Life Design Catalyst Program and Coaching Guide

“Awakening Meaningful Change”

(Proposed) Life Design Institute
School of Health and Human Sciences
University of North Carolina at Greensboro

Created by
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# Table of Contents

Welcome 2
Life Design Catalyst Manifesto 3
Why the Life Design Catalyst Program? Why Now? (Web Links) 4
Overview of Life Design Catalyst Program 6
Life Design Catalyst Program “in the World” 9
Life Design Catalyst Program Models 11
So, Why Am I in College? An Advising Request from a 21st Century Student 13
Life Design Catalyst Coaching Program 14
The Future of Advising and Coaching 17
LDC Group Coaching Model 18
Getting Started: Developing a Coaching Program 20
Life Design Catalyst Coaching Questions 21

## Coaching Tools
- Coaching Information: Client/Student Intake Form 26
- Coaching Assessment: My Life Self-Assessment 27
- Coaching Conversation: Find Your SPARCK Questions/Purpose Statement 29
- Coaching Accountability: Life Design 1-Month Challenge 30

Group Coaching Course Syllabus: HHS125: Design Your Life I – What Could I Do With My Life 31

Group Coaching Poster Examples
- My Life Story and Major/Career/Calling Exploration Posters 34
- Calling Connection Mind Map and Personal Charter Posters 35
- Current State vs My Best Self and You, The Superhero Posters 36

Course Evaluation Results for HHS125 37

About the University of North Carolina at Greensboro and the School of Health and Human Sciences 38

Contact Information 39
Welcome to the world of Life Design Catalysts!

It is very exciting that you will join us on this journey! The Life Design Catalyst Program was “officially” created in 2014, although many of the tools and activities for the program have been around for over 25 years! You will be a part of a growing community of revolutionaries inspired to help young people optimize their lives and actualize their potential to become the best version of themselves, in order to serve something bigger than themselves and make the world a better place – all through the exploration of purpose (“Who do I want to be?”) and meaning (“What am I here to do?”).

In July 2007, I was hired as the Student Success Coordinator in the School of Health and Human Performance to coordinate academic advising. However, I was given a specific mandate to create something completely different than what was being offered by the other Colleges/Schools on campus. In that first year, I realized that I had to come up with a more efficient use of my time, since I could not meet with the 1,500 + undergraduate students in the School of HHP. In 2008, I was granted the opportunity to teach two sections of HHP125: Personal and Academic Success in Health and Human Performance. This one-credit course was limited to 20 students and met once a week for 50 minutes. Instead of a focus on strategies to be successful in college, this course focused on life work – the skills and knowledge necessary to be successful in life.

After five years, 26 sections, and 500 students, the “Make College Matter” Program was chosen as one of nine (out of 75) Best Advising Practices by the Bill and Melinda Gates Foundation. In 2014, the name was changed to Life Design Catalyst Program, since much of the coursework was geared towards living a purposeful and meaningful life, not just being successful in college. Also, in 2014, we created the Life Design Catalyst Coach Training Program (then called the Purpose and Vision Navigator Coach Training Program) to share Life Design work with those interested in incorporating values, purpose, meaning, and vision as a foundation for student success. Over the course of nine trainings at UNCG (since June 2014) and five trainings off-campus, we have now trained over 400 coaches at 70-plus institutions of higher education, as well as community organizations, professional associations, and life coaching entrepreneurs. And just this past May (2018), the LDC Program was recognized by the National Academic Advising Association as a recipient of a Certificate of Merit as an Outstanding Advising Program.

Thank you for your interest in being a part of this movement! It is my intention to generously share my knowledge and resources with you so that you can find fun and inspiring ways to do the work you are called to do. With your service, we can truly transform the way young people view life, moving from a state of self-actualization to a state of self-transcendence! Life Design work is not only important for them and for you, but it’s important for our country – and for our humanity! We urge you to take part in our sessions at conferences and our trainings and workshops to find your “why,” so that you can serve profoundly and impact the lives of many others! We look forward to working with you!

