

Adler Graduate School  
Richfield, Minnesota

AGS Course **652 Fall 2012**  
Living On Purpose

1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 652
- 1.3 Living On Purpose
- 1.4 Three (3) credits
- 1.5 Prerequisites: 650 Foundations of Professional Life Coaching, 651 Designing the Coaching Relationship

2. Course Description

This course is designed **for students to learn the techniques for helping clients to live more deliberately, with courage, clearer** personal identity, and a plan to carry out their life work/contributions. One of the ways this is accomplished is through clarifying and claiming responsibility for one's life purpose. The client becomes clearer in who he/she is and what he/she wants to uniquely contribute in relationships, family, work, community, and the world. This creates a powerful path for the client to experiencing belonging and the knowing that his/her contributions in life count. Who she/he is, matters. The way the client contributes is grounded in the client's values strengths and is important to the greater good. "The courage to be imperfect" \* is really the courage to live life being who you truly are, making your unique contribution.

Students will familiarize themselves with some key skills, discovering and using life purpose statements, mind mapping, identifying how the client gets in the way of their own purpose, creating commitment to change, and identifying personal impact and attraction. This course will deepen your effective coaching presence, improve your ability to elicit resourceful states in yourself and your client, and explore methods for creating leverage for changes the client desires. Other topics include- how to use systems and reminders and effective ways to manage progress.

*Students will experience directly what it is like to be the coach and what it is like to be the client. This course includes field projects that will provide practical research and applications in learning the skills of coaching..*

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

3.1 Required texts:

- Brothers, Chalmers (2005). Language and the Pursuit of Happiness. New Possibilities Press. ISBN: 0-9749487-0-5.
- Starr, Julie (2007) Prentice Hall, Coaching Manual: The Definitive Guide to the Process, Principles & Skills of Personal Coaching ISBN: 0-27371-352-3
- Coaching Notebook, Hemming
- Notebook of readings- Given out in class

3.2 Optional texts:

- Buzan, Tony. ( 1996 ) The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential ISBN: 0-452-27322-6
- Fritz, Robert. (1989) The Path of Least Resistance. Ballantine Books ISBN-13: 978-0449903377
- Robbins, Anthony. (1992) Awaken the Giant Within. Free Press. ISBN-13: 978-0671791544
- Ruiz, Don Miguel. (2001) The Four Agreements. Amber-Allen. ISBN-13: 978-1878424501

- Hudson, Frederic, Ph.D. (1999) *The Handbook of Coaching: A Comprehensive Resource Guide for Managers, Executives, Consultants, and Human Resource Professionals*. Jossey-Bass Publishers. ISBN-13: 978-0787947958
- Leonard, Thomas. (1998) *The Portable Coach: 28 Surefire Strategies for Business and Personal Success*. Scribner. ISBN-13: 978-0684850412

#### 4. Competencies and Learning Outcomes

Students in this course learn:

- 1) Students will meet ethical and professional standards and demonstrate ability to apply these standards in all coaching situations. (1a, 1b, 1c)\*
- 2) Students will develop greater confidence, sense of purpose, and boldness in their role as life coach.
- 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. (3b, 3e, 3g)\*
- 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. (4a, 4b, 4e, 4f, 4g)\*
- 5) Students will practice their ability to focus completely on what the client is saying and is not saying, listening actively to capture the clients concerns, goals, values, and beliefs. (5b)
- 6) Students will gain knowledge and skills in communicating effectively through -active listening with a coaching focus, use of powerful questions which create clarity, possibility, and new learning, and ability to use language, metaphor, and perspectives that impact the client positively. (6a, 6b, 6c)\*
- 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. (7a,7e)
- 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. (8e, 8f, 8g, 9c, 9e)\*
- 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. (8e, 9f, 9g, 9i)\*
- 10) Students will uncover beliefs which are obstacles to the client’s agreed-upon goals (12b)\*
- 11) Students will spend time considering purpose and values in relationship to their specialty exploration

\*References the ICF Core Competencies addressed in this course

#### 5. Course Outline

##### 5.1 **Unit 1 - Experience of Power in Purpose**

- Three main steps in coaching
  1. Raising Awareness
  2. Making Decisions
  3. Choosing and taking action
- Agreements for the class
- Create your “Calling Your Client to Purpose” sheet(handout)
- Building Our Coaching Skills (handout)
- Skill focus: *How did you bring your client to purpose? What are you calling forward in your client?*
- Feedback focus: *What state are YOU coaching from?*
- Exercise: How Powerful Are You?

