

ARCS Teacher Handbook

This is not a legal document and does not in any way usurp the ARCS Teaching Agreement. If any information in this ARCS Teacher Handbook conflicts with the ARCS Teaching Agreement, the clauses, tenets and content within the ARCS Teaching Agreement shall prevail.

Advantages of Teaching for ARCS

Ongoing Support

Unlike most newly-graduated life coaches, ARCS Teachers don't have to venture into coaching alone. A DPA and teaching peers will be available not only to lend their experience with class-building and business-related strategies, but also as a forum of supportive colleagues.

ARCS Teachers enjoy “built-in” continuing education and professional development:

- ARCS Administrative Team provides email support, to clarify practice and program-related inquiries.
- ARCS Teacher Orientation Materials impart comprehensive information regarding how to cultivate and facilitate ARCS Classes, including proprietary marketing and class-building techniques.
- Each Teacher's in-house DPA will provide ongoing support for all coaching and business-related matters, in their weekly Alumni Class.

Disclaimer: While a DPA and fellow teachers can serve as an addendum support structure, they should not in any way be considered as a primary resource for sustaining self-care and professional competence. CARCs are solely, professionally and ethically responsible to implement and maintain whatever measures are necessary to secure ongoing fitness for practice, including but not limited to:

- support groups
- private therapy, counseling and/or coaching
- additional resources for emotional well being
- additional resources for professional development

Proprietary Methods

Most life coaches — and even Masters and PhD counseling graduates — are sent out into the world to “figure out” how to establish and cultivate their professional practice, but ARCS has already done all of the legwork for our teachers. ARCS helps our teachers to succeed!

Our Teacher Orientation Materials presents proven techniques for building a full and thriving ARCS classroom. Our Marketing Program grants access to discounted advertising options and powerful online platforms. Most importantly, ARCS Video-Workbook Curriculum provides a healing and learning structure made available to the public, only through our team of teachers.

Important Note: ARCS Administrators and Teachers are the only CARCs authorized to advertise through the ARCS Marketing Program. While Teachers are welcome to market their respective practices in whatever way they choose, they must acquire express written permission from ARCS to advertise or otherwise represent ARCS, ARCS Coaching, ARCS Classes, or the ARCS Coaching Certification Program outside of ARCS Marketing Program.

ARCS Teacher Handbook

Essentially, ARCS furnishes our teachers with everything needed to build purposeful and prosperous ARCS Classes. Teachers need simply to bring dedication and commitment to the process.

Competitive Edge

ARCS Teachers enjoy many advantages, by coaching students who are concurrently working through the ARCS video-workbook Curriculum:

- **Continuity of Information**
ARCS Teachers don't have to worry about explaining the same foundational information to each student-client, because all class participants are receiving identical content from ARCS video-workbook lessons.
- **Continuity of Care**
ARCS Teachers don't have to ensure giving equal care to each participant, as all students-clients have access to the same video-workbook curriculum and to all of a Teacher's available hours.
- **Enhanced Healing**
ARCS students-clients tend to show up to class-session with a lot to talk about, because ARCS video-workbook lessons impart concepts and ask questions designed to elicit self-reflection and insight.
- **Competitive Edge**
ARCS Teachers are elevated within the coaching industry, because they can offer something to prospective students-clients, that not even Masters and PhD-level therapists can give to their clients — the chance to heal emotional wounds and earn coaching certification, at the same time and through the very same process.

From a purely business-related perspective, the biggest advantage to teaching with ARCS is the competitive edge that it gives within the broad landscape of helping professionals.

Most life coaches are faced with the daunting task of having to compete with Masters and PhD-level therapists. Therefore, coaches must often spend years developing a style and specialization that sets them apart from all other practitioners.

But ARCS has invested to catapult our teachers into an exclusive league. ARCS Teachers already enjoy the benefits of being able to offer a unique program. In fact, not even PhD-level therapists can present their clients with an opportunity for concurrent emotional healing and coaching certification!

What is an Independent Contractor?

Being an Independent Contractor means each CARC is offering their coaching-teaching services as a legally separate entity, whether they choose to do so as an individual person who is "freelancing" or as a formally incorporated business.

Disclaimer: ARCS cannot advise CARCs on how to form a business entity.

Then, ARCS chooses whether or not it wishes to contract with a CARC, to provide coaching and teaching services to ARCS students. This means that, as an independent contractor, ARCS is actually your client.

ARCS Teacher Handbook

It's often easier to understand the roles and responsibilities of an Independent Contractor, by looking at each part of this term:

Independent

Independent Contractors are a legally distinct business entity, responsible for their own:

- practice style, manner and methods
- tools, equipment and supplies
- clothing and transportation
- advertising and marketing
- schedule and hours
- workers or staff that they hire (if any)
- advisors or specialists with whom they consult (if any)
- skills and credentials
- insurance and liability
- expenses and taxes

In addition to these basic responsibilities of any Independent Contractor, all CARCs are required to adhere to:

- all stipulations within the The NBARP Professional Practice Code
- ARCS Terms & Conditions
- the laws and regulations of their respective practice jurisdiction(s)

Contractor

Essentially, ARCS can choose to contract with an independent CARC, to provide coaching-teaching services for current and future ARCS students and clients — in other words, for individuals that are progressing through the ARCS video-workbook curriculum. Therefore, ARCS can also choose not to contract with a CARC or to terminate a contract with a CARC, for any and or for no reason.

So, while Independent Contractors have autonomy in the means and ways through which they provide their services, ARCS also has sole right and discretion to determine whether or not contracted coaching-teaching services are being provided to their students and clients in a way that the company (ARCS) finds satisfactory.

