Adler Graduate School
Richfield, Minnesota

AGS Course 651

Designing the Coaching Relationship

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 651
1.3 Designing the Coaching Relationship
1.4 Three (3) credits
1.5 Prerequisites: 650 - Foundations of Professional Life Coaching

2. Course Description

This course focuses on the approach, structures, skills, and tools needed to design the coaching relationship. Students will explore who they want to coach and learn about specialization in professional life coaching. Students will explore what brings clients to coaching, who is ready for coaching, and how to create an effective and safe environment for coaching. Included in this are formats for the initial coaching session, how to establish the primary focus, and how to discover the approaches that are effective for each client.

The coaching relationship begins with the first contact or telephone call. Ideally, it closes when the client reaches his/her goals or feels confident in his/her plan and momentum toward it, and decides to stop being coached. A new round of coaching may take place in the future when the client has another challenge, new ambitions, or more change to navigate, and would like more coaching. However coaching may conclude for other reasons as well, reasons on the part of the coach or the client. Students will learn about the usual stages of the coaching relationship including how to create effective closure in a variety of situations.

The coaching relationship is designed and customized to promote the personal and professional success of the client. Students will gain hands-on live experience in working with the philosophy and techniques presented in class and will experience the coaching process from both the client and the coach perspectives.

Students will familiarize themselves with some key coaching skills, practice using these skills through in-class and take-home assignments. These skills include designing the discovery session, time management, forming agreements, creating trust and safety, utilizing several types of accountabilities, and goal setting and planning.

3. Texts, Materials, and Resources (required and optional)

3.1 Required texts:
• Adler text.
• Notebook of readings- given out in class.

3.2 Optional texts:


Leonard, Thomas, & Larson, Byron, (Scribner 1998) *The Portable Coach: 28 Surefire Strategies for Business and Personal Success*


Richardson, Cheryl, (Broadway 1999) *Take Time for Your Life: A Personal Coach's Seven Step Program for Creating the Life You Want.*


4. Competencies and Learning Outcomes

Students in this course learn:

4.1 Students will gain the knowledge and skills related to their professional roles, advocacy for the profession, meeting ethical and professional standards and demonstrating ability to apply these standards in all coaching situations. (A1.1-3)*
4.2 Student will develop the ability to establish the coaching agreement, including understanding what is required in the specific coaching interaction and how to come to agreement with the prospective client about the coaching process and relationship, and when to refer. (A1.4, A2.1-3)*
4.3 Students will gain knowledge and skills in co-creating the life coaching relationship as a designed alliance with a foundation of safety, confidentiality, support, mutual respect, and an effective level of trust. (B3.1-4, B3.6)*
4.4 Students will learn about their own “coaching presence” developing the ability to be fully conscious and create spontaneously with the client, employing a style that is open, flexible and confident. (B4.1-7, C5.1)*
4.5 Students will practice their ability to focus completely on what the client is saying and is not saying, listening actively to capture the client’s concerns, goals, values, and beliefs. (C5.1-8, D8.3)*
4.6 Students will gain knowledge and skills in communicating effectively through active listening with a coaching focus, use of powerful questions that create clarity, possibility, and new learning, and ability to use language, metaphor, and perspectives that affect the client positively. (B3.5, C6.1-4, C7.5)*
4.7 Students will develop the ability to communicate effectively during coaching sessions, using language that is clear, articulate and produces the greatest beneficial impact on the client. (C7.1-4)*
4.8 Students will gain knowledge and skills to facilitate learning and results utilizing strategies for creating awareness, designing actions, planning and goal setting, and managing progress and accountability. (D8.1-2, D8.4-9)*
4.9 Students will promote active experimentation and self-discovery, where the client applies what has been discussed and learned during sessions immediately afterwards in his/her work or life setting. (D9.2, D9.4, D10.1-5)*
4.10 Students will integrate the skills/tools of coaching with the principles of Adlerian psychology.
4.11 Students will learn the typical stages in the coaching relationship and ways to be effective in closing the relationship. (A2.1-2, B3.1-2)
4.12 Students will increase their skill in co-creating accountabilities with their clients. (D11.1-10)
4.13 Students will explore specialization of their coaching to specific target audiences and/or life areas while honoring the holistic nature of coaching. Examples: managers, retirees, teams, women, and/or in specific life areas such as health, career, business, environment and others.