##### 5.2 **Unit 2 - What is Purpose?**

- Adler’s view

- All behavior is purposeful
- Demo & Exercise: Power and the Life Tasks
- Group Exercise: Time Line of purpose

#### **Homework/Readings:**

1. Answer the following question in writing:
  - a. When you are 10 times who you really are, what will we see?
  - b. (Handwritten is fine, let it be easy, set a timer for 10 minutes and write)
2. Journal – What have you learned about power?

#### **5.3 Unit 3 - Tools for Discovering Life Purpose**

Share about journaling about power

Share Homework- 10X you

- When purpose is about being
- When purpose is about doing
- Exercise: Mind mapping
- What helps us stay in purpose
  1. Structures
  2. Naming it- Life Purpose Statements
- Optional: Guest Coach

#### **5.4 Unit 4 – More Purpose Tools**

- Process Coaching
- Exercise: Beliefs, Actions, Results (BE-DO-HAVE)
- Exercise: Recipe for Living On Purpose
- Using purpose tools in particular specialties

#### **Homework/Readings**

1. Paper: Coach and write about it (25 points)
2. Readings Notebook- *Presence Based Coaching*, Silsbee, Pages 95-113
3. Journal – What have you learned about purpose?

#### **5.5 Unit 5 – Coaching and Neuroscience**

- Saying yes, saying no. A deeper commitment to purpose
- Exercise: Change the Image- Coaching with the brain in mind
- Insight and new brain pathways
- Applications in specialty areas

#### **Homework/Readings**

Journal – What have you learned about using imagery?

#### **5.6 Unit 6 - Managing Progress**

- Systems and reminders
- Ways to check in and review
- Make the vision visible and present (collage, photos, posters...)
- Create handout of systems and reminders together

#### **Homework/Readings: Starr, Chapter 7**

Journal – What have you learned about customizing accountability?

#### **5.7 Unit 7 - Specialties & Support Networks**

- Specialties
- Managing emotions

- Exercise: All The Help You Could Possible Want

**Reading:** Starr, Chapter 8

### 5.8 Unit 8 –Distractors & Champions

- Exercise-Introduce your Distractor
- Meeting Your Champion

### 5.9 Unit 9 - Power of Attraction

- The Rest of the Story
- Exercise: Your power of attraction
- 652 Q&As
- Participation Grades & Course Wrap up
- Remember dates of 659 Skills Lab
- Evaluations

#### Homework/Readings:

- Journal – What have you learned about the power of attraction?
- Life Coaching Skills Handbook, Hemming
- Brothers, Chalmers (2005). Language and the Pursuit of Happiness. New Possibilities Press. ISBN: 0-9749487-0-5. Chapter 7 Section 2
- Starr, Julie (2007) Prentice Hall, Coaching Manual: The Definitive Guide to the Process, Principles & Skills of Personal Coaching ISBN: 0-27371-352-3

#### 6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30-hour experience, requiring no more than 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short, 3-5 page integrative writing component or (b) a research exercise and a short, 3-5 page integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research-oriented exercise, followed by a short integrative writing assignment.

#### 7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (5<sup>th</sup> edition), 2001, American Psychological Association. ISBN 1-55798-791-2).

#### 8. Assessment/Evaluation Procedures

8.1 Paper 1: Coach and write about it (25 pts) DUE \_\_\_\_Friday November 2\_\_\_\_

8.2 Paper 2: Coach and write about it (25 pts) DUE \_\_\_\_Friday November 16th\_\_\_\_\_

8.3 Field Projects (60pts) DUE \_\_\_\_Wednesday November 21\_\_\_\_\_

The field project portion of this course is covered by:

1. Provide sample coaching and acquire 6 clients 3 in your specialty area if you have identified one. (30 pts)
2. Submitting a transcript of a coaching call, write a page about what you learned. Notice the flow of the conversation. When did energy rise, when did it fall. What parts of the conversation were coaching. What parts were not, use 2 colors of highlighter to indicate in the margin. Write a short paper about what you learned. (20 pts)
3. Create a log of all the tools and keep track of how many times you have conducted each of the tools. (10 pts)

8.5 Essay Exam (50 pts) DUE \_\_\_\_\_Wednesday November 21\_\_\_\_\_

8.6 In class participation and journal (40 pts) DUE \_\_\_\_\_Monday Nov 12\_\_\_\_\_

8.7 Grading:

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

25% In class participation and Journal 40 PTS

25% Take home essay exam (1 exam) 50 PTS

25% Papers on out of class coaching assignment (2 papers) 50 PTS

25% Field Projects 60 PTS

180-200pts =A; 160-179 pts = B ; 140-159 = C Below 140 = F

Work not turned **within 45 days** from last class meeting = **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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