With immense gratitude…

Bill Johnson, Managing Director
Life Design Institute
Life Design Catalyst Manifesto

“Our job in this lifetime is not to fit into some mold that others have determined is best for us. Our job is to find out who we already are – and become it.” - Steven Pressfield

This is your life. Own it.

At the start of each day, ask yourself: “What do I need to do to give a great day today?”

Don't let your past define you; recognize it, accept it and move on from it.

Take 100% personal responsibility for all choices, actions, and decisions you make. Every day.

Seek to find who you want to be and what you are here to do. Find YOUR "Why.

Let exploration, imagination, creativity and play fuel your curiosity.

When an idea inspires you and fires you up, don’t wait. Act on it right away.

Be the most helpful person you know by sharing your gifts with the world.

Create a compelling, inspiring vision for your future. Then, go do it.

Life’s greatest moments reside in the gap between where you are and where you want to be.

For each moment, choose whether you want to move forward into growth or backward into safety.

Don’t be afraid to fail; see it as a life lesson, telling you to move in a different direction.

Success doesn’t happen without passion and deliberate practice. Perseverance is key.

Challenge yourself and get out of your comfort zone; it’s the only way you’ll grow.

Be willing to ask for help; don’t feel like you have to tackle this journey alone.

Connect with people who will support you, help you grow, and, every once in a while, kick you in the butt.

Know yourself intimately. Live with authenticity and integrity. Become the best version of yourself.

Essential disciplines to thrive: move your body, ease your mind, embrace your health.

Always Love – love your work, love your people, and love yourself.

Find a way to connect with your beautiful and worthy self. Allow yourself to be seen.

At the end of the day, ask yourself: “Did I add value today?”

Write Your Story. Be Your Hero.
The links below provide a glimpse of the issues we aim to solve in the Program:

- 75% - percentage of students who change their major at least once. (The Developmental Disconnect in Choosing a Major: Why Institutions Should Prohibit Choice until Second Year - [https://dus.psu.edu/mentor/2013/06/disconnect-choosing-major/](https://dus.psu.edu/mentor/2013/06/disconnect-choosing-major/))
- 41% - percentage of students who don't graduate from 4-year college in 6 years: 59% graduation rate (National Center for Education Statistics - [https://nces.ed.gov/programs/coe/indicator_ctr.asp](https://nces.ed.gov/programs/coe/indicator_ctr.asp))
- 71% - percentage of students who don't graduate from 2-year college in 3 years: 29% graduation rate (National Center for Education Statistics - [https://nces.ed.gov/programs/coe/indicator_ctr.asp](https://nces.ed.gov/programs/coe/indicator_ctr.asp))
- 72% - percentage of students at UNCG in 2015 who graduated with college debt; average debt = $26,123 - does NOT include those that do not graduate. (Institute for College Access and Success - [http://ticas.org/posd/map-state-data](http://ticas.org/posd/map-state-data))
- 36 million - number of adults with college credit and not degree in U.S. (Graduate Network - [http://graduate-network.org/](http://graduate-network.org/))
- 21% - percentage of adults in Guilford County have college credit and no degree: 67,000+ adults (Lumina Foundation Invests in Degrees Matter - [https://communityengagement.uncg.edu/lumina-foundation-invests-in-degrees-matter/](https://communityengagement.uncg.edu/lumina-foundation-invests-in-degrees-matter/))
- 5.6% - percentage of college graduates who are unemployed; 12.6% - percentage of college graduates who are underemployed (in jobs that don't require a college school degree); 17.9% - percentage of high school graduates who are unemployed 33.7% - percentage of high school graduate who are underemployed (in jobs that don't require a degree). (The Class of 2016, Economic Policy Institute - [http://www.epi.org/publication/class-of-2016/](http://www.epi.org/publication/class-of-2016/))
- 90% - percentage of potential independent workers by 2040 (As shared by Donald F. Kuratko, Professor of Entrepreneurship, Indiana University at the 2016 Experiential Classroom Workshop, University of Florida)
- 2.6% - percentage of those between ages of 15 to 34 self-employed in 2014, down from 3.9% in 1988. In 2014, for ages 35 to 54, 8.2% are self-employed and for ages 55 and over, 6.4% are self-employed. (The

