

UBC & ICF LEVEL 1

# LEADER AS COACH PROGRAM HANDBOOK

2026



THE UNIVERSITY OF BRITISH COLUMBIA

Extended Learning



# Contact Us

## **UBC CENTRE FOR ORGANIZATIONAL COACHING**

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

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This program handbook is current as of November 2025. Note that future editions of this handbook may contain changes to program requirements and policies.

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# Program Overview

The Leader as Coach is a modular part-time International Coaching Federation (ICF) accredited Level 1 coach education program in which you develop the coaching skills and confidence to influence positive engagement, culture, development and performance in your workplace, at home and in your community.

## PROGRAM PURPOSE

Leader as Coach is an interactive, solution-based and learning-focused approach used by individuals, groups and teams in an organization. It's a discipline whose goal is to advance the development and success of individuals in their daily work and lives.

In this program, a conversation between two or more parties is the core unit of engagement and leadership. Each conversation is an opportunity for leaders to employ coaching approaches and skills to positively impact the development and performance of their direct reports, peers, supervisors, friends, family, etc.

Leader as Coach supports leaders to empower their people to adapt and thrive in their organizational context. The program is designed to enhance the diversity, accessibility and impact of ICF Associate Certified Coach (ACC) level coaching competencies.

This multi-disciplinary, experiential and evidence-based program supports you to:

- articulate the distinction between coaching and other leadership and management approaches, recognizing when coaching may be the most effective approach

- demonstrate the development of core coaching skills and presence through integrated learning, application and reflective practice
- navigate coaching conversations using the COEC Model as a reference point for conversational preparation, engagement and reflection
- use awareness, transparency and invitation to co-create psychologically safe spaces that include and address the internal and external context of the conversation participants (biases, social and cultural identity, roles, power dynamics, etc.)
- consistently support ongoing development and performance of self and others, through a systemic and assets-based lens, to work productively with relevant, reliable and actionable feedback
- take on new perspectives to see and work abundantly with broader system constraints, resistance, challenges and opportunities
- express your leadership style and philosophy relative to coaching as a learning methodology
- cultivate proof of the positive impact you're making through your commitment of time, energy and focus on your development as a leader and coach
- take the next steps to apply for your International Coaching Federation Associate Certified Coach (ACC) credential via the ACC Level 1 Path

The program offers:

- an adult learning model that combines theory, demonstrations, skills practice, discussion groups and activities to integrate the learning into your own context
- qualified instructors with expertise in coaching, psychology, leadership, human resources practice, business and adult education
- a comprehensive practicum designed and supported by UBC Mentor Coaches, all with ICF Professional Certified Coach (PCC) or Master Certified Coach (MCC) credentials
- practical learning and skills you can integrate into your day-to-day activities

This 60-hour program offers the opportunity to earn:

- A University of British Columbia Extended Learning Letter of Completion for this [International Coaching Federation](#) (ICF) accredited Level 1 Coach Education, including 8 hours of group mentor coaching, 3 hours of one-on-one mentor coaching, 5 observed coaching calls with feedback and a structure to support ongoing coaching practice and logging coaching hours toward an ICF [Associate Certified Coach](#) credential through the Level 1 Path

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

- awareness of self and others
- a coaching presence that informs the conditions for productive conversations
- an integrated approach to coaching as it applies to your own context and role within an organization
- confidence in determining when coaching is appropriate and leading the coaching process

## WHO THE PROGRAM IS FOR

The program is for people who are:

- learning-oriented and open to trying new things with new people
- managers and leaders working in organizations and communities of any kind
- wanting to expand their leadership effectiveness and influence, specifically the ability to develop self and others using coaching as a learning methodology
- interested in pursuing an International Coaching Federation Level 1 program enroute to applying for an ACC credential

Participants in the program include:

- managers, human resources professionals, supervisors and other leaders across industries responsible for employee development
- emerging and successful leaders in organizations interested in starting or expanding an internal coaching program
- independent consultants, corporate trainers, counsellors and other helping professionals wishing to expand their skills and apply a coaching framework and approach

## ORGANIZATIONAL BENEFITS

If you work in an organization in a people development capacity, coaching skills can give you the confidence and competence to work more effectively with challenges and develop self and others to do their best work.

