

Coaching for Transformation

Learning Commitment & Participant Agreement

OUR MISSION

Welcome to the Leadership Coaching Network!

Who? **LEADERS** passionate to expand our ability to help others grow and flourish.

What? **COACHING** skills to become agents of transformation in all arenas of life, personal and professional.

How? A growing **NETWORK** of leaders from many backgrounds, tribes, professions and callings working together to advance transformational change across people, organizations, and society.

Our mission, therefore, is to *Empower African leaders agents of transformation for people, organizations, and society*. We believe when leaders are flourishing, those they lead and those around them will flourish as well.

This leads to **our vision**, which is *Equip and organize 1,000 passionate African leaders into relational networks that empower genuine transformation at all levels*.

Our **faith-based perspective** especially serves Christian leaders, but all students are welcome!

- *We believe* God is actively engaged with humanity and created each person with a unique purpose; through a coaching style of self-discovery learning, we empower people to fulfill their life purpose.
- *We believe* coaching helps build the deep, all-embracing human wholeness for individuals, communities and society which the Bible calls “Shalom”—in other words, human flourishing!

Coaching for Transformation is accredited by the International Coaching Federation (ICF). We offer African leaders high-quality coaching training based on ICF’s coaching core competencies, the “gold standard” of coaching training with over 30,000 credentialed coaches in 140 countries. This course meets two distinct and yet overlapping needs:



- **Grow in Personal Coaching Skills**—for those who wish to increase their own leadership capacity, not only to help to them flourish as leaders but to make a significant impact on all arenas of life—people, organizations, and society.
- **Earn an ICF Professional Coaching Credential**—our course is accredited to provide the 60 hours of training required to earn an ICF coaching credential. We walk alongside you every step of the way toward earning this world-class coaching credential.

In all our training, coaching, and consulting, Leadership Coaching Network brings a commitment to the highest level of quality, delivered with ethical integrity, cultural sensitivity and personal compassion.

As a potential participant in *Coaching for Transformation*, **this Learning Commitment clarifies our mutual expectations, commitments, and investments in one another**. Please read it carefully. By your signature at the end, you agree to comply with our policies and expectations throughout your involvement.

OUR LEARNING PHILOSOPHY

This course is based on the **Action Learning Cycle**, a four-step time-tested pedagogy that equips learners to master real-life skills like football...or coaching. In our model, we offer consistent, guided practice in coaching skills over several weeks or months to insure wider and deeper skill development than is often possible in an intensive course offered over a just few days.

Action Learning Cycle



(Step 1) **Thinking:** Every online session engages the learner in new coaching content and skills.

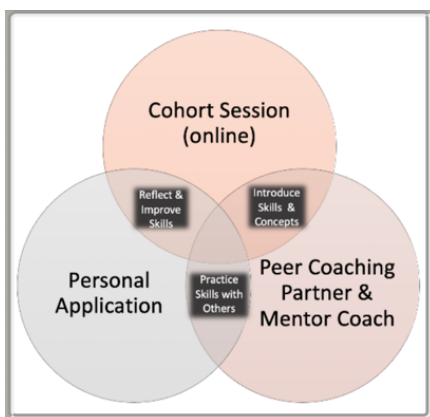
(Step 2) **Planning:** Learners turn new ideas into concrete action by planning

when to practice new skills in the coming two weeks.

(Step 3) **Doing:** Learners practice skills with peer coaching partners during the weeks following each online session, as well as with friends, family or work colleagues on their own.

(Step 4) **Reviewing:** What did, or did not, go well? How can I improve next time? Such honest reflection shared within our learning community motivates learners to keep improving their coaching skills.

As learners progress through these four steps of the Action Learning Cycle every two weeks, they build momentum, confidence, and growing mastery in their coaching skills.



A. Three Overlapping Components Build Toward Long-Term Success

1. Group Cohort Sessions--Each interactive online session introduces new concepts and skills in a fast-paced interactive style, along with plenty of time for questions, discussion and initial practice.

2. One-to-One "Fieldwork" with Peer Coaching Partners--Each student meets with a small group of 3-4 Peer Coaching Partners during the two weeks following each online session to practice skills with one another.

For students in the ICF Credential Program, these groups have the extra benefit of "Observed Coaching" by the instructor. In some cohorts, a graduate of our program also serves as a Mentor Coach to advise and help students.

3. Personal Reflection and Application--Students personally reflect on their own coaching experience to capture insights that help them continue to improve. This guided personal reflection super-charges personal growth and is shared within our learning community in our google classroom.

