



InVision Leadership

Coach Certification Training

Student Handbook

Created June 2023

Find out More at [www.InVisionLeadership.net](http://www.InVisionLeadership.net)

## **Mission & Values**

### **What's the Difference with InVision Leadership**

InVision Leadership is comprised of people who practice our core values that bring meaning and strength to our coaching and program opportunities. We are highly trained, credentialed, and ethical leaders making an impact in the world through coaching.

### **Our Purpose**

Imagining and Illuminating the Possibilities for Greater Vision & Transformation

### **Our Core Values**

**Innovation:** Unleashing Creative Possibilities

**Continued Learning and Development:** Engaging Body, Mind, & Spirit in Personal & Professional Development

**Quality:** Over and Above Excellence and Ethics

**Uniquely You:** Each Remarkable Person & Organization is Capable of Transformation

**Legacy:** Viewing Life through a Lens Greater than One's Self

### **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.

Additionally, **Zach Prosser Coaching** commits 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 by explicitly stating measures being taken to provide programs in an ethical manner. 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. We also adhere to the Christian Coaches Network International Statement of Ethics providing additional high standards for our coaching and coach training practices.

### **Admission Requirements**

Candidates demonstrating a strong commitment to coaching academics with moral character, personal integrity, and a sincere desire to pursue training are considered for admission.

Admission may be denied for such things as crime, moral turpitude, misconduct, prior suspension or any other factors that would be detrimental or disruptive to the training school, a program or to students. Registration for academic programs are initiated online and followed up on with students by the student affairs office.

Any changes to enrollment status must be made seven business days prior to the start of an academic program. Any status changes after the start of an academic program must be addressed with the Director's office.

### **Ethical Marketing Policy**

Our marketing strategies are based on the belief that marketing should be honest and that personal data should not be taken advantage of. This policy statement lays out the practices of ethical marketing that we follow at Zach Prosser Coaching and the commitments we've made.

### **We Commit to Honesty in Marketing**

#### **We pledge to:**

- Never use false advertising, overly doctored testimonials and reviews, or inflated analytics.
- Only utilize words that are realistic descriptors of our services we're promoting.
- Are fully transparent and honest
- Are respectful of others

### **We Commit to Permission-Based Email Marketing**

Permission marketing is the recipient of the marketing messages providing permission to send them marketing materials with the option of unsubscribing and managing preferences.

### **Questions and Feedback**

We always strive to do the right thing for our clients. We invite feedback or questions that will help us do better.

### **Illness / Absentee Policy**

In order to provide you with the minimum required training hours for certification, it is important that you are present at all course meetings and complete all elements of the training program. If you have an emergency or become ill and are not able to attend a training session, please contact your instructor immediately. You will be expected to complete the session materials, review the session recording, and complete a learning check in. If you will miss more than two live training sessions, please contact the Director or Student Affairs office to make necessary arrangements.

### **Transfer of Credit Policy**

If you have partially completed a Level 1 program at another organization or the equivalent, we will apply your completed credit hours to your Level 1 program. You must provide documentation of your Level 1 training, including the organization, number of hours completed, completion certificate or letter from the training organization, and contact information for the organization or trainer. You may be asked for additional details or documentation on an as-needed basis. Contact the Director or Student Affairs office for details.

### **Payment/Fees Policy**

All registrations are secured on a first-come, first-served basis. Your registration in a course is dependent upon receipt of full payment or payment plan which will be detailed in our written contract. We accept payment by **online payment through our website**. All payment will be in **USD**.

## **Refund Policy**

Cancellation of a course must be made a maximum of 7 business days after the participant registers for the course to be eligible for a full refund. Cancellations made over 7 days after registration are not eligible for a refund. Written notice of cancellation shall be effective on the date the withdrawal is received by **Zach Prosser Coaching**. Refunds will be made within **30** days following receipt of cancellation or withdrawal requests which are approved.