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

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

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

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

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

### **ABOUT UBC EXTENDED LEARNING**

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

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

Together, we provide outstanding learning opportunities, bringing UBC excellence in academics, teaching and research to the

communities we serve, and strengthening UBC’s contribution to society, industry and government.

Our coaching programs have also won the EMCC Global Coaching Award in 2024 and two ICF Prism Awards, in 2005 and 2018, recognizing the University’s high standard of excellence in coaching programs. These are prestigious honour from the world’s most prominent professional accreditation bodies for businesses and organizations with coaching programs that fulfill rigorous professional standards, address key strategic goals, shape organizational culture and yield discernible and measurable positive impact

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

### **ABOUT UBC COACHING SERVICES**

Since 2003, UBC has been investing in organizational coaching to support the professional development and effectiveness of its staff and faculty. Coaching is now seen as key to UBC’s culture and strategy and as a catalyst for leadership development and employee engagement. By integrating coaching across all levels of the organization, UBC fosters meaningful conversations, and supports individual and team learning - hallmarks of an extraordinary coaching culture.

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

## **EQUITY, DIVERSITY, INCLUSION AND BELONGING**

The Leader as Coach program reflects the origins of professional coaching and roots in western academia, culture and business.

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

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

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

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

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

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

## **STATEMENT ON ETHICS, INTEGRITY & TRANSPARENCY**

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

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

# Program Format and Curriculum

## FORMAT AND COURSE COMPONENTS

This part-time program, comprised of multiple courses, is designed for working professionals by combining evidence-based content with context-informed practice.

We have designed a diverse range of learning activities including workshop sessions, coaching labs, demonstrations, live feedback sessions, group discussions, mini-lectures, skills practice, case studies, readings, group coaching, mentoring and online discussion and learning between participants and course instructors. We invite you to dive into the learning zone, develop a reflective practice, and stretch your range, as a coach and as a leader. Our 100% online delivery offers a flexible, supportive and interactive learning model. Each course consists of a) pre-course orientation, b) synchronous live learning sessions, c) asynchronous modular learning d) mentor coaching and e) ongoing practice and reflection.

**Pre-Course Orientations.** In the week prior to the start of each course, you will receive access to the course materials via Canvas and be provided instruction on how to best prepare and get going in your upcoming course. If you're new to using Canvas or Zoom, we recommend setting aside time to get familiar with both platforms before the course begins.

**Synchronous Live Learning Sessions** occur weekly or bi-weekly within each course, including work in pairs, dyads, triangles and small and large groups to ensure ample opportunities for participants to work with