- 68% - percentage of employees in the US either not engaged (50.8%) or actively disengaged (17.2%) in their work. (Gallup, Inc. - http://news.gallup.com/poll/188144/employee-engagement-stagnant-2015.aspx)

- 11% - percentage of college graduates thriving in the five areas of well-being: purpose, social, financial, community, and physical. However, 17% of college graduates not thriving in ANY of the five areas of well-being. (Great Jobs, Great Lives, The 2014 Gallup-Purdue Index Report - https://www.luminafoundation.org/files/resources/galluppurdueindex-report-2014.pdf)

- 36% - percentage of adults who pursued or completed a postsecondary degree would chose a different field of study. (Gallup, Inc. and Strada Education Network - http://www.gallup.com/poll/211529/half-adults-change-least-one-education-decision.aspx)

- 31% - percentage of students expressed interest in replacing declaring a “major” with declaring a “purpose” and select courses based on obtaining knowledge that would help me move in that direction. (Purpose in Higher Education, Imperative - https://www.forbes.com/sites/jeffreydorfman/2017/01/23/dispelling-the-myth-of-underemployed-college-graduates/#54d0bc31502c)

- 85% - percentage of purpose-led companies that showed positive growth vs. 58% - percentage of non-purpose led companies that showed positive growth. (2016 Workforce Purpose Index, Imperative - https://cdn.imperative.com/media/public/Global_Purpose_Index_2016.pdf)


- 76% - percentage of college students on a search for meaning and purpose in life (UCLA) - http://spirituality.ucla.edu/docs/reports/Spiritual_Life_College_Students_Full_Report.pdf

Other interesting articles

- Freelancers predicted to become the U.S. workforce majority within a decade, with nearly 50% of millennial workers already freelancing, annual “Freelancing in America” study finds - https://www.upwork.com/press/2017/10/17/freelancing-in-america-2017/


- "Envisioning the Future" by Marc Lowenstein - https://www.nacada.ksu.edu/Portals/0/Events/Annual%20Conference/documents/Lowenstein_proof.pdf
Introduction
The Life Design Catalyst Program provides the SPARCK to empower students to answer life’s biggest question: What should I do with my life? The mission of the Life Design Catalyst Program is to inspire students – young and old – to acquire the knowledge and develop the skills essential to optimize their lives, actualize their potential, and become the best version of themselves in order serve something bigger than themselves and make a positive contribution to the world.

Life Design Catalyst Program Principles
• Provides a content-based group coaching process (“Coaching to Know, Coaching to Grow”), designed specifically to engage in meaningful conversations AND to take action towards personal transformation.
• Views the exploration of purpose (“Who am I meant to be?”) and meaning (“What am I here to do?”) as the foundation for student/personal development and student/life success.
• Engaged in a process where learning is focused on self-actualization (becoming the best version of yourself) and self-transcendence (utilizing the best of yourself for something bigger than yourself).
• Incorporates features of design thinking as a process in designing one’s life.
• Guided by concept of self-expertise – that YOU are the expert on YOU.
• Empowers students to take control of their lives through self-directed learning and self-designed experiences.
• Recognizes that Better Character = Better People => Better People = Better Students.
• Subscribes to the belief that in every moment of the day you have an opportunity move forward into growth (+1) or backward into safety (-1).
• Promotes the development of the entrepreneurial spirit by: (1) becoming deeply engaged in and committed to personally rewarding purposeful, passionate goals; (2) being intentional and resilient in taking calculated risks to create value and generate meaningful results despite adversity and obstacles; and (3) using creativity and resourcefulness to design a better life and a better future for yourself and for others.