## **Partial Completion Policy**

**Zach Prosser Coaching** will offer credit for partial completion of a course. The number of hours awarded will depend on the number of hours of curriculum received. If you are interested in receiving partial credit for a course in which you are currently or were previously enrolled, please contact **the Director's office or student affairs** no more than **30** days after the course has ended. Please include details about the course in which you were enrolled, the number of credit hours you are seeking, and any additional relevant information. If approved, you will receive a certificate of credit from **Zach Prosser Coaching** indicating the number of training hours completed.

## **Grievance and Complaint Policy**

Administrative policy and procedure for student academic complaints

1. Purpose. This administrative policy and procedure is established to provide an appropriate framework and method to resolve student complaints of an academic nature. As such, this policy is specifically designed to maintain the integrity of the academic environment and to ensure that the rights of students in such matters are clearly stated and protected.
2. General guidelines.
  1. In initiating a complaint and throughout the formal appeals process, students may seek the counsel of the Director's Office. The Director's Office will provide information, clarify procedures, and facilitate communication as requested.
  2. This student academic complaint policy, will be a part of the student onboarding for each academic unit as the applicable student complaint policy and procedure for the unit.
  3. The appropriate jurisdiction for initiating an academic complaint (i.e., where a complaint is filed and which academic unit controls the complaint process) is determined by the Director's Office. Academic complaints will be initiated with the Director's Office.
  4. It is understood that some issues student academic complaints may involve one or more policies which, because of either the nature of the academic complaint or the status of the complainant, may be related to other offices or personnel.
  5. There shall be no retaliation against the student or abridgment of a student's rights resulting from the use of this policy.
3. Definition of terms.

1. "Student" is defined as any person enrolled in a course or courses.
  2. "Instructor" is defined as any person who is authorized to teach any course offering of the university, who is involved in a professional capacity as a thesis or dissertation committee member, or who evaluates student work.
  3. "Student academic complaint" is defined as a formalized complaint regarding those aspects of the educational process involving student performance, evaluation, or grading in courses.
  4. "Student complaint procedure" is defined as the process by which a student may resolve an academic complaint.
  5. "Respondent" is defined as that person or persons named by the student when filing a written academic complaint.
  6. "Complainant" is defined as the student who files an academic complaint.
  7. "Student academic complaint committee" is defined as the committee whose responsibility is to review and make recommendations to the Director with regard to student academic complaints.
4. Student academic complaint committee.
    1. An academic complaint committee shall be composed of three to five faculty members from the school. All members shall participate fully in committee deliberations and shall vote on the recommendation to be forwarded to the Director.
    2. In all cases, faculty members of the student academic complaint committee will be selected by the Director.
    3. At the beginning of each academic year the student academic complaint committee shall elect one of its full-time faculty members to serve as chairperson.
    4. If a member of the student academic complaint committee or a spouse, domestic partner, or relative of any member of the committee is named as a respondent or complainant, that member shall be excluded from deliberating or voting on that complaint. In such cases, the members of the student academic complaint committee, through its chairperson, may replace any member excluded by this rule.
5. Complaint procedure.
    1. Informal resolution.
      1. The student is expected first to review the matter with the course instructor in an attempt to resolve the issue immediately.
      2. If the matter is not resolved immediately, the student may discuss the matter with the Director or other faculty overseeing student affairs.
    2. Formal complaint.
      1. If attempts at informal resolution are unsuccessful, the student may lodge a formal complaint by submitting said complaint, in writing, to the Director. In the case where a complaint is lodged against the Director, the complaint will be submitted to the student affairs representative.
      2. The written complaint submitted by the student should include the nature of the complaint, the facts and circumstances leading to the

complaint, reasons in support of the complaint, and the remedy or remedies requested. The complaint statement submitted by the student becomes the basis for all further consideration of the matter. The written complaint should also note what attempts were made at informal resolution and should include any evidence pertinent to the issues identified.