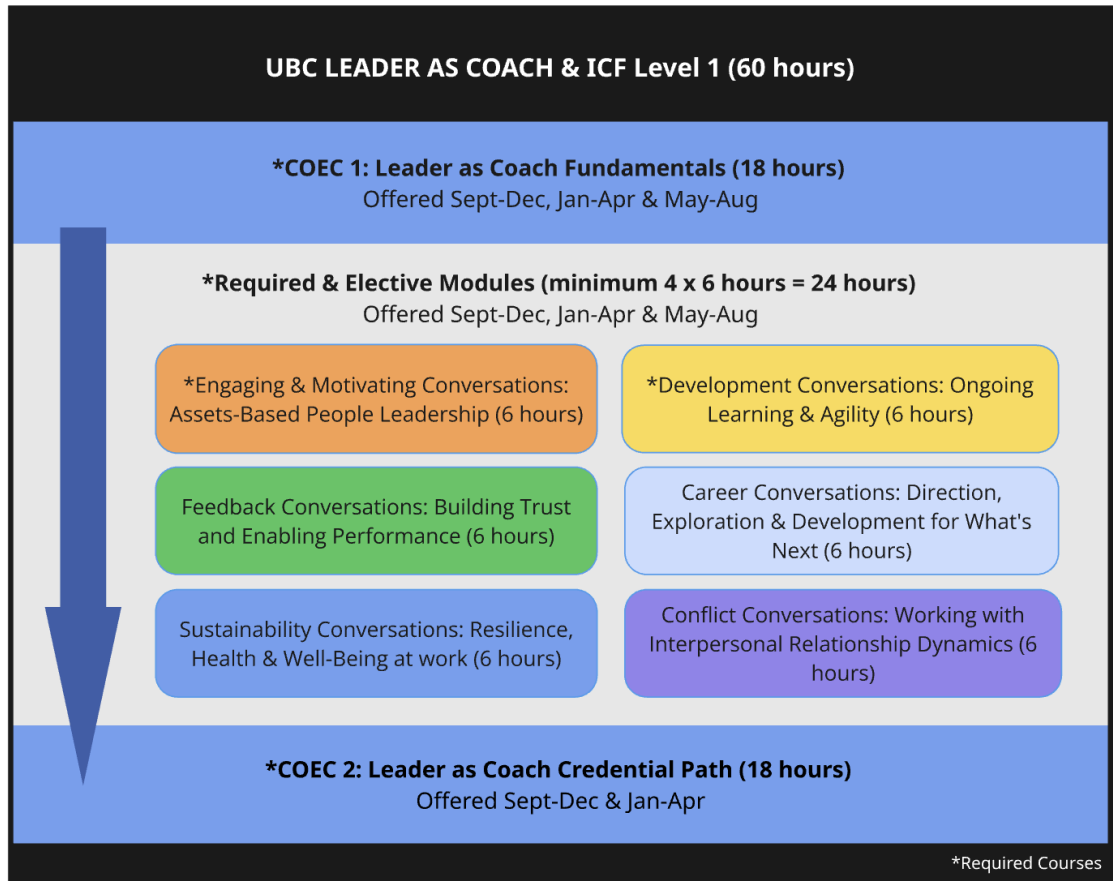
one another and learn by doing via Zoom. Attendance for these live learning sessions is mandatory as per ICF requirements.

**Asynchronous Modular Learning** involves self-directed study and responding online via Canvas. Your participation in the online learning community provides an opportunity to engage in critical thinking and reflections on theory and practice; to share experiences, awareness, and knowledge for the purpose of learning together; and to contribute to supporting the learning of others.

**Mentor Coaching.** Our ICF-credentialed mentor coaches support your development in advancing your awareness and coaching skills towards an ACC credential competency level through group and 1:1 mentor coaching. Mentor Coaching sessions are mandatory as per ICF requirements.

**Ongoing Practice and Reflection.** The integration of a coach approach and skills in context comes through structured and intentional practice and reflection. The courses provide structure and numerous opportunities to gain direct feedback to progressively develop your coaching competencies and confidence as a coach. However, the degree to which coaching is integrated is determined by the participant.

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



*Note: Attendance for the synchronous live learning component of each course is mandatory.*

### COURSE PROGRESSION

Completing this modular program will take 12-16 months (or more, if desired) from start to finish. The courses are designed to be completed in the following order:

1. *\*Leader as Coach Fundamentals*. This course introduces participants to core coaching competencies and the COEC model that underpins all parts of this program.
2. *\*Required Modules: Engaging & Motivating Conversations: Assets-Based People Leadership & Development Conversations: Ongoing Learning & Agility*

3. *Elective Modules: \*Minimum 2 out of 4 of Feedback Conversations, Career Conversations, Sustainability Conversations and Conflict Conversations.*
4. *\*Leader as Coach Credential Path*. This high-touch course takes a big practical step towards competency demonstration and includes 1:1 mentor coaching and support towards applying for an ICF ACC credential.

*\* Required courses*

See visual representation above.