To summarize: This course is designed for *experiential learning*. Our training approach requires engaged, active participation during *both* online sessions *and* "fieldwork" with 3-4 peer coaching partners during the two weeks following each online session.

Please carefully review these key principles of adult learning which are foundational to our course. (This course may require mindset adjustments for students whose educational experiences to-date have been lecture-oriented.)

B. 12 Principles of Effective Adult Learning

1. Needs Assessment: “Doing an adequate needs assessment is both standard practice and a basic principle of adult learning, which honors the fact that while people may register for the same program they all come with different experience and expectations. How can we discover what the group really needs to learn, what they already know, what aspects of the course we have designed really fit their situations? Listening to learners’ wants and needs helps shape a program that has immediate usefulness to adults.” *Jane Vella, Learning to Listen, Learning to Teach.*

2. Safety: “People need both challenge and safety. When the learning environment does not appear safe to adult learners, they will disappear or resist the program dramatically to protect themselves.” *Jane Vella, Training Through Dialogue.*

3. Sound Relationships: “...Relationship between the instructor and the learner is clearly an important factor in the learning process. I call this principle sound relationship-which implies there is friendship but no dependency, fun without trivializing learning, dialogue between [adults] who feel themselves peers.” *Jane Vella, Learning to Listen Learning to Teach.*

4. Sequence/Reinforcement: “Sequence is a vital principle in designing educational events...Nothing is more confusing to the adult learner than a design that is out of sequence! We suggest working from: simple to more complex, easy to more difficult, slowly to more quickly, A to B!...Reinforcement is another basic and vital principle for adult learning. The learner needs not only time for mastering new knowledge, skills and attitudes, but she or he also needs to have the mastery reinforced at every possible opportunity.” *Jane Vella, Training Through Dialogue.*

5. Praxis: “Praxis means action with reflection. It combines inductive and deductive approaches to learning...When every learning task is a praxis, you will have immediacy and relevance and highly motivated learning.” *Jane Vella, Training Through Dialogue.*

6. Respect for Learners: “Malcolm Knowles’ research shows that respect is the prime factor in adult learning. If learners do not feel respected by the teacher, they will not learn what they might learn.” *Jane Vella, Training Through Dialogue.*

7. Ideas/Feeling/Action: “When learning, human beings can use three faculties: the mind, to consider ideas or cognitive material; the heart, the affective faculty, or feelings; and the muscle, in psychomotor activities (actions). [The learning-centered approach] stresses that the most effective learning uses all three aspects of learning as much as possible.” *Jane Vella Training Through Dialogue*

8. Immediacy: “Without immediacy there is a dullness in the learning situation. The participants are there, but not there...All the decisions about content, methods, learning tasks, and materials are directed by this principle of immediacy. If a skill or attitude is not immediately useful to an adult, it is probably not being learned as effectively as possible.” *Jane Vella, Training Through Dialogue*

9. Clear Roles & Role Development: A teacher can be intent upon a dialogue with an adult learner, but if the learner sees the teacher as “the professor” with whom there is no possibility of disagreement, no questioning, no challenge, the dialogue is dead in the water. Adult learners need reinforcement of the human equality between teacher and student and among students. It takes time for adults to see themselves and the teacher in a new role.” *Jane Vella, Learning to Listen, Learning to Teach.*

10. Teamwork: “Teams provide, in the adult learning experience, a quality of safety that is effective and helpful. The assurance of safety and shared responsibility available in teams has always proved welcome,

no matter what the cultural setting. Teamwork cannot be taken for granted.” *Jane Vella, Learning to Listen, Learning to Teach.*

11. Engagement: “Without engagement, there is no learning! The engagement of learners is not only an indication that they are learning, it is how they learn.” *Jane Vella, Training Through Dialogue.*

12. Accountability: “Who is accountable to whom? First, adult learners are clearly accountable to themselves. No teacher can learn for a learner. Educators of adults must do all they can to be accountable to learners by carefully selecting people for courses, conducting LNRA (Learning Needs & Resources Assessment), preparing achievement-based objectives, and designing feasible learning programs.” *Jane Vella, Training Through Dialogue.*

Source: Vella, J. (2002). *Learning to listen, learning to teach: The power of dialogue in educating adults*
Vella, J (1995) *Training Through Dialogue* San Francisco, CA: Jossey-Bass.