Life Design Simple Rules for Success
• Know Yourself.
• Serve Profoundly.
• Find Your Right Pond.

LDC Motto: Find Your Why, Find Your Way.

Design Your Life Courses

<table>
<thead>
<tr>
<th>First-Year</th>
<th>Second Year</th>
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<tbody>
<tr>
<td>HHS125: What Could I Do With My Life (1 cr)</td>
<td>HHS250: Purpose-Driven Entrepreneurship (3 cr)</td>
</tr>
<tr>
<td>HHS135: Redesign a Life You’ll Love (1 cr)</td>
<td>HHS275: Entrepreneurial Personal Branding (3 cr)</td>
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</tbody>
</table>

HUGE bonus for students: No books required for ANY of our courses! We’ve created all materials for our classes – free access to all students enrolled in our classes. Proponents of Open Education Resources (OER) Initiative.

Design Your Life First-Year Course Curriculum (Academic Year 2017-18)

<table>
<thead>
<tr>
<th>Weekly Activities</th>
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<tbody>
<tr>
<td>Introduction to Breathing Meditation</td>
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<tr>
<td>Kick-Ass Questions About Life</td>
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<td>Personal Responsibility</td>
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<td>I Am Statements</td>
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<tr>
<td>My Life Story Worksheet</td>
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<td>Personality Type Assessment</td>
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<tr>
<td>Personal Core and Desired Work Values</td>
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<tr>
<td>HHS125: What Could I Do With My Life (Fall)</td>
<td>Weekly Activities</td>
</tr>
<tr>
<td>Gratitude Project</td>
<td></td>
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<tr>
<td>Random Act of Kindness</td>
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<tr>
<td>Meditation/Prayer</td>
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<td>Journaling</td>
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<tr>
<td>Movement/Exercise</td>
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<tr>
<td>Daily Practice/Life S.A.V.E.R.S</td>
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<tr>
<td>Writing Your Eulogy</td>
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<tr>
<td>HHS135: Redesign a Life You’ll Love</td>
<td></td>
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<tr>
<td>HHS135: Redesign a Life You’ll Love (Spring)</td>
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Data
Since the inception of the HHS125 course in Fall Semester, 2008, we have tracked students’ graduation and retention rates. The chart below shows that students who enroll in the “HHS125: Design Your Life I - What Could I Do With My Life” course in the Fall Semester of their first semester are retained from their first to second year AND they graduate from UNCG at a higher rate than those students who do not enroll in the HHS125 course in the Fall Semester. (Note: UNCG Retention and Graduation Rate Data obtained from UNC-GA Data Dashboard and/or UNCG Office of Institutional Research Common Data Set web site.)

<table>
<thead>
<tr>
<th>Fall to Fall Retention Rate</th>
<th>HHS125</th>
<th>UNCG</th>
<th>Total Enrollment in HHS125 (Fall Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008 to Fall 2009</td>
<td>78.9%</td>
<td>77.0%</td>
<td>Fall 2008: 2 sections, 40 students (38 1st year)</td>
</tr>
<tr>
<td>Fall 2009 to Fall 2010</td>
<td>75.6%</td>
<td>77.0%</td>
<td>Fall 2009: 3 sections, 56 students (41 1st year)</td>
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<tr>
<td>Fall 2010 to Fall 2011</td>
<td>76.9%</td>
<td>75.6%</td>
<td>Fall 2010: 3 sections, 65 students (39 1st year)</td>
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<tr>
<td>Fall 2011 to Fall 2012</td>
<td>81.1%</td>
<td>75.8%</td>
<td>Fall 2011: 3 sections, 66 students (37 1st year)</td>
</tr>
<tr>
<td>Fall 2012 to Fall 2013</td>
<td>65.3%</td>
<td>73.6%</td>
<td>Fall 2012: 3 sections, 73 students (49 1st year)</td>
</tr>
<tr>
<td>Fall 2013 to Fall 2014</td>
<td>75.0%</td>
<td>78.1%</td>
<td>Fall 2013: 3 sections, 111 students (88 1st year)</td>
</tr>
<tr>
<td>Fall 2014 to Fall 2015</td>
<td>84.9%</td>
<td>77.0%</td>
<td>Fall 2014: 10 sections, 170 students (119 1st year)</td>
</tr>
<tr>
<td>Fall 2015 to Fall 2016</td>
<td>83.5%</td>
<td>76.0%</td>
<td>Fall 2015: 10 sections, 193 students (133 1st year)</td>
</tr>
<tr>
<td>Fall 2016 to Fall 2017</td>
<td>82.5%</td>
<td>76.0%</td>
<td>Fall 2016: 17 sections, 320 students (268 1st year)</td>
</tr>
<tr>
<td>Fall 2017 to Fall 2018</td>
<td>TBD</td>
<td>TBD</td>
<td>Fall 2017: 20 sections, 374 students (TBD)</td>
</tr>
<tr>
<td>Total (652/812)</td>
<td>80.3%</td>
<td>76.2%</td>
<td>(Number in parentheses are actual number of first year students enrolled)</td>
</tr>
</tbody>
</table>