## COURSE DESCRIPTIONS

### \*LEADER AS COACH FUNDAMENTALS (18 HOURS)

One of the first steps for new coaches in training is to become oriented to professional coaching competencies and translate their lived experiences to those competencies and development as a coach. Our foundational Leader as Coach course focuses on what coaching is and how it works through exploration and practice of the ways in which coaches co-create the conditions for coaching, and confidently navigate coaching conversations that are supportive, empowering and promote the autonomy of all involved. Through 18 hours of teaching, demos, activities, practice and reflection, participants will be able to:

- Distinguish between coaching and other forms of helping such as consulting, advising and mentoring
- Discern and choose when coaching is (and is not) appropriate as a learning modality in a given situation
- Work with awareness of personal identity, biases, status and power dynamics as they relate to co-creating psychologically safe conditions and the coach's presence
- Navigate and lead the process of a coaching conversation, in context
- Articulate how to prepare, take action on, and reflect upon elements of a coaching conversation
- Employ a systemic lens to toggle between execution and operational vs. strategic and relational perspectives
- Identify areas of strength and development with respect to personal coaching skills and leadership presence
- Use reflective practice to inform ongoing development as a leader and coach

### \*ENGAGING & MOTIVATING CONVERSATIONS: ASSETS-BASED PEOPLE LEADERSHIP (6 HOURS)

A Leader as Coach influences people and situations not only through their skills and knowledge, but through their presence and alignment of behaviours with beliefs and values and strengths (assets). Clarity on values and strengths influence the way we make decisions and engage with our work. In this module, participants will reconnect with their own values and strengths and learn how to use coaching skills to help others cultivate awareness and build on their values and strengths. By the end of this module, participants will be able to:

- Articulate their own values and strengths
- Identify situations when an assets-based conversation may be appropriate
- Use inquiry to support exploration of others' values and strengths in their own context
- Identify habits and moments in the coaching process for the coach to self-regulate and hold the coaching role
- Use the COEC model to navigate a coaching conversation to support others' self-awareness and decision-making in their own context

### \*DEVELOPMENT CONVERSATIONS: ONGOING LEARNING & AGILITY (6 HOURS)

A Leader as Coach understands that when modern workplaces value the work that people do, and actively tend to the development of those people, a learning culture - and performance - becomes the norm. An ongoing practice of engaging in development conversations contributes towards positive workplace cultures that attract and retain talent. It also enhances strategic thinking and action, supports workplace wellbeing, addresses sustainability issues, and empowers agility and autonomy for all involved. By the end of this module, participants will be able to:

- Articulate their own approach to development conversations and opportunities
- Distinguish between development and performance conversations and how to manage multiple roles as leader, manager, coach
- Identify systemic patterns and opportunities to engage in ongoing formal and informal development conversations across organizational levels
- Identify habits and moments in the coaching process for the coach to self-regulate and hold the coaching role
- Use the COEC model to navigate a coaching conversation partnering with others to inquire, brainstorm and advocate for ongoing development opportunities

### **FEEDBACK CONVERSATIONS: BUILDING TRUST AND ENABLING PERFORMANCE (6 HOURS)**

A Leader as Coach sees a feedback conversation as an opportunity to strengthen relationships and partner in the process of solving a shared issue. Building off of Engaging & Motivating Conversations and Development Conversations, this module leverages the coach approach introduced in these modules towards a feedback process explicitly based on genuine care and partnership, clarity on issues and interdependent goals, and prioritizing development and autonomy for performance. By the end of this module, participants will be able to:

- Plan and prepare for feedback conversations anchored in a coach approach, with special considerations for enhancing psychological safety for all involved
- Frame and approach feedback conversations through a systemic lens where “data” is the driver for development and performance
- Balance the skills of inquiry and advocacy as a Leader as Coach that strengthens partnership, responsibility and

accountability

- Identify habits and moments in the coaching process for the coach to self-regulate and hold the coaching role
- Use the COEC model to navigate and reflect upon feedback conversations