C. Learner Engagement: *This course is Learner-Focused!*

As noted above, learning in adults happens best through active dialogue and self-discovery (not passively listening to lectures). Therefore, this course is learner-focused, not teacher-focused. Because self-discovery learning is personally driven, in this course learners must be ready to take responsibility for their own development. Here are the three basic commitments we expect from every learner:

- **As a learner, I commit** to attending every online session unless serious conflicts arise. I agree to come to every session on-time, ready and prepared to actively participate and engage with other students.
- **As a learner, I commit** to ongoing reflection, asking myself questions, and searching for how coaching mindsets and skills can be applied to my own life. I will post my reflections every two weeks in the Reflection Assignment section of the google classroom.
- **As a learner, I commit** to investing in others using my growing coaching skills. I agree to practice my coaching skills with my peer coaching partners in one meeting of at least 60 minutes after every online session, as well as within the conversations in my daily life. I understand the best way to master new skills is to use them!

D. Coaching Practice

One of our essential learning activities is extensive coaching practice, both in our online sessions and with our Peer Coaching Partners. When in the role of the client, it is expected that you will fully participate and to take responsibility for your choices, decisions, and well-being. Coaching works best when the client is fully authentic and present, discussing real-life and challenging topics from their own lives.

It is expected that you will abide by the ICF Code of Ethics and be respectful of one another at all times as you practice coaching skills. This includes being open to feedback that both affirms your skills and challenges you to keep growing. Constructive feedback can be both honest and to the point, as well as encouraging.

Just as coaching is about *being present, engaged, and willing to step out of one’s comfort-zone* (both as the coach and client), we will engage in these values throughout all of our coaching practice sessions.

COURSE PARTICIPATION POLICIES

A. Course Engagement

Success in our program requires full commitment by all participants. Except for real emergencies, it is expected that students will participate in every online session, and all course activities including practice sessions with peer coaching partners, any assigned pre-session reading and Reflection Assignments.

Participants agree to being fully present during all sessions and participate to the best of their ability in online discussions, breakout rooms, and “fieldwork” with peer coaching partners. We expect students to follow the *Coaching for Transformation* Code of Conduct (below).

B. Code of Conduct

Participants are expected to conduct themselves in a professional manner during all sessions, both online and fieldwork with peer coaching partners. This includes, but is not limited to:

- Plan ahead to arrive on time and attend all live online sessions.
- Join from a computer if at all possible to have better access to the chat box, etc.
- Participate fully in all sessions and mentor coaching sessions. This includes being prepared and having completed homework assignments.
- Assume responsibility for your learning and contribute to the learning of others.
- Engage in discussions with integrity and honesty.
- Be respectful of your fellow participants and instructor, including being fully present (silence your cell phone, do not text, etc.)
- Embrace diversity and inclusion while respecting the dignity and humanity of others.

C. Attendance

Unlike some training organizations, we offer coaching training in “small bites” every two weeks over a two or three-month period rather than in a few highly intensive days. Here are the reasons for our model:

- The majority of our African students have widely fluctuating internet and power connections; if they lose connection on the wrong day, they might miss a huge portion of an intensive course.
- *Coaching is a skill that we learn by doing!* Just like football, we become good coaches not in a lecture room but on a practice field. Our model offers repeated practice over two or three months rather than just a few days. We move through the Action Learning Cycle every two weeks to slowly expand and deepen your growing skills.

Required Attendance for Basic and Advanced Coaching Certificates

- **Basic Coaching Certificate**—21 total hours—you must attend 75% or 15 hours to earn a certificate of completion
- **Advanced Coaching Certificate**—39 total hours—you must attend 75% or 29 hours to earn a certificate of completion

Zoom keeps track of your attendance during online sessions. Your fieldwork hours are verified through completing your reflection assignments every two weeks.

SPECIAL NOTE: We empathize with students who must miss meetings through work conflicts or internet disruptions. However, we have no means by which you can earn additional hours once a course is completed. Therefore, *please do not ask* to “make up” hours to receive a certificate. If a certificate is important to you, you are certainly welcome to register for the course again.

Required Attendance for ICF Credential Program (ICF calls this a “Level 1” Certificate)

Students in this program (which includes both Basic .and Advanced courses) are required to complete 60 hours of coaching specific training. Within these 60 hours, ICF requires the following:

1) At least 30 of your 60 hours must be synchronous (“live”) hours with an instructor. Our ICF Credential Program offers a potential total of 40 synchronous hours, including the required 10 hours of Mentor

Coaching. Thus, every student with consistent attendance can easily meet this requirement. *(All synchronous hours are validated through actual attendance at zoom meetings.)*

2) The remaining hours needed to complete your 60 total hours are asynchronous (“self-study”) hours which we call FIELDWORK. This can include personal reading, reflection and journaling, and coaching skills practice with partners. Our ICF Credential Program offers a potential 30 asynchronous hours to complete your 60 total hours. These hours will include pre-session reading (Advanced Course), Peer Coaching Partner small group sessions and Personal Reflection assignments at the end of every two-week cycle. *(All asynchronous hours are validated through your reflection comments and description of your learning experience submitted every two weeks in a Reflection Assignment.)*

In all courses, Reflection Assignments must be submitted in the google classroom BEFORE the next online session to receive credited training hours for reading, practice coaching and personal reflection. *(For example, the Reflection Assignment on Session 1 must be submitted before the Session 2 online meeting.)* To fulfill their purpose, Reflection Assignments must be completed at the end of each two-week learning cycle, not in a rush at the end of the course.