Graduation Rates (5-year)

| Fall 2008 class (25/38) | 65.8% | 50.1% |
| Fall 2009 class (23/41) | 56.1% | 51.5% |
| Fall 2010 class (19/39) | 48.7% | 49.7% |
| Fall 2011 class (21/37) | 56.8% | - |
| Fall 2012 class (19/49) | 38.8% | - |
| Total (107/204)         | 52.5% | 50.4% |

Graduation Rates (6-year)

| Fall 2008 class (28/38) | 73.7% | 55.0% |
| Fall 2009 class (25/41) | 61.0% | 56.0% |
| Fall 2010 class (22/39) | 56.4% | 54.0% |
| Fall 2011 class (22/37) | 59.5% | 53.1% |
| Total (107/155)         | 62.6% | 54.5% |

1 Reviewing transcripts of the 66 retained students in Fall, 2013, 37 (42%) have already graduated by December 2017 (4.5 years or less); an additional 17 are on track to graduate in May 2018 - which means that 61.4% are on track to graduate in 5 years or less.

2 Fall 2013 was the introduction to the Life Design Catalyst Coaching process and curriculum to HHS125 students.

3 Reviewing transcripts of the 101 retained students in Fall, 2014, 95 of the 101 (79.8%) are still enrolled and on track to graduate in 5 years or less (May 2019).

4 Fall 2014 was the introduction of Life Design Poster Projects and Presentations in the HHS125 courses.

5 Fall 2016 was the first time all HHS125 instructors followed a common Life Design Catalyst curriculum (posted on-line through Canvas) for the HHS125 course.
Student Learning Outcomes (Fall 2017)
We have also obtained student responses to the Student Learning Objectives outlined in the syllabus for the HHS125 course from the 2017 Fall Semester. The information below is the students’ responses results to specific questions regarding the learning objectives, the effectiveness, and the overall value of the HHS125 course. The percentages indicate responses of students that chose either "Strongly Agree" or "Agree" to each of the questions, out of 328 total responses. Many of the responses below are most pertinent to the mission of HHS125 – which is to help students identify how they want to serve the world in a meaningful way, then connect that declaration with their major and their vision for the future.

- **92.7%** - This course helped me understand my personality, my strengths, and my values.
- **86.0%** - This course helped me understand my meaningful work - how I plan to serve others.
- **86.9%** - This course helped to clarify my goals and dreams, and create a vision for my future.
- **74.4%** - This course helped me decide on my major or helped me clarify that I am in the right major.
- **87.8%** - This course provided me with knowledge that could help me be successful in life.
- **82.0%** - I believe that I can make better decisions about my life and my future now that I have completed this course.
- **80.0%** - I have a much better understanding of who I want to be and what I’m here to do now that I’ve completed this course.
- **84.2%** - I found the “Major/Career/Calling Exploration” Poster or the Calling Connection Mind Map useful in creating a plan of action in college and/or after college.
- **70.4%** - I enjoyed having meditation/quiet time at the beginning of every class.
- **79.2%** - I appreciated the opportunity to interact with my classmates during class each week.
- **76.5%** - I believe a course like this should be a required course for ALL new students.