3. Upon receipt of the complaint, the Director shall refer it to the student academic complaint committee for consideration. A copy will be made available to the respondent(s) who shall respond in writing to the complaint and include any information or documentation related to the response. A copy of the respondent's written response shall be forwarded to the complainant.
  4. If the committee determines that two or more complaints against an instructor are substantively the same, the committee may, with the concurrence of the complainants, choose to combine the complaints.
  5. The conduct of matters brought before the student academic complaint committee shall be non-adversarial in nature. The committee shall examine and evaluate fully the written allegation and response, including any supporting documentation submitted by the complainant or respondent. The complainant and the respondent will be invited to appear before the committee. The committee may also invite testimony from any other persons who, in the judgment of the committee, may assist in its examination and evaluation of the complaint.
  6. In each case brought before the committee, the student complainant may bring a non-attorney adviser (e.g., a parent, fellow student, another instructor) to observe, assist, and counsel. Such advisers shall not participate directly in the hearing.
  7. After completion of its review and examination and following appropriate deliberation, the committee shall forward to the local administrator a written recommendation, which becomes part of the record.
  8. Upon receipt of the written recommendation from the student academic complaint committee, the Director shall provide a written decision to the complainant and the respondent, with a copy going to the members of the committee and the academic administrator at the next level of governance. In arriving at a decision, the Director, besides reviewing the recommendations provided by the committee, may consult with the parties to the complaint or others who the Director believes may assist in the review of the matter. The written decision should contain a summary of the complaints and of the committee's recommendation, and the reason(s) for the decision rendered.
  9. In the event that the decision requires a change in a student's academic record, and neither party appeals the decision, it is the responsibility of the Director to initiate such a change, following established procedures.
6. Appeal of an academic decision.

1. The complainant or respondent may appeal the decision made to the Director.
  2. The appellant shall clearly state in writing the reasons why the decision is being appealed. The appeal must be based on procedural reasons or substantive issues that were not properly dealt with in the original complaint. In no case will the appeal be a complete rehearing of the original complaint.
  3. A copy of the appeal statement must be sent to the other party (complainant or respondent) and the Director.
  4. The review of any appeal by the Director will normally consist of the review of the written documents. At the discretion of the Director, the review may include interviewing the principal parties, discussing the matter with the members of the student academic complaint committee, and/or consulting with any others deemed relevant to the review of the appeal.
  5. Upon completion of the review, the Director will make the final decision.
7. Time limits.
1. The following time limits pertain to all parties. If conditions or causes exist requiring a modification of the time limits, it shall be the responsibility of the Director to assess such circumstances and causes and determine the nature or extent of any such modification. If the Director determines that modification is required, the parties shall be informed immediately by the Director.
  2. Following an unsuccessful attempt at informal resolution, a written complaint must be submitted within fifteen days after the occurrence of the event.
  3. The Director must provide a copy of the complaint to the respondent and members of the student academic complaint committee within ten days of receipt of the complaint.
  4. The respondent has ten days from the date of receipt of the complaint, to provide a written response to the Director, with a copy to the complainant and to the members of the student academic complaint committee.
  5. The student academic complaint committee is expected to conduct its review as expeditiously as possible. The student academic complaint committee, through its chair, must forward a written recommendation to Director within thirty days of completion of its review.
  6. The Director will normally provide a written decision within ten days of receipt of the student academic complaint committee's recommendation.
  7. If either party decides to appeal the Director's recommendations, the appeal must be submitted in writing to the Director within ten days of receipt of the decision. A copy of the written appeal must also be sent to the other party and to the Director.
  8. Unless extensive further review is required, the Director shall normally provide a decision to the appellant within fifteen days. A copy of the decision shall be sent to the other party and to the Director.
8. Records. The records and disposition of any complaint, including those appealed to the Director, shall be maintained by the training school in a student academic complaint file for a minimum of seven years.

9. Exceptions. It is recognized that, because of the nature of a complaint, or the possibility of persons normally involved in the process being subject to a complaint themselves, exceptions to these procedures may have to be made.

### **DEIJ Statement**

Zach Prosser Coaching strives for a spirit of inclusion among the members of this community for distinct reasons articulated in our Christian tradition. We prize the uniqueness of all persons as God's creatures. We welcome all people, regardless of color, gender, religion, ethnicity, sexual orientation, social or economic class, and nationality, for example, precisely because of Christ's calling to treat others as we desire to be treated. We consciously create an environment of mutual respect, hospitality and warmth in which none are strangers and all may flourish.