*References the International Coach Federation (ICF) Core Competencies addressed in this course

5. Course Outline

5.1 Unit 1
- Setting the Stage
- Reflections on 650
- Syllabus review
- Select your skills for this session
- Skill: Challenge
- Feedback and raising the bar
- The Coaching Engagement – individual and organizational models
- The Client: Who comes to coaching?

HOMEWORK:
- Journaling
  - One learning
  - Where do you hold back when coaching?
- Readings:
  - Language and the Pursuit of Happiness, pages 115-151
  - The Coaching Manual, pages 40-43
- Begin assignments:
  - Coach and Write about It
  - Receive Two Sample Sessions
5.2 Unit 2
- Becoming Present
- O-A-R and B-E-L models
- Exercise: From Problem to Vision
- Your Stance as a Coach
- Design Element: Creating the Coaching Environment
- Coaching technology

HOMEWORK:
- Journaling
  - One learning
  - How has life coach training changed the Observer that you are?
- Readings:
  - Write about who you would be thrilled to coach and bring what you write to class.
  - Coach someone with whom you do not have a dual relationship and be prepared to discuss in class.

5.3 Unit 3
- Becoming Present
- Discuss the coaching
- Exercise: Deepening the Goal
- Exercise: Design the Coach
- Design Element: Discover the primary focus for coaching
- Who you would be thrilled to coach
- Coaching specialties

HOMEWORK:
- Journaling
  - One learning
  - What do you want to contribute to the world via coaching? Where is your social interest?
- Readings:
  - Write a descriptive paragraph about whom you would NOT want to coach, send to your instructor before next class, and bring what you write to class.

5.4 Unit 4
- Becoming Present
- Exercise: Coach and Refer
- The Sample Session
- Design Element: The Discovery Session
- Vertical striving

HOMEWORK:
- Journaling
  - One learning
  - Where do you “go vertical” and how do you return to center?
- Readings:
  - *Language and the Pursuit of Happiness*, pages 267-281
  - Coach someone and come prepared to discuss at next class.
  - Begin Assignments. Give two sample sessions and write about them. Write up your
approach to getting clients for 659.

5.5 Unit 5
- Becoming Present
- Discuss sample session experiences – giving a sample session
- Exercise: Cooperating with Resistance
- Exercise: Detect Your Niche
- Design Elements: Welcome letters, client demographics, contract, logistics and agreements
- Guest Coach

HOMEWORK:
- Journaling
  - One learning
  - Three things you learned from the guest coach presentation
- Readings:
  - *Language and the Pursuit of Happiness*, pages 219-235 and 237-266

5.6 Unit 6
- Becoming Present
- Orientation to 659
- Discuss sample session experiences – receiving a sample session
- Skill Drills: Creating Accountabilities and Making Requests
- Design Elements: Session Preparation Form, Evaluations, Celebrations
- Exercise: 10-second Introductions

HOMEWORK:
- Journaling
  - One learning
  - What concerns you and excites you about 659?
  - What is coaching worth? What is your coaching worth? How do you know?
- Readings:
  - *Language and the Pursuit of Happiness*, pages 283-288
- Final Exam

5.7 Unit 7
- Becoming Present
- Discuss the coaching
- Exercise: Grounding
- Exercise: Be-Do-Have
- Guest coach
- Pricing, Part I and the marketing pipeline (C.J. Hayden, *Get Client’s Now*)
- Assessment tools
- Other tools for coaching