### **CAREER CONVERSATIONS: DIRECTION, EXPLORATION & DEVELOPMENT FOR WHAT’S NEXT (6 HOURS)**

A Leader as Coach knows that every person has their own unique aspirations and desires for their life and careers. Managers can often make an easy distinction between work and life outside of work for reports, however, most of us know that who we are and what we do at work significantly overlaps with our experience of our life outside of work. By engaging with the whole person, we can support people to explore their narratives, resources, constraints and decision-making processes as they explore career development, transition and progression. By the end of this module, participants will be able to:

- Articulate their own experience with respect to current and future career direction, exploration and development
- Distinguish between development conversations and career conversations and in an organizational context
- Identify ways to work with systemic patterns, constraints and opportunities that influence one’s career
- Identify habits and moments in the coaching process for the coach to self-regulate and hold the coaching role
- Use the COEC model to navigate a career coaching conversation and support career decision-making

### **SUSTAINABILITY CONVERSATIONS: RESILIENCE, HEALTH & WELL-BEING AT WORK (6 HOURS)**

A Leader as Coach pays attention to the energetic qualities of the people they engage with. They can see when others

are at their best, and when energy and motivation are low. Building on Engaging & Motivating Conversations and Development Conversations, this module focuses on working with intrapersonal relationship dynamics that influence how we self-manage, self-regulate and self-generate our energy moment to moment. By the end of this module, participants will be able to:

- Name and describe common intrapersonal dynamics and ways to safely build awareness of these patterns and their impact on present circumstances
- Brainstorm creative and meaningful ways to explore new perspectives, new actions and resources to gain more consistent access to one's resilience
- Employ basic somatic and mindfulness techniques to support a coach approach
- Identify habits and moments in the coaching process for the coach to self-regulate and hold the coaching role
- Use the COEC model to navigate a coaching conversation supporting well-being and resilience in the workplace and at home

### **CONFLICT CONVERSATIONS: WORKING WITH INTERPERSONAL RELATIONSHIP DYNAMICS (6 HOURS)**

A Leader as Coach accepts that conflict is a natural occurrence among people and in systems, and that when conflict arises, so does a challenge and an opportunity. Building on Engaging & Motivating Conversations and Development Conversations, this module focuses on interpersonal dynamics and ways that coaching can unearth common ground and widen perspectives and empathy to support meaningful progress. By the end of this module, participants will be able to:

- Name and describe common interpersonal dynamics and ways to safely build awareness of these patterns and their impact on present circumstances

- Listen for values, beliefs, needs embedded in narrative of what is at stake
- Articulate the importance of witnessing, acceptance and exploration of multiple perspectives
- Identify habits and moments in the coaching process for the coach to self-regulate and hold the coaching role
- Use the COEC model to navigate a conflict coaching conversation that supports learning and empowerment

### **\*LEADER AS COACH CREDENTIAL PATH (18 HOURS)**

The decision to pursue an ICF coaching credential involves formalizing coaching competencies, committing to a standard of practice, and gaining credibility. In doing so, the coaching profession itself also becomes more credible. Our Leader as Coach Credential Path dives deeper in to practice, development feedback and reflective practice. This includes more advanced approaches to presence and responsiveness, broadening and deepening exploration and working with insight and action. There are four observed Coaching Labs and three 1:1 Mentor Coaching calls where the focus will be on competency development and demonstration at the ACC level. By the end of this module, participants will be able to:

- Articulate their reasoning for pursuing coach accreditation, speak to their coaching philosophy and describe what's next for them as a Leader as Coach
- Demonstrate more fluency and ease with being present and responsive, broadening and deepening exploration and working with insight and action
- Describe areas of strength and development relative to the ACC behavioural markers
- Submit a 30 minute coaching session recording for competency evaluation
- Navigate the steps to apply for an ICF credential

## FINAL COACHING COMPETENCY EVALUATION

In this final component of the program, you submit a recorded 30-minute sample coaching session. Evaluated by a trained ICF Competency Assessor, the purpose of this recording is to demonstrate your coaching competencies at an ACC level. Evaluations use International Coaching Federation [competency level markers](#).