One of the essential tests of social justice within any Christian community is its abiding spirit of inclusion. Scriptural accounts of Jesus provide a constant witness of this inclusiveness. Jesus sought out and welcomed all people into the Kingdom of God — the gentile as well as the Jew, women as well as men, the poor as well as the wealthy, the slave as well as the free, the infirm as well as the healthy. The individual and collective experiences of Christians have also provided strong warrants for the inclusion of all persons of good will in their communal living. Christians have found their life together enriched by the different qualities of their many members, and they have sought to increase this richness by welcoming others who bring additional gifts, talents and backgrounds to the community.

As the Word through whom all things were made, Christ is the source of the order of all creation and of the moral law which is written in our hearts. As the incarnate Word, Christ taught the law of love of God and sent the Holy Spirit that we might live lives of love and receive the gift of eternal life. Christ is the law by which all other laws are to be judged. In the governance of our common life we look to the teaching of Christ, which is proclaimed in Scripture, and our understanding is continually deepened by the Holy Spirit and our pursuit of His wisdom born of inquiry and experience.

### **Education Philosophy**

#### **The Nature of Education**

The nature of education is the process of leading the student to knowledge and understanding of the coaching skills as well as a deeper self-awareness to fully embody the coaching way of being. We believe that the student is developing his or her intellectual, emotional, physical and spiritual aspects towards the objective of humility and compassion for others. Thus coaching education is a process of moving away from the position of lesser knowledge towards a position of greater understanding. Education is value-laden; teaching and learning do not take place in a philosophical vacuum. The process of education includes the inculcation of values. The bedrock of values shapes the journey the person is taking.



### **Educational Objectives and Their Priorities**

Our coaching education has the goal of inviting students on a journey of growth and self-discovery to apply truths and values in the journey of a coach. We strive to help develop students whose activities in coaching demonstrate their unique values and strengths.

An ancillary goal of coaching education is preparation for life, not just a vocation. The goal of humility and compassion must be interwoven into the fabric of the entire program. Teaching and imparting character, teamwork, respect for others, temperance, and the greater goal of a purpose driven life--no matter what the outcome of coaching education—is essential to the coach training offered at our school.

### **Nature of Teaching and Learning**

Teaching is a complex endeavor which calls for competence, commitment, and compassion.

Those who teach have a sacred calling. The multi-dimensional aspects of teaching are demanding; the process of communicating truth to students forces the teacher to draw upon all available resources within his or her reach. The nature of teaching has five separate aspects. First of all, teaching is an art. Some clearly have an innate ability to communicate truth. Those who possess the gift of teaching must be fully prepared and trained to develop their natural talents. Secondly, teaching can be legitimately considered a science. Teaching is a science in that it contains a body of knowledge that can be researched and analyzed. The methodology of teaching attests to the validity of this claim. Education has procedures, methods, and processes. In this sense, it is a science indeed. Thirdly, teaching is a commitment. The teacher must demonstrate an unwavering commitment to the goal of educating his or her students in the truth. The effective teacher “knows that in order to be at his or her best, he or she must be willing to be fully present and giving of one’s self for the sake of education.” Fourthly, teaching is a profession. The concept of professionalization includes a code of conduct, dress and manner befitting the profession. It encompasses a certain level of proficiency and intellectual achievement. A professional teacher is familiar with the techniques, methods, and process of the discipline. The educator is not just a hired hand. He or she is obligated to do all benefit the students and enrich the school at large by being the best teacher he or she can be during his or her career. Lastly, teaching is a service that calls for personal sacrifice. The teacher’s motivation should emanate from a joyful heart that is tuned to serve others.

As to the nature of learning, each student has been created in a unique manner for a special purpose. There are five levels involved in the learning process. Exposure is the first and lowest level in which the student is exposed to the facts to be learned. Next, the activation level helps him or her to store the data in his mind through activities and reinforcement methods. The third level of learning is comprehension in which the student understands the material. This level is not necessarily easy to ascertain by the teacher and must be determined by teacher-student interaction. The fourth level is the area of conviction in which the student internalizes the information. The highest level of learning involves application in which the student applies his or her understanding of knowledge in his or her daily life.