



**WILLIAM JAMES
COLLEGE**

Graduate Certificate in Executive Coaching

Policy and Procedures Manual

Updated August 2022

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Preface

This Graduate Certificate in Executive Coaching (GCEC) Handbook is in effect for the academic year 2022 and beyond. It supplements material in the William James College Graduate Student Handbook and provides information specific to this program. Should there appear to be inconsistencies between this handbook and the William James College Graduate Student Handbook 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, Program Director, and Faculty

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 a 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 policies and guidelines outlined in the WJC Graduate Student Handbook

Students who withdraw from GCEC are reminded that no portion of the admission (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:

<https://coachfederation.org/icf-credential>

II. Program Mission, Goals, and Objectives

The mission of the GCEC program is to prepare individuals to 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 eight 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 eight months of study. The curriculum and course descriptions are found on the William James College website:

<https://www.williamjames.edu/academics/olp/executive-coaching/curriculum/index.html>

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 categories outlined in the WJC Graduate Student Handbook. A course grade of C+ or lower receives No Credit for the Course.

2. Verbal and Written Feedback on Observed Coaching Sessions

In addition to letter grades, each student will receive verbal and/or 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.

https://coachfederation.org/app/uploads/2020/07/RevisedCompetencyModel_July2020.pdf

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:

<https://coachfederation.org/code-of-ethics>

IV. Faculty Advisors

The Program Director of GCEC serves as Advisor to all the GCEC students. In addition, instructors oversee the students' progress over the course they are teaching. 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 have 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, HR, or a board chair. The work will include conversations with that person and will include feedback conversations with others in the organization.

The GCEC Practicum is a 3.5-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:

<https://www.williamjames.edu/academics/olp/executive-coaching/faculty.html>