Life Design Catalyst Coach Training Program (https://lifedesigncatalyst.wordpress.com/training/)
- First Training was held June 2014. Trainings on campus (at UNCG) are typically in May and December. As of May 2018, we have facilitated NINE Coach Trainings at UNCG.
- Life Design Catalyst Coach Training Program is a content-based program. Participants will engage in coaching, reflection, and personal development activities. Training is HIGHLY INTERACTIVE.
- Life Design Catalyst Coaching Model allows for flexibility and adaptability in coaching and advising settings.
- Seen as professional development through personal exploration and reflection.
- Trained over 400 Life Design Catalysts Coaches from 70 different colleges and universities internationally.
- Provided 1-, 2-, 3-, and 4-day Life Design Catalyst Trainings (Coach Training and/or FYE Course Development) at several 2-year and 4-year institutions across the country.

Contact Information
Life Design Catalyst Program Lead Facilitator (“The Visionary”)
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Life Design Catalyst Program Facilitators (“The Crusaders”)
- Megan Delph Cayton, mcdelph@uncg.edu
- William “Scott” Holloway, whollow@uncg.edu
LDC Program Support Facilitators (“The Advocates”)
- Jennifer Clark, jdaustin@uncg.edu
- Dr. Kathleen Williams, k_willia@uncg.edu
LDC (Former) Undergraduate Student Coaches (“The Activists”)
- Joseph Dousharm, Antonio Gonsalves, Jasmine Kendrick, Yunhwan Kim, J’Dia Lott, J’Dari Lott, Anna Taylor, Morgan Whisnant, MaryKent Wolff
Life Design Catalyst Program in the “World”

Over the years, Life Design Catalyst work has been shared across the country – and now internationally. The lists below are institutions and organizations/associations that have participated in some form of LDC Coach Training or uses Life Design Catalyst activities/tools in some capacity at their institutions; those entities marked in **BOLD** indicates institutions/organizations that have had LDC Coach Training or Life Design Catalyst Program/Workshop/Training at their institution or organization.)

**Listing of Colleges/Universities**
- American University-Paris (France)
- Appalachian State University (NC)
- Arizona State University
- Bay de Noc Community College (MI)
- Bennett College (NC)
- Boise State University (ID)
- Bossier Parish Community College (LA)
- Carolinas College of Health Sciences (NC)
- **Central Florida Community College**
- Central Wyoming College
- **College of New Jersey**
- **College of William and Mary (VA)**
- Fanshawe College (Canada)
- Fayetteville Technical Community College (NC)
- Folsom Lake College (CA)
- Fordham University (NY)
- **Fox Valley Technical College (WI)**
- George Mason University (VA)
- Georgia State University
- Greensboro College (NC)
- **Guilford College (NC)**
- Guilford Technical Community College (NC)
- Green Mountain College (VT)
- High Point University (NC)
- **Jackson College (MI)**
- **LaSalle University (PA)**
- Los Angeles Harbor College (CA)
- Manhattanville College (NY)
- **Massachusetts Institute of Technology (MIT)**
- Michigan State University
- Nicolls State University (LA)
- **North Carolina A&T State University**
- **North Carolina State University**
- North Carolina Wesleyan College
- Northeast Iowa Community College
- **Northern Arizona University**
- **Ohio University**
- Palomar College (CA)
- Pamlico Community College (NC)
- **Paradise Valley Community College (AZ)**
- Piedmont Virginia Community College (VA)
- **Pitt Community College (NC)**
- Quinsigamond Community College (MA)
- **Rowan University (NJ)**
- Savannah State University (GA)
- Shaw University (NC)
- **Southwest Illinois College**
- **Stanly Community College (NC)**
- Tennessee Technological University
- **Texas A&M University**
- Thomas Edison State College (NJ)
- University of California-Davis
- University of Colorado-Boulder
- University of Dubuque (IA)
- University of Illinois Laboratory High School
- **University of Maryland-College Park**
- University of Minnesota-Twin Cities
- **University of Missouri-Columbia**
- University of North Carolina-Charlotte
- University of Wisconsin-La Crosse
- **University of Louisville (KY)**
- University of Oklahoma
- University of Wisconsin-Madison
- **University of Wisconsin-Milwaukee**
- University of Wisconsin-Oshkosh
- **University of Wisconsin-Platteville**
- University of Tennessee-Knoxville
- University of Tennessee-Martin
- **West Chester University (PA)**
- **West Valley College (CA)**
- Western Carolina University (NC)

