

HWH Coach-specific Training Level 1 – Fundamentals of Coaching (60 Hours)

8 weeks 16 hours-Tele-classes, 24 hours Tele-labs, 10 hours Homework

10 hours – Coach-specific Mentorship

**All class assignments due and comprehension test completed by last day of Level 1
10-hour Coach-specific Mentorship completed by the end of the All-in-One Program**

Name of Module	Description	Time	Synchronous/ Asynchronous	Materials	ICF Core Competencies
Week One - Setting the Foundation and Meeting Ethical Guidelines					
Tele-class	Trainees will learn the ICF Definition of Coaching, the ICF Code of Ethics, and the ICF Core Competencies. They will learn how to meet the international standards of ethical guidelines and professional standards established by the International Coach Federation (ICF). Discuss importance and nuances of meeting ethical guidelines and professional standards and establishing trust and intimacy via maintaining strict confidentiality and being and remaining clear about what coaches do and do not do. Trainees will learn to screen clients and identify and handle difficult dynamics.	2 hours	S	<i>Happy Whole Human Level One Coach Certification Handbook</i>	Meeting Ethical Guidelines and Professional Standards (3.75 hrs – 2.5 s, 1.25 as) Establishing Trust and Intimacy (2.5 s)
Tele-lab	Introduction to the tele-lab structure and observation forms. Trainees will learn to conduct mock calls to practice ICF core competencies with other coach trainees. Model and practice how to handle sessions where a referral is appropriate.	3 hours	S		
Homework	Read and study handbook. Journal.	1.25 hours	A		

Week Two - Establishing Trust and Intimacy with Client

Tele-class	Trainees will learn to employ principles and protocols to establish trust and intimacy, as well as to establish a powerful, empowering coaching presence.	2 hours	S	<i>Happy Whole Human Level One Coach Certification Handbook</i>	Meeting Ethical Guidelines and Professional Standards (1.25 hrs as)
Tele-lab	Trainees will practice strategies to effectively diffuse challenging dynamics and/or to make a referral when appropriate. They will receive and give structured feedback using online observation forms.	3 hours	S		Establishing Trust and Intimacy (2.5 hrs s) Coaching Presence (2.5 hrs s)
Homework	Fill out the HWH online intake form. Take the HWH Holistic Wellness Self-Assessment. Read and study handbook. Journal writing.	1.25 hours	A		

Week Three – Intake Form and the Importance of a Screening Process

Tele-class	Trainees will learn the rationale for a confidential intake form and about its utility to learn about the client and as a strengths-based screening tool and springboard for goal-setting. Steps and strategies for building trust and intimacy are presented.	2 hours	S	<i>Happy Whole Human Level One Coach Certification Handbook</i>	Meeting Ethical Guidelines and Professional Standards (1.25 hrs as)
Tele-lab	In mock calls, trainees will practice going over an intake form with clients. They will receive and give structured feedback using online observation forms.	3 hours	S		Establishing Coaching Agreement (.5 hrs s)
Homework	Read and study handbook. 15 minutes of reflection journal writing.	1.25 hours	A		Creating Awareness (2.5 hrs s)
					Designing Actions (.5 hrs s)
					Planning and Goal Setting (.5 hrs s)
					Managing Progress and Accountability (.5 hrs s)
					Establishing Trust and Intimacy (5 hrs s)

Week Four –Establishing the Coaching Agreement					
Tele-class	Trainees will learn how to establish a coaching agreement whereby they create awareness via powerful questioning , direct communication, and active listening in order to plan and co-create goals with clients in order to manage progress and accountability in the initial coaching intake session using pre-work and a protocol in which they go over the client’s intake form, HWH Self-Assessment results report, and set realistic and measurable goals, considering scope and budget.	2 hours	S	<i>Happy Whole Human Level One Coach Certification Handbook</i>	Meeting Ethical Guidelines and Professional Standards (1.25 hrs as) Establishing Coaching Agreement (1.5 hrs s) Active Listening (.5 hrs s) Powerful Questioning (.5 hrs s) Direct Communication (.5 hrs s)
Tele-lab	In mock calls, trainees will practice the intake process for an initial client session using the HWH 60 minute initial session protocol. They will receive and give structured instructor and peer feedback using online observation forms.	3 hours	S		Creating Awareness (.5 hrs s) Designing Actions (.5 hrs s) Planning and Goal Setting (.5 hrs s)
Homework	Read and study handbook. 15 minutes of reflection journal writing.	1.25 hours	A		Managing Progress and Accountability (.5 hrs s)

