings. Either an advisor or an advisee should request a meeting if an academic or professional development concern is encountered. As educators, advocates, evaluators, and mentors, advisors' responsibilities include:

- a. Making themselves available for regular contact with advisees.
- b. Assessing students' academic backgrounds, strengths, training needs, and goals.
- e. Monitoring students' progress toward completion of courses and program requirements.
- f. Helping address problems; consulting with course instructors and practicum supervisors.

V. Field Placement: The GCEC Practicum

The integration of coursework with field experience is a William James College institutional hallmark. Consistent with this focus, field placement (the Practicum) is an essential aspect of the GCEC curriculum. The executive coaching practicum is an opportunity for students to put into practice all that they've learned in the course work. Executive coaching, unlike personal coaching, is an organizational intervention. It is important for students to remember that they are working with a client within the context of his/her organization. The coaching engagement should be designed so that both the client and the organization benefit. The coaching engagement should have an organizational sponsor, typically the client's boss or a board chair. The work will include conversations with that person, and in some cases, might include feedback conversations with others in the organization.

The GCEC Practicum is a 4 month executive coaching engagement. Students are assigned to a coaching client according to experience and interests. Each student is supervised during the practicum by a Master Coach, an experienced, practicing executive coach, and they receive additional support throughout the process by a

Professional Skills Seminar. The coaching engagement begins as the student is finishing his/her course work in the program.

Typical areas that student/coaches work with an organizational leader on are:

1. Tactical problem solving and focusing on achieving results for the leader's organization
2. Developing leadership capabilities
3. "Learning how to learn": developing skills and habits of self-reflection that ensure that learning will continue after coaching ends
4. High-Potential or Developmental Coaching – develop the potential of individuals who are key to the organizations' future
5. Performance Coaching – skill building to reduce gaps in current performance
6. Succession Coaching – helps potential candidates prepare for senior management

More specific information regarding the Practicum can be found in the current *Student Practicum Handbook*.

VI. Program Core Faculty

Information about the faculty is available on the William James website:

<http://www.williamjames.edu/academics/olp/executive-coaching/faculty.cfm>