Contracted ARCS Teachers are expected to perform their services capably and transparently:

- adhere to all stipulations required to maintain active CARC Certification (listed, above).
- perform coaching-teaching services in accordance with prevailing standards within the coaching industry.
- maintain ongoing weekly group sessions with their ARCS-assigned DPA.
- devote as much productive time, energy, and ability as is necessary to capably and ethically perform their coaching-teaching services.
- perform their coaching-teaching services in a safe, good, and ethical manner.
- communicate with ARCS regarding any changes with ARCS student-client scheduling or payments.
- communicate with ARCS regarding progress in the performance of coaching-teaching services.

ARCS Teacher Handbook

Teacher Reviews

ARCS provides performance reviews for our teachers on an as-needed basis.

Probationary Period for New Teachers

All new ARCS Teachers are automatically brought on for a probationary period of 90 days, during which both ARCS and the teacher have time to determine whether or not their professionally contracted relationship is compatible and mutually beneficial. Either party can terminate their contractual relationship at any time — including after the expiration of the 90-day probationary period — for any or no reason.

If at any time the contractual relationship with ARCS is terminated, CARCs are expected to follow all ethical and professional guidelines in transferring their ARCS students and clients to another ARCS Teacher. In fact, CARCs must terminate classes-sessions and transfer students-clients in a way that strictly adheres to the stipulations outlined within The NBARP Professional Practice Code, in order to retain their active CARC certifications.

ARCS does not expect perfection. We are here to help new teachers to grow and thrive.

ARCS and DPAs both realize that new teachers will encounter an initial growth process during which they are:

- studying the ARCS Teacher Orientation Materials
- becoming familiar with ARCS procedures and protocols
- asking lots of questions in their Alumni Class
- incorporating boundaries for balance and self-care
- grappling with internal patterns that pertain to practice (such as “caretaking”)
- finding their own, unique teaching style and classroom structure
- developing a sense of comfort and confidence, within their own classroom

In short, building a successful practice — takes practice.

ARCS has compiled a Teaching Program designed for our graduates to thrive. The following section outlines some of the qualities that new teachers should demonstrate in the workplace.

Teacher Code of Conduct

Positive Attitude

As much as having a positive attitude may be overstated in workplace literature, its powerful effect and direct connection to success cannot be minimized. We all have tough days, and some should actually be expected when embarking upon a new career. New ARCS Teachers are given all of the tools that they need to succeed, yet they often still encounter challenges with confidence or procedures — simply because everything is new.

And, this is the exquisite irony of the coaching profession:

To be a good teacher, you must always retain the open-mindedness of a student.

ARCS Teacher Handbook

Just some of the qualities that ARCS values in our working relationships include:

- **Willingness to Learn**

ARCS Teachers soon discover that they should not tuck their practice notebooks or journals away, just because they have graduated the program. They are, in fact, on a brand new learning curve — as they enter the world of professional coaching and teaching.

- **Consistent Commitment**

ARCS Teachers can build their classes to an income of \$50,000-\$100,000 and more — but this is not an overnight matter. It takes consistent practice and patient perseverance through the inevitable lessons that come with transitioning into a new career. ARCS highly recommends new teachers have an alternate source of income during their first year of contracting with us, to avoid placing undue pressure upon themselves to cultivate a full student-client base within an unrealistic time frame. On average, a full class can be built in a year.

- **Respect for your Predecessors**

The ARCS Teaching Program relies on the “tribal” model of ARCS Administrators and DPAs passing down their collective experience to new teachers. While most new teachers recognize the inherent benefits to this implicit mentorship, they sometimes do not as readily see the duties and limitations that are also involved.

For instance, ARCS Admin always has the final word on ARCS procedures and protocols — so, even if you do not agree with them, please always respect them. Additionally, DPAs are also working to balance their coaching, teaching and mentoring schedule with their self-care needs — so please always respect their time and their individual boundaries regarding communication and conferencing.

- **Collaborative Spirit**

We are a team at ARCS, and our programs are constantly evolving, so feel free to lend your perspective to how you feel that our offerings can be enhanced. Alumni Class is a great place to make suggestions, knowing that they will be forwarded by your DPA to Admin.

While we each have a healthy entrepreneurial spirit that is bolstered by the robust information available in the ARCS Teaching Program, we do not see any need to compete with one another. Aside from the fact that such competition would contradict our ethical duty to be responsive to student-client needs, it's also a somewhat disheartening fact that there is ample trauma and subsequent need for our services, in the world.

It's important for new ARCS Teachers to grant themselves time to learn and grow, expressing both challenging obstacles and enlightening victories in a way that demonstrates a consistent desire to hone their skills and to enhance their understanding. ARCS has designed a program in which teachers have a supportive environment to find their wings — and fly.

Consummate Professionalism

When teaching for ARCS... be yourself, but bring your inner Adult to work.

Transition from being an ARCS student to becoming an ARCS Teacher can be more difficult for some, than for others. It is largely for this reason that ARCS has instituted a 90-day probationary period for all new teachers.

Just some of the professional skills that new teachers should practice include:

- respect for ARCS administrators, DPAs and fellow Teachers
- acceptance of ARCS policies and decisions
- openness to constructive criticism

ARCS Teacher Handbook

New teachers should expect a process of becoming acclimated to their new roles and responsibilities. Furthermore, they should ask for help in clarifying professional expectations, when needed.

Responsible Representation of the ARCS Brand

ARCS Teachers are expected to represent ARCS and the ARCS brand — as their client — with fiduciary loyalty:

- Maintain strict confidentiality regarding any and all ARCS proprietary information, procedures, methods, knowledge and content that are shared through the ARCS Teaching Program.
- Follow policies and procedures whenever teaching or representing the ARCS Certification Program.
- Never discuss internal ARCS matters with students, clients or any individuals outside of ARCS.
- Never publicly speak on behalf of ARCS or the ARCS Certification Program.