Each participant must pass this evaluation to earn a Letter of Completion for the ICF Level 1. In the case that a participant does not pass the evaluation, there is an opportunity to submit a new recording.

## CHANGES TO CURRICULUM

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

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

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

## INSTRUCTORS AND MENTOR COACHES

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

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

## WORKLOAD EXPECTATIONS AND TIME COMMITMENT

This modular program is spread out over several months, but can be demanding at times, particularly in *Leader as Coach Credential Path* and in preparation for application for an ACC credential. It is designed to be a part-time program for working professionals, offering flexibility along with weekly commitments and deadlines.

Please set aside a minimum of 4-5 hours per week for any course to give yourself the time and space to complete readings, participate in live learning sessions and online discussions, and to implement and practice what you are learning.

**Attendance at all Live Learning Sessions and Group / 1:1 Mentor Coaching Calls is mandatory. Missing these live calls may result in participants not meeting the training criteria required to complete this ICF Level 1 coaching education program.**

Please note that coaching practice will likely involve recruiting, scheduling and coordinating ongoing clients for coaching sessions - and this takes time!

## **TAKING OWNERSHIP OF YOUR LEARNING PROCESS**

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

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

Asking clarifying questions about the program is common and invited; in fact, as a learning community member, it's expected for you to reach out with questions and feedback throughout the program.

While we encourage you to communicate your learning needs and seek support proactively with the program team, we kindly ask that you first review program documents for clarification.

**As an adult learner, it's ultimately your choice and responsibility to determine how much capacity and time you have to commit to your own learning at this time.**

## **SELF-CARE DURING THE PROGRAM**

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

We support our participants' success by creating a safe and confidential environment online, and by offering flexibility and

accommodations when needed. However, instances can arise when a participant's needs exceed that of the resources we can offer.

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

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

## **HEALTH RESOURCES AND SUPPORT**

### [Student Services - Health and Wellbeing](#)

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

### [The Adler Centre](#)

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

### [UBC Counselling Clinic](#)

This clinic provides counselling for adults and students over 19 from September to April. Counselling is provided by students in the UBC master's program in Counselling Psychology.

### [BC Association of Clinical Counsellors](#)

Find a registered clinical counsellor.

### [BC Psychological Association](#)

Find a registered psychologist in BC.

### [Crisis Centre of BC](#)

24/7 confidential support and programs.

## ASSESSMENT METHODS

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

Assessment criteria for each assignment and course is described in course outlines.

## GRADUATION CRITERIA

Participants must successfully achieve "Complete" on all course work elements in each of the **required courses** within the program:

1. *Leader a Coach Fundamentals\**
2. Required Modules\*: *Engaging & Motivating Conversations: Assets-Based People Leadership & Development Conversations: Ongoing Learning & Agility*
3. Elective Modules: \*Minimum 2 out of 4 of *Feedback Conversations, Career Conversations, Sustainability Conversations and Conflict Conversations.*
4. *Leader as Coach Credential Path\**

\* Required courses

Once you have completed the UBC Leader as Coach required courses, you may request your ICF Level 1 Coach Education Letter of Completion. The latter is required to apply for an ICF Associate Certified Coach credential through the Level 1 path.

## TECHNOLOGY REQUIREMENTS

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

We also use:

- Zoom virtual web conferencing
- Miro to capture conversations in Zoom breakout rooms

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

# Admission Requirements

To invite and accommodate participants from a variety of backgrounds, the admission requirements for the Leader as Coach are broad. You must:

- have an undergraduate degree or equivalent professional experience
- have at least two years of relevant work experience working with individuals, groups or teams in a range of organizational contexts
- be motivated to enrol in this program by relevant professional or personal experience or interest
- consider your a) readiness, b) congruence between your expectations for the program and what the program can deliver, c) confirm you have adequate capacity, flexibility, support network and resources in place and d) possess the English language and communications skills sufficient to allow active participation in this dynamic and experiential program

## LANGUAGES

We are proud to have many multi-lingual coaches in our alumni community. While speakers of all languages are invited to apply

to the program, please note that this program is accredited by the International Coaching Federation and provided by UBC Extended Learning in English only.

