



## CE-120 GUIDING PRINCIPLES CLASS PROJECT

Each participant in the Guiding Principles course must complete a project in order to receive credit for the course. Projects are due by week 6, as they will be presented/debriefed in class sessions 6, 7 and 8. You may choose from the following options OR, if you have a great idea for a project and it fits with the theme of the course, present your idea to the instructor for approval.

### PROJECT OPTIONS:

1. Select a guiding principle that really speaks to you or in which you really want to develop more of yourself. Design a “coach approach” to working with this principle with your clients. You can do more, of course, but at a minimum, do the following: identify five discovery questions you could ask to draw out your client’s thinking and feelings around the principle, identify five observations you might make that could have the impact of raising the client’s awareness and promoting a shift, create one to two exercises you could employ to support the client’s awareness (an exercise could be a role play, a self-assessment, an article for the client to read, a visualization—most anything that would be meaningful and would involve the client in considering the guiding principle in an experiential way), identify three to five requests you might make of the client. Then, pose these questions, observations, etc. to yourself or to a client and summarize the outcomes.
2. Write a one to two-page paper on how you have worked with one of the guiding principles in your work or personal life over the duration of the course. Describe the following: what you discerned (what new clarity you have), the impact of your new clarity, what was challenging for you and how you overcame it, what shift/s you had, what new focus/commitment you’ve made as a result, how your thinking and actions were informed and guided by your new focus or commitment, and the outcomes.
3. Select a humanistic psychology or human potential movement leader referenced in Vikki Brock’s work or that you have identified elsewhere. Research the individual’s key beliefs and contributions to his or her field. Discuss how you feel the individual’s work contributed to the field of coaching. Give examples of concepts or frameworks created by the individual that can be employed in coaching (example: Abraham Maslow’s hierarchy of needs/self-actualization framework). Finally, identify how the individual’s work can be related to one or more of the guiding principles. Wikipedia.com is an excellent on-line encyclopedia that you can access free for doing your research.
4. Keep a journal of your class experience each week, noting the following: what excited, inspired, provoked or bothered you, what new awareness you had, what new connections you made between the different ideas put forth in the class discussion, what connections you made between the class discussion and other areas of your work or life, what shifts you made, and what you want to implement in your coaching.



## **COURSE RESOURCE**

5. Create a guiding principle of your own. Using the text format as a guide, define/explain your guiding principle, identify key distinctions, identify what the principle means for coaching, identify the internal shifts for the coach, and identify how the shifts (or lack thereof) could be expected to show up in coaching. Then, discuss how you have used or will use the guiding principle to enhance the effectiveness of your coaching.
6. Review a book that incorporates one or more of the guiding principles. In a one to two page paper discuss the key themes in the book and how the author employed the guiding principle or principles. Discuss the practical applications of the principle that were presented in the book and how these might represent a framework or model that could be useful in your coaching.

Special thanks to Jan Austin for developing these projects.