

**DEPAUL UNIVERSITY
SCHOOL FOR NEW LEARNING**

HC 141 LIFE COACHING: TOOLS FOR TRANSFORMATION

This class is being taught twice in Fall Term, 2005

O'Hare Campus

Wednesday evenings, 6:30 p.m. – 9:30 p.m.

Sept. 7 – Nov. 16, 2005

Allstate Corp. Headquarters

Monday evenings, 5:15 -8:15 pm

Sept. 12 – Nov. 14, 2005

Faculty: Peggy St. John; 312-476-3651; pstjohn@depaul.edu

COMPETENCIES: L-7, H3C, H3D, FX

TEXTBOOKS

Co-Active Coaching: New Skills for Coaching People Toward Success in Work and Life; Laura Whitworth, Henry Kimsey-House, Phil Sandahl; 1998; ISBN 0891061231

Taming Your Gremlin: A Guide to Enjoying Yourself; Second Edition, Richard Carson, 1983, ISBN 0060961023
Coaching for Performance, 2nd edition; John Whitmore, 1996, ISBN1857881702

COURSE DESCRIPTION

Effective coaching has long been recognized as a key element of success in the world of sports. More recently, a new breed of coaches has emerged to help people transform their personal and professional lives. In this course, we will explore the theories, concepts and techniques of personal life and business coaching. Students will learn about the history of coaching, its uses in personal and professional development and practical applications. We will also look at a few of the assessment tools most commonly used in coaching today. Working individually, dyads and in small groups, students will practice coaching skills and keep a detailed learning journal. This course will be highly experiential and collaborative in nature. Students will learn to assess coaching and its impact, gain an understanding of interpersonal communications skill as well as some concepts of behavioral psychology.

LEARNING OUTCOMES

Through the use of lecture, discussion, research, dyads, triads, and small group activities students will be able to:

- define personal values and their application to life/career goals
- understand the relationship between some concepts of behavioral psychology and life coaching
- understand emotional intelligence and its' relevance to personal and executive development
- define personal and executive coaching
- explain the basic principles of life coaching
- understand the application of coaching principles to personal life and career goals
- understand the skills required to be a good coach
- acquire some facility with coaching skills through practice and application
- identify and describe desired changes by applying coaching principles to one's own development
- identify and explain several assessments tools and their use in coaching relationships
- understand the nature of collaborative learning

LEARNING EXPERIENCE

- 1) Classroom - learning will include a variety of experiences including lecture, instructor-led discussions, small group discussions, group activities and role-plays. The classroom experiences are designed to be engaging, energizing and enjoyable.
- 2) Individual study – will include selected weekly reading assignments, written journal assignments and weekly contact with your coaching partner designed to integrate learning with experience and application.

EXPECTATIONS FOR SUCCESS

- 1) Attendance is expected at all class sessions. Acknowledging that life events occasionally

interfere with our plans, one session may be missed without penalty and prior notification of the instructor. Students missing more than one session must negotiate course completion with the instructor. Attendance also includes consistently arriving on time and staying until the conclusion of each class session.

- 2) Participation – recognizing that we are each equally responsible for creating the learning community, success will be influenced by the degree to which students are consistently prepared each week and contribute energy and enthusiasm for our learning community and to class material
- 3) Scholarship – written assignments should be delivered in a manner consistent with college level performance and should reflect a commensurate degree of critical thought and personal reflection. **Please go to the class Blackboard site and print the “Using Sources and Writing Research Papers at the School for New Learning”.** You must use this as a guide when completing any written assignment in this course.
- 4) Creativity –this learning experience is designed to be valuable and enjoyable! Diverse perspectives, experiences and observations of all students are welcome and encouraged.

EVIDENCE TO BE SUBMITTED

- 1) Weekly appointments with a class member coaching partner. You are required to schedule an appointment with your coaching partner once per week for at least 30 minutes and no more than 45 minutes. These sessions can be done via telephone or in person...negotiate this with your coaching partner. **BE SURE TO ALLOW TIME FOR THIS COMMITMENT AND MAKE IT A PRIORITY TO KEEP!**
- 2) Weekly journal assignments – these must be typed and submitted in an 8 ½” x 11” pocket folder OR hand-written in an 8 ½” x 11” spiral bound “one-subject” notebook. **The journals will be collected and assessed by the instructor every other week.**
- 3) Six article reviews – select six coaching-related articles that are personally/professionally relevant. Write a one-page, typed, double-spaced review of the article including completion citation information. The review must include the following information: 1) what is the main point(s) of the article? 2) what did you learn?; 3) how and why is the information relevant to your personal/professional development?; 4) how did the article enhance your understanding of coaching? These reviews can be submitted at any time during the quarter. **HOWEVER**, three must be submitted by week 5 (Oct. 5) and the remaining three must be submitted by week 9 (Nov. 2). **A selection of articles will be available on the course Blackboard site.**
- 4) An audio tape recording of a 30 minute coaching session you conduct with a “real” client. A typewritten self-assessment (guidelines will be provided by the instructor) of your coaching skills must accompany the tape. Due week 10 (Nov. 9).