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

## COURSE REGISTRATION AND PAYMENT

Applicants should read and thoroughly understand this program handbook before registering for the courses in this program. To discuss eligibility, prior experience and program relevance, contact us at **604 822 1444**, or email [coaching.exl@ubc.ca](mailto:coaching.exl@ubc.ca).

Please register for each course individually. Course fees include all course materials.

All fees are in Canadian dollars and are subject to change. Fees may be paid by Visa®, Visa® Debit, Mastercard®, American Express®, cheque, bank draft or wire transfer.

# Program Policies

## **ENROLMENT**

Enrolment is capped at 32 participants per course. Registrations may often exceed the number of spaces available. Before applying to the program, we would be happy to discuss your eligibility, prior experience and the relevance of the program to your goals. Please contact us at 604 822 1444 or by email at [coaching.exl@ubc.ca](mailto:coaching.exl@ubc.ca).

## **ENROLMENT AGREEMENT**

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

## **WITHDRAWAL AND CANCELLATION POLICIES**

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

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

## **WITHDRAWING AND DEFERRING FROM THE COURSE BEFORE THE COURSE START DATE**

You may withdraw, or defer to a later start date, from the program up to 7 business days prior to the program start date by notifying UBC Extended Learning in writing of the reasons for the withdrawal. Tuition fees are 100% refundable, less a \$50 administration fee.

## **WITHDRAWING FROM THE PROGRAM AFTER THE COURSE START DATE**

You may withdraw from the program at any time by notifying the UBC Extended Learning in writing of the reasons for the withdrawal. Tuition fees are non-refundable. Deferrals are considered on a case-by-case basis.

## **PARTIAL COMPLETION**

UBC Extended Learning offers credit for partial completion of the ICF Level 1 program. The number of hours awarded is determined by the number of hours of curriculum completed by the participant, and is determined by the Program Leader at the time of withdrawal.

## **TRANSFER OF CREDIT**

For this ICF Level 1, there is no established transfer of credit pathway. Transfer of credit is considered on a case-by-case basis.

## ILLNESS

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

Participants who need to miss more than 2 hours of the course are required to coordinate with the Program Leader to determine next steps on a case-by-case basis. Next steps may include the participant arranging and paying for individual instruction or mentor coaching, deferral of or withdrawal from the program.

## ACCESSIBILITY-RELATED ACCOMMODATIONS

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

## PROFESSIONAL CONDUCT

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

Our working agreements include:

- Maintain confidentiality and privacy
- Strive to be present or “in the moment”
- Approach with openness and curiosity
- Notice and question our own judgments and biases
- Speak for oneself, not on behalf of others
- Listen and seek clarification when needed
- Invite and honour diversity of opinion
- Observe the Program Statements of Equity, Diversity, Inclusion & Belonging; Instances of bullying and behaviour not in alignment with the our Program Statement and policies will not be tolerated
- Follow the Troubleshooting Guide, in alignment with taking ownership of your own learning process
- Responsible for \$75 no-show/late cancellation fee when working with Mentor Coaches

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

## PROGRAM BOUNDARIES & SUPPORT

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

- **Extenuating Circumstances.** Life happens over the course of this program. Participants and loved ones become ill, pass away, welcome new family members, experience significant and ongoing life events outside of the program, etc. When

this happens, participants are requested to reach out to engage the wealth of support available within the program community.