ICF requires that at least 48 of the 60 training hours must be focused on the ICF Core Competencies. All training hours in our Basic and Advanced coaching courses—both synchronous or asynchronous—are based on the ICF Core Competencies.

Make-Up Attendance Policies (Illness, Internet Disruption or Other Issues)

Online Sessions: To make-up a portion of a missed online session, please (1) watch the Zoom video recording of the session, and (2) post your Reflection Assignment based on watching the video. In this post you must state the date you watched the video to make up for the missed class session. *[Note: For ICF credentialing, make-up work watching the video will earn one asynchronous Core Competency hour, but WILL NOT REPLACE attending the “live” class hours.]*

Fieldwork with Peer Coaching Partners: Because they are not recorded, there is no way to make up these meetings, so please make it a high priority to arrange your schedule to attend!

Mentor Coaching: If you miss any of the 7 hours of group mentor coaching, you will need to arrange and pay for individual mentor coaching sessions to complete the required 10 hours of mentor coaching to satisfy the International Coaching Federation requirements.

OTHER IMPORTANT POLICIES

A. Statement on Ethics, Integrity, Transparency

As an International Coaching Federation (ICF) accredited provider, we adhere to and emphasize the [ICF 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](#).

Additionally, we commit to acting with integrity and transparency. We hold ourselves and our participants to the highest level of integrity and strive to be as transparent as possible. We do not believe in using manipulative or dishonest sales tactics and strive to provide a safe and ethical sales process. Further, we work to provide fair and equitable pricing for all programs to ensure access and quality of coaching education.

B. Registration, Payment of Course Fees, Withdrawals and Refunds

Registration: All registrations are secured on a first-come, first-served basis. Registration is closed when the cohort maximum is reached. You may join a waiting list and possibly take a place that becomes available after the first session if some students drop out.

Course Fees: Our course fees are *EXTREMELY LOW* for ICF accredited coaching training—in fact, our fees are *less than 10%* of typical Western rates! Fees are welcomed in local currency; generally accepted bank exchange rates will apply.

- In all cases, *full fee payment must be received prior to the first course session* unless prior arrangements have been made with us. You must download proof of course fee payment (bank slip or receipt) as part of your registration form (i.e. you must provide proof of payment in order to register.)
- We also offer training at (below market) Western rates for non-African students or students whose fees are sponsored by Western organizations.

CERTIFICATE LEVELS—Hours and Fees (2024)						
Course	Synchronous Hours (with Instructor)	Asynchronous Hours (Fieldwork)	Total Hours*	Course Only (African)	ICF Credential Program (African rate)	ICF Credential Program (Western rate)
Basic Coaching	12	9	21	\$25	\$25	\$500
Advanced Coaching	18	21	39	\$50	\$75	\$1000
Mentor Coaching	10		10	NA	\$50	\$1,000
Performance Evaluation				NA	\$50	(incl. above)
	40 hours	30 hours	70 hours		\$200	\$2,500

*Total Hours assumes 100% attendance at all online class sessions and completion of all required fieldwork assignments.

Scholarships: We offer limited scholarship assistance for truly needy African students. All decisions are made by a scholarship committee composed of Leadership Coaching Network partners in Africa. Since course fee payment is a required part of registration, if you wish to apply for scholarship help, please contact us *before* you register.

Refunds: Full registration fees are refundable up until the beginning of the first course session. All requests to transfer to a different cohort or to request a refund must be submitted in writing via email.

C. Transfers of Registration and Credit / Cancellation of Program

Registrations can be transferred to other qualifying applicants prior to the start of the first session. No transfers will be allowed after session one has begun. Transfer applicants must make arrangements with the course leader to make up for the Orientation Session if they did not attend it.

We accept partial credit from other ICF approved Level 1 programs. You must provide documentation of your Level 1 completion, including the organization, number of hours completed, completion certificate, and contact information for the organization or trainer. You may be asked for additional details or documentation on an as-needed basis. We also offer proof of participation if you wish to transfer your training hours gained with us to another organization.