ASSESSMENT CRITERIA

Student evaluations will assess the degree to which the readings, lectures, discussions, role-plays and other class and learning activities are integrated and applied throughout the course, as well as in the final artifact. Satisfactory assessment will require demonstration of the competence(s) for which the student is registered.

TENTATIVE SCHEDULE

- Week 1 –
- Course Overview
 - Coaching Defined/Discussion
 - Values/”Wheel of Life”
 - Assignments** - Co-Active Coaching – Part One, Chapters 1 & 2; Part Two, Chapter 3
 - Complete your own “Wheel of Life”
 - Spend 20-30 minutes on the telephone with your coaching partner
 - Journal assignment
- Week 2 –
- Discuss Co-Active Coaching
 - Introduce Behavioral Psychology & Transactional Analysis
 - Practice Coaching in Dyads/Triads
 - Assignments** - Co-Active Coaching – Part Two, Chapters 4, 5 & 6
 - Taming Your Gremlin – Chapters 1 & 2

- Journal assignment
- Week 3 –
- Discuss Co-Active Coaching
 - Video – small group discussion
 - Observations/applications
 - Coaching Practice
 - Assignments** – Co-Active Coaching – Part Two, Chapter 7
 - Taming Your Gremlin – Chapter 3
 - Read articles on collaborative learning
 - Journal assignment – collaborative learning
- Week 4 –
- Discuss “Gremlin”
 - SASHET
 - Discuss Self-Management
 - Behavioral and Transpersonal Psychology
 - Coaching Practice
 - Discuss collaborative learning
 - Assignments** – Co-Active Coaching – Part Three, Chapters 8 –12
 - Taming Your Gremlin – Chapters 4 & 5
 - Journal assignment – pages 32 & 33 in Gremlin book
- Week 5 –
- Discuss Co-Active Coaching
 - Discuss Taming Your Gremlin
 - Coaching Practice
 - DUE:** Review of three coaching related journal articles
 - Assignments** – Taming your Gremlin – Chapters 6, 7, 8
 - Coaching for Performance – Chapters 1- 4
 - Journal assignment – pages 104 & 105 in Gremlin book
- Week 6 –
- Coaching Assessment Tools
 - Kolbe
 - DISC
 - Assignments** – Coaching for Performance – Chapters 5 – 9
 - Journal assignment
- Week 7 –
- Coaching Assessment Tools
 - Emotional Intelligence
 - Meyers-Briggs Type Indicator
 - Assignments** – Coaching for Performance – Chapters 10 – 14
 - Journal assignment
 - Critically review the content of a variety of coaching Websites (provided by instructor)
- Week 8 –
- Coaching approaches & practices and their applications
 - Video Clips
 - Coaching Practice
 - Assignments** – Coaching for Performance – Chapters 15 – 19
 - Executive Coaching Article
 - Journal assignment
- Week 9 –
- Trends in Coaching
 - Discussion
 - DUE:** Review of three coaching-related journal articles
 - Assignments** – Co-Active Coaching – “Coaches Tool-kit” Pgs. 177-252
 - Journal assignment

Week 10 – “So, you want to become a coach?”
Business considerations
-Tool-kit
Evaluations
DUE: Coaching audio tape and self-assessment and any other outstanding
Assignments

Week 11 – Wrap-up

If you want your papers mailed back to you, please submit a stamped (with appropriate postage) self-addressed envelope to me otherwise, papers will be available for pick-up at the O’Hare campus after Dec. 1, 2005

HAVE A GREAT HOLIDAY SEASON!

ABOUT THE INSTRUCTOR

Peggy St. John earned a B.A. at Michigan State University and a M.A. in Counseling Psychology at Wayne State University. She is a graduate of the Liberation Psychology Training Center and has completed a number of coach training courses through the Coaches Training Institute. She is a core faculty member at SNL.

ACADEMIC POLICIES

As a core faculty member and program director at the School for New Learning, the instructor is fully committed to upholding the academic integrity policies of DePaul University. That policy includes, but is not limited to, emphasizing a sense of responsibility in the student – for oneself and for others. Also emphasized are students assume full responsibility for their academic and personal development. **It should be noted that plagiarism of any kind will not be tolerated.** For a further discussion of these policies, please see pages 37-41 in DePaul University’s “Code of Student Responsibility” handbook. Also refer to <http://pres.depaul.edu/faccouncil/pdf/acadintegrity.pdf>