Week Five- Communicating Effectively as a Coach					
Tele-class	Trainees will learn about different types of questions and how to employ open-ended questions based on authentic curiosity and follow intuitively and courageously to continue to lead a client to insight via sensitive inquiry, appreciation, reflection, and acknowledgement in order to achieve client goals. Tools, examples, techniques, and sample questions will be provided.	2 hours	S	<i>Happy Whole Human Level One Coach Certification Handbook</i>	Meeting Ethical Guidelines and Professional Standards (1.25 hrs as)
					Active Listening (2 hrs s)
					Powerful Questioning (2 hrs s)
					Direct Communication (1 hr s)
Tele-lab	In mock calls, trainees will practice active listening, powerful questioning, and direct communication. They will receive and give structured instructor and peer feedback using online observation forms.	3 hours	S		
Homework	Read and study handbook. 15 minutes of reflection journal writing.	1.25 hours	A		

Week Six - Setting Up a Coaching Session for Success

Tele-class	Trainees will learn how to structure a session such that they clarify the client’s objective and establish a way to gauge the degree to which the desired goal is achieved. Co-create an appropriate agenda. Use courage and discernment to bring the client to insight. Invite client to apply insight to achieve desired outcome. Check in 10 minutes before the end of session. Finish the session by asking client to self-evaluate the degree of progress made during the session and establish meaningful next actions.	2 hours	S	<i>Happy Whole Human Level One Coach Certification Handbook</i>	Meeting Ethical Guidelines and Professional Standards (1.25 hrs as)
					Creating Awareness (.5 hrs s)
					Designing Actions (.5 hrs s)
Tele-lab	In mock calls, trainees will practice setting up a session using the techniques learned in class. They will receive and give structured instructor and peer feedback using online observation forms.	3 hours	S		Planning and Goal Setting (2 hrs s)
					Managing Progress and Accountability (2 hrs s)
Homework	Read and study handbook. 15 minutes of reflection journal writing.	1.25 hours	A		

Week Seven – ICF Coach-specific Training Practice					
Tele-class	Trainees will discuss challenges in learning the material and engaging in the mock coaching practice sessions with clients. Trainees will review 2 client case studies.	2 hours	S	<i>Happy Whole Human Level One Coach Certification Handbook</i>	Meeting Ethical Guidelines and Professional Standards (1.25 hrs as)
Tele-lab	Practice coaching calls. Students will discuss Peer Coaching experience In mock calls, trainees will practice.	3 hours	S		Establishing Coaching Agreement (.5 hrs s)
Homework	Read and study handbook. 15 minutes of reflection journal writing.	1.25 hours	A		Creating Awareness (2.5 hrs s)
					Designing Actions (1 hrs s)
					Planning and Goal Setting (.5 hrs s)
					Managing Progress and Accountability (.5 hrs s)

Week Eight - Summary – Weaving it All Together and Next Steps					
Tele-class	Summary of all content covered in this course. Recap of all 11 ICF Core Competencies in light of what trainees have learned. Go over next steps in the training program.	2 hours	S	<i>Happy Whole Human Level One Coach Certification Handbook</i>	Meeting Ethical Guidelines and Professional Standards (3.75 hrs – 2.5 s, 1.25 as)
Tele-lab	In mock calls, trainees will practice setting up sessions using the skills and techniques learned in the class. They will receive and give structured instructor and peer feedback using online observation forms.	3 hours	S		Designing Actions (.5 hrs s)
Homework	Comprehension Test. 15 minutes of reflection journal writing.	1.25 hours	A		Planning and Goal Setting (1 hrs s)
					Managing Progress and Accountability (1 hrs s)

**Mentorship – 10 hours throughout All-in-One Certification Program
To be completed by the end of the All-in-One Certification Course**

Lisa will provide coaching and feedback based on observed or Zoom-recorded coach-specific sessions to increase trainees’ capacity as coaches using the HWH observation forms to compare trainee self-reports with her observations to facilitation self-awareness, appreciation of strengths and progress, and reflection on and goal-setting regarding growth areas.