- **Ongoing Circumstances & Accommodations.** Life is already busy. Participants are responsible for making space for the program in their life and to access their resources when they need help. Should life become busier than expected, participants are expected to reach out proactively to the program team with their requests for accommodations (e.g. Extensions). If there is a pattern of perpetual lateness with Module coursework and rescheduled calls with Mentor Coaches, both the participant and the program may initiate a dialogue to explore circumstances and next steps as per Disengagement.
- **Disengagement.** As a learner-centered adult education program, the program team will match all participants in their efforts to engage in and successfully complete the program. On the occasion that a participant demonstrates a pattern of disengagement and unresponsiveness, the program team will inquire regarding boundaries, responsibilities and commitments going forward. Ongoing disengagement with minimal or no communication from participants may be elevated to Unresponsive.
- **Unresponsive Participant.** In the event that a participant is unresponsive to 2 or more email outreach attempts and a phone call from the Program Leader within the span of 2 weeks, the participant will be temporarily withdrawn from the program until contact is made and next steps are determined (which could include reengagement to full withdrawal).

## NON-DISCRIMINATION POLICY

UBC Extended Learning demonstrates its commitment to ensuring our program team, students and guests enjoy a learning environment that is free of harassment and discrimination by:

- Seeking to enhance representation of all peoples in our learning community

with regard to race, age, religion, colour, indigeneity, national origin, gender, sexual orientation, gender identity, marital status, disability or veteran status. This includes recruiting and hiring of program team members, and in our efforts to attract program participants.

- All members of our learning community are invited to participate regardless of race, age, religion, colour, indigeneity, national origin, gender, sexual orientation, gender identity, marital status, disability or veteran status.
- Discrimination and harassment of learning community members on the basis of race, age, religion, colour, indigeneity, national origin, gender, sexual orientation, gender identity, marital status, disability or veteran status will not be tolerated.

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

Any forms of discrimination, bullying and harassment will not be tolerated. UBC Extended Learning reserves the right to require a student to withdraw from a program at any time for conduct that is not in alignment with the program statement and policies. In such cases, there will be no refund of tuition.

## COMPLAINTS & GRIEVANCES

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

- A participant should first attempt to resolve the issue directly with the program team member, or participant with whom they have an issue.

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

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

### **ACADEMIC INTEGRITY**

UBC Extended Learning is committed to academic integrity and takes academic misconduct seriously. Penalties for cheating, plagiarizing or other academic misconduct may include dismissal from the program or course with a failing grade and no refund of fees. Read more about [UBC’s policy](#).

### **BUSINESS CLOSURE & TEACH-OUT POLICY**

In the unlikely event that UBC Extended Learning must close, discontinue a program, or cannot deliver promised education services, we will act in good faith to minimize disruption and support currently enrolled participants.

Where possible, participants will be notified in writing, with a minimum 30 days notice prior to changes, including details on:

- Effective closure or discontinuation date
- Participant progress and remaining requirements
- Available teach-out or transfer options
- Refund eligibility, if applicable
- Key deadlines and contact information

We will make reasonable efforts to enable participants to complete their program through one or more of the following:

- Completion with UBC Extended Learning during a limited teach-out period
- Continued access to course materials for a defined self-paced completion period
- Prorated refund if completion is not reasonably possible

We will preserve and provide access to participant records, including enrollment, progress, assessments, and completion status. Participants who:

- Complete the program will receive official completion documentation
- Do not complete may request records of completed work and remaining requirements

Records will be maintained for a minimum of 5 years, or as required by law.

If program delivery or a reasonable teach-out option is not possible, participants may be eligible for a prorated refund based on:

- Amount paid
- Portion of the program completed
- Services already delivered

Refunds are not guaranteed in all circumstances but will be assessed in good faith.

To access available support, participants are expected to:

- Respond to communications within stated timelines
- Confirm participation in teach-out options
- Complete remaining requirements by deadlines
- Request records before specified dates, if needed

Failure to respond may limit available options.

Priority will be given to participants actively enrolled and in good standing at the time of closure. Support for former or inactive participants may be limited, except where required by agreement or law.

## **USE OF INFORMATION TECHNOLOGY**

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

# Administration

## UBC EXTENDED LEARNING PROGRAM STAFF

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