Leadership Coaching Network reserves the right to cancel a program for any reason which we believe may compromise the standards of excellence of the program delivery. In case of course cancellation, all participants are entitled to either attend a future course without paying an additional registration fee or a full refund.

D. Partial Completion Policy

Even if you do meet the 75% attendance threshold to earn a certificate in Basic or Advanced Coaching, we keep your attendance on file. If you engage with another Level 1 training organization, you may request a certificate from Leadership Coaching Network verifying the number of hours of your participation in actual synchronous and asynchronous training.

If you wish to later complete the 60 hours of training with Leadership Coaching Network (arranged with a make-up fee or an administrative fee for late completion) you will be issued a new upgraded certificate of completion.

E. Disability Policy

We support individuals with disabilities and are committed to providing disabled individuals access to reasonable accommodations. In addition, we prohibit discrimination on the basis of disability and ensure equal opportunity for all qualified individuals with disabilities.

Our goal is to create a learning environment which meets the needs of each individual student, in accordance with the law. We strive to be able to accommodate a variety of learning disabilities to make our programs more accessible. Please contact us before enrolling to see how we can work together to meet your needs.

F. Non-Discrimination Policy

We value all participants as unique individuals, and we welcome the variety of experiences they bring to our programs. As such, we have a strict non-discrimination policy. We believe everyone should be treated equally and with respect.

We want all participants to enjoy an environment free of discrimination and harassment. This includes, but is not limited to, discrimination or harassment in the areas of race, age, religion, color, creed, national origin, gender, sexual orientation, gender identity, marital status, disability, or veteran status. Our organization does not and will not tolerate conduct by any trainer or participant which unreasonably interferes with an individual's ability to learn in a welcoming environment. Participants who wish to report discrimination are encouraged to provide feedback directly to those involved or follow the grievance policy (below) so that it will be promptly investigated.

G. Grievance Policy

We seek 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 content, or participant or trainer behavior. All grievances will be addressed to the best of our ability to prevent further problems. A process for filing grievances is as follows:

1. A participant should first attempt to resolve the issue directly with the trainer or participant with whom they have an issue. If participants are not comfortable approaching the individual, they can proceed to the next step.
2. 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 director within 14 days. The program director will review the issue and attempt to talk to the student within 14 days of receiving the complaint. The program director will work with all parties involved to resolve the issue.
3. If a participant does not feel the issue is resolved, a written request for an appeal should be sent to Dr. Rich Hansen 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 14 days. All appeal decisions are final.

H. DEIJ Statement

Our commitment to diversity, equity, and inclusion is unwavering and central to our mission and impact in the world. We know that having varied perspectives helps generate more creative ideas and better learning for all. While Leadership Coaching Network offers its training from the perspective of a biblical worldview, participants from all traditions are welcomed.

We embrace the ICF Statement of Diversity, Inclusion, Belonging and Justice. As members of the ICF community, we ascribe to the core values of integrity, excellence, collaboration and respect. The foundation of these values is a shared commitment to diversity, inclusion, belonging and justice. We will place diversity, inclusion, belonging and justice at the forefront of every decision we make within our Association. As we continue the journey toward our vision, we will recommit ourselves to valuing the unique talents, insights and experiences that every coach and client brings to the world.

I. Copyright

The original materials in all our courses are not to be reproduced or used without written permission. The materials accessible on-line and in books are subject to their own copyrights.

J. Participant Satisfaction and Release of Liability

We want you to have a positive experience in this course. While we recognize that learning will involve moving through discomfort and into new paradigms or mindsets, we also want you to feel safe in the process. If something is not working for you, or you have a suggestion to make things better, please notify your instructor.


Coaching for Transformation faculty are not licensed medical or therapeutic professionals. By enrolling in this program, participants understand that it does not constitute any type of therapeutic or medical intervention. Participants assume full responsibility for their participation and use of resources.

Participation in this course is fully voluntary and the participant assumes all risk for their participation. By signing this agreement, participants agree to waive and release Leadership Coaching Network, and its faculty or contracted workers, from any liability related to personal injury, loss or damage arising from participation in this course.

Please sign and date below to confirm your agreement with our policies and expectations.

Name: _____

Signature: _____ Date: _____

Trainer/Coach Signature:  _____

AFTER SIGNING, PLEASE UPLOAD A SCANNED COPY OF THIS SIGNATURE PAGE TO YOUR COURSE REGISTRATION FORM.

You do not need to submit all the pages—upload only this signed page to your registration form!

However, be sure you download this entire document to refer to as needed throughout the course. It had lots of important information.