Requirements of the Three International Coach Federation Credential Levels:

Associate Certified Coach (ACC):

- 60 hours of coach training
- 100 hours of client-coaching experience *following the start of their coach-specific training*. **At least 25 of these hours must occur within the 18 months prior to submitting the application for the credential.**
- 10 hours mentoring over a three-month period
- One MP3 or WMA recording with a double spaced transcript
- Coach Knowledge Assessment.
- 14 weeks

Professional Certified Coach (PCC):

- 125 hours of coach training
- 500 hours (450 paid) of coaching experience with at least 25 clients following the start of their coach-specific training. **At least 50 of these hours must occur within the 18 months prior to submitting the application for the credential.**
- 10 mentor hours
- Two MP3s with transcripts
- Coach Knowledge Assessment
- 18 weeks

Master Certified Coach (MCC):

- 200 hours of coach training.
- 2500 hours of client coaching. **Minimum of 2250 paid hours after the start of training.**
- Minimum of 35 clients
- 10 hours of mentoring with a MCC credentialed coach over a three-month period.
**Exception: If the coach is already PCC credentialed or completed the ACTP pathway, mentoring hours from the PCC application may qualify if mentored by an MCC.*
- Coach Knowledge Assessment unless previously passed
- Two MP3s with transcripts.
- **As of February 28, 2019:** Must hold a PCC **before** you can apply for MCC.

International Coach Federation Code of Ethics

taken verbatim from ICF website:

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

ICF is committed to maintaining and promoting excellence in coaching. Therefore, ICF expects all members and credentialed coaches (coaches, coach mentors, coaching supervisors, coach trainers or students), to adhere to the elements and principles of ethical conduct: to be competent and integrate ICF Core Competencies effectively in their work.

In line with the ICF core values and ICF definition of coaching, the Code of Ethics is designed to provide appropriate guidelines, accountability and enforceable standards of conduct for all ICF Members and ICF Credential-holders, who commit to abiding by the following ICF Code of Ethics:

Part One: Definitions

- **Coaching:** Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.
- **ICF Coach:** An ICF coach agrees to practice the ICF Core Competencies and pledges accountability to the ICF Code of Ethics.
- **Professional Coaching Relationship:** A professional coaching relationship exists when coaching includes an agreement (including contracts) that defines the responsibilities of each party.
- **Roles in the Coaching Relationship:** In order to clarify roles in the coaching relationship it is often necessary to distinguish between the client and the sponsor. In most cases, the client and sponsor are the same person and are therefore jointly referred to as the client. For purposes of identification, however, the ICF defines these roles as follows:
 - **Client:** The “Client/Coachee” is the person(s) being coached.
 - **Sponsor:** The “sponsor” is the entity (including its representatives) paying for and/or arranging for coaching services to be provided. In all

cases, coaching engagement agreements should clearly establish the rights, roles and responsibilities for both the client and sponsor if the client and sponsor are different people.

- Student: The “student” is someone enrolled in a coach training program or working with a coaching supervisor or coach mentor in order to learn the coaching process or enhance and develop their coaching skills.
- Conflict of Interest: A situation in which a coach has a private or personal interest sufficient to appear to influence the objective of his or her official duties as a coach and a professional.

Part Two: The ICF Standards of Ethical Conduct

Section 1: Professional Conduct at Large

As a coach, I:

- 1) Conduct myself in accordance with the ICF Code of Ethics in all interactions, including coach training, coach mentoring and coach supervisory activities.
- 2) Commit to take the appropriate action with the coach, trainer, or coach mentor and/or will contact ICF to address any ethics violation or possible breach as soon as I become aware, whether it involves me or others.
- 3) Communicate and create awareness in others, including organizations, employees, sponsors, coaches and others, who might need to be informed of the responsibilities established by this Code.
- 4) Refrain from unlawful discrimination in occupational activities, including age, race, gender orientation, ethnicity, sexual orientation, religion, national origin or disability.
- 5) Make verbal and written statements that are true and accurate about what I offer as a coach, the coaching profession or ICF.
- 6) Accurately identify my coaching qualifications, expertise, experience, training, certifications and ICF Credentials.

7) Recognize and honor the efforts and contributions of others and only claim ownership of my own material. I understand that violating this standard may leave me subject to legal remedy by a third party.

8) Strive at all times to recognize my personal issues that may impair, conflict with or interfere with my coaching performance or my professional coaching relationships. I will promptly seek the relevant professional assistance and determine the action to be taken, including whether it is appropriate to suspend or terminate my coaching relationship(s) whenever the facts and circumstances necessitate.