HOMEWORK:
- Journaling
  - One learning
  - For what do you want to acknowledge yourself from your 651 experience?
  - Reflect, write about what you have experienced with each of your classmates, and bring your notes to class:
    - What is most enrolling about each classmate?
    - For what do you want to acknowledge them? Alternatively, what is the impact this classmate has had upon you?
5.8 Unit 8
- Becoming Present
- Enrolling clients
- Pricing Part II
- Exercise: The Rest of the Story
- Exercise: How will you get clients for 659?
- Closure in the Coaching Relationship
- Skill review
- 651 Q&As
- Course Evaluations

6. Special Project Time (SPT)
- Field Project #1: Receive two (or more) sample sessions from certified coaches with at least one sample session with a coach in a specialty area you wish to explore or pursue (health, education, business, career, etc.) and write a brief review of each. Note: You may choose more than one specialty area. At this point in your training it is also natural that you might not have identified a specialty area. Use these assignments to explore.
- Field Project #2: Give at least two sample sessions including homework and follow-up, and write about them with at least one sample session with a prospect in one of your specialty areas.
- Field Project #3: Write at least one page about how you will approach getting the clients you need for your 659 Applied Coaching Experience. Target your strategies to audiences in your specialty area or that are direct links to your coaching specialty. Be specific and include timelines. For instance, if you want to coach high school students, you might have a communication strategy directed toward school counselors, parent associations and/or teachers. If your target audience is business, you would include strategies that put you and your coaching in front of business people or groups. With either of these examples you will be assessed on the completeness and specificity of your plans.

7. Writing Guidelines including APA Format


8. Assessment/Evaluation Procedures

All assignments offer an opportunity to explore and practice within your chosen specialties. Other sections of this syllabus and the 651 class notebook offer more detail on assignments and expectations.

8.1 Paper: Coach and write about it up to five pages. (20 pts)

8.2 Field Project #1 Receive two (or more) sample sessions from certified coaches and write a brief review of each, not to exceed four pages. (20 pts)

8.3 Hard copy of a complete Coaching Tool Kit (60 pts)
Your Coaching Tool Kit should reflect your coaching specialty(ties) if you have identified them and the contents should look professional – items you would be proud to share with a client – clean, clear and free of errors. The Kit must include:
- a) Outline for the Discovery session
- b) Coaching contract/agreement
- c) Introductory statement (you can use this to welcome clients to coaching, congratulate their decision, offer instruction on how to best participate, etc.)
- d) Confidentiality statement (if not already part of contract) and statement of ethics
e) Fact Sheet to collect client demographics
f) At least 5 tools for discovering the clients meaningful focus and goals including the forms to collect this information
g) Indicate specialty specific tools
h) Completion/closure form to use when you review and complete the coaching relationship
i) Three tools/forms we did not use in class that you have created or discovered
j) Any other things that are important for how you work

8.4 Field Projects #2 & 3 (40pts)
#2. Give at least two sample sessions including homework and follow-up, and write about them, not to exceed five pages.
#3. Write 1-2 pages about how you will approach getting the clients you need for your 659 Applied Coaching Experience.

8.5 Essay Exam (20 pts) – the essay exam will be emailed to you at least one week before the final class meeting.

8.6 In class participation, including journaling (40 pts)

8.7 Grading:

A 180-200 points
B 160-179 points
C 140-159 points
F below 140 points

Work turned in past the due date will have points deducted for lateness. Usually there will be no more than a few points deducted per assignment for lateness, depending upon the size of the assignment. However, if a student turns in many assignments late, this can add up, and may result in a full grade difference for the class. If you are having challenges with assignments, please discuss them with your instructor as soon as possible. Work not turned in within 3 months from the end of class = R (retake)

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone and giving as much notice as possible.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.
11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.

- Faculty members monitor discussion and intervene when requested or as deemed necessary.

- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. Nondiscrimination Clause

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.
14. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. Instructor Contact Information

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