9) Recognize that the Code of Ethics applies to my relationship with coaching clients, coachees, students, mentees and supervisees.

10) Conduct and report research with competence, honesty and within recognized scientific standards and applicable subject guidelines. My research will be carried out with the necessary consent and approval of those involved, and with an approach that will protect participants from any potential harm. All research efforts will be performed in a manner that complies with all the applicable laws of the country in which the research is conducted.

11) Maintain, store and dispose of any records, including electronic files and communications, created during my coaching engagements in a manner that promotes confidentiality, security and privacy and complies with any applicable laws and agreements.

12) Use ICF Member contact information (email addresses, telephone numbers, and so on) only in the manner and to the extent authorized by the ICF.

Section 2: Conflicts of Interest

As a coach, I:

13) Seek to be conscious of any conflict or potential conflict of interest, openly disclose any such conflict and offer to remove myself when a conflict arises.

14) Clarify roles for internal coaches, set boundaries and review with stakeholders conflicts of interest that may emerge between coaching and other role functions.

15) Disclose to my client and the sponsor(s) all anticipated compensation from third parties that I may receive for referrals of clients or pay to receive clients.

16) Honor an equitable coach/client relationship, regardless of the form of compensation.

Section 3: Professional Conduct with Clients

As a coach, I:

17) Ethically speak what I know to be true to clients, prospective clients or sponsors about the potential value of the coaching process or of me as a coach.

18) Carefully explain and strive to ensure that, prior to or at the initial meeting, my coaching client and sponsor(s) understand the nature of coaching, the nature and limits of confidentiality, financial arrangements, and any other terms of the coaching agreement.

19) Have a clear coaching service agreement with my clients and sponsor(s) before beginning the coaching relationship and honor this agreement. The agreement shall include the roles, responsibilities and rights of all parties involved.

20) Hold responsibility for being aware of and setting clear, appropriate and culturally sensitive boundaries that govern interactions, physical or otherwise, I may have with my clients or sponsor(s).

21) Avoid any sexual or romantic relationship with current clients or sponsor(s) or students, mentees or supervisees. Further, I will be alert to the possibility of any potential sexual intimacy among the parties including my support staff

and/or assistants and will take the appropriate action to address the issue or cancel the engagement in order to provide a safe environment overall.

22) Respect the client's right to terminate the coaching relationship at any point during the process, subject to the provisions of the agreement. I shall remain alert to indications that there is a shift in the value received from the coaching relationship.

23) Encourage the client or sponsor to make a change if I believe the client or sponsor would be better served by another coach or by another resource and suggest my client seek the services of other professionals when deemed necessary or appropriate.

Section 4: Confidentiality/Privacy

As a coach, I:

24) Maintain the strictest levels of confidentiality with all client and sponsor information unless release is required by law.

25) Have a clear agreement about how coaching information will be exchanged among coach, client and sponsor.

26) Have a clear agreement when acting as a coach, coach mentor, coaching supervisor or trainer, with both client and sponsor, student, mentee, or supervisee about the conditions under which confidentiality may not be maintained (e.g., illegal activity, pursuant to valid court order or subpoena; imminent or likely risk of danger to self or to others; etc) and make sure both client and sponsor, student, mentee, or supervisee voluntarily and knowingly agree in writing to that limit of confidentiality. Where I reasonably believe that because one of the above circumstances is applicable, I may need to inform appropriate authorities.

27) Require all those who work with me in support of my clients to adhere to the ICF Code of Ethics, Number 26, Section 4, Confidentiality and Privacy Standards, and any other sections of the Code of Ethics that might be applicable.

Section 5: Continuing Development

As a coach, I:

28) Commit to the need for continued and ongoing development of my professional skills.

Part Three: The ICF Pledge of Ethics

As an ICF coach, I acknowledge and agree to honor my ethical and legal obligations to my coaching clients and sponsors, colleagues, and to the public at large. I pledge to comply with the ICF Code of Ethics and to practice these standards with those whom I coach, teach, mentor or supervise.

If I breach this Pledge of Ethics or any part of the ICF Code of Ethics, I agree that the ICF in its sole discretion may hold me accountable for so doing. I further agree that my accountability to the ICF for any breach may include sanctions, such as loss of my ICF Membership and/or my ICF Credentials.

For more information on the Ethical Conduct Review Process including links to file a complaint, please [click here](#).

Adopted by the ICF Global Board of Directors June 2015.