**Departments/Organizations - On-Campus (UNCG)**
- ACE (Academic Recovery) Program
- Beyond Academics
- Bryan School of Business Advising Center
- Career Services Center
- **Department of Communication Sciences and Disorders**
- Department of Counseling and Educational Development
- Department of Human Development and Family Studies
- Department of Teacher Education and Higher Education
- Department of Public Health Education
- Development Office
- **Elliott University Center**
• Foundations for Learning Program
• Guarantee Program
• Healthy UNCG (Staff) Program
• Human Resources
• Living Learning Communities
• Office of Intercultural Engagement
• Office of Housing and Residence Life
• Office of Service Learning and Leadership
• Office of Sponsored Programs (Research)
• Outdoor Adventures
• Program for the Advancement of Girls and Women in Sport and Physical Activity
• Residential Colleges Program
• Special Support Services
• Staff Senate
• Students First Office
• Teaching and Learning Commons
• TEAMQUEST
• Undergraduate Admissions

Departments/Organizations - Off-Campus
• AmeriCorps Vista
• Caswell Correctional Facility (NC)
• Center for Creative Leadership (NC)
• City of Winston-Salem (NC) Recreation Department
• College Foundation of North Carolina (CFNC)
• DavidsonWorks Workforce Development (NC)
• Family Services of the Piedmont (NC)
• Game Changer/EdRevolution, Inc. (NC)
• Goodwill Industries (NC)
• Learning to Learn, Inc. (NY)
• Lorven Child and Family Development Center (NC)
• Sage Wine and Gourmet (NC)
• University of North Carolina General Administration

Professional Organizations/Associations
• Coleman Foundation (IL)
• Direct Sellers Association/Direct Sellers Education Foundation (DC)
• Golden Key International Honour Society (GA)
• National Academic Advising Association (KS)
• National Career Development Association (OK)
• National Resource Center for First-Year Experience and Students in Transition (SC)
• North Carolina Division on Career Development and Transition
• On Course (MD)

The LDC Program is one of the most successful methods of self-awareness, personal growth, and professional development – and it’s continuing to grow. The Program can easily be implemented to help individuals become successful students and leaders, to be more effective, engaged, and excited to live life to the fullest. The bottom line is that Life Design Catalyst Coaching gets meaningful results!
Life Design Catalyst Program Models

Life Design Catalyst Program
“SPARCK” Model
Story, Purpose, Aspirations, Reflection, Connection, Kick-Start

Through the exploration of purpose and meaning, the Life Design Catalyst Program incorporates a holistic view of the world and engages students in a process where they feel empowered, passionate, energetic, and committed to create a life they desire – a life that represents who they are and where they want to go. In turn, they fully invest their best selves – physically, mentally, emotionally, and spiritually – in creating meaningful work and developing a life of significance.

The Life Design Catalyst Program incorporates:
- Self-Actualization/Self-Transcendence
- Design Thinking
- Self-Mastery/Self-Expertise
- Life Design Catalyst Coaching
- Contemplative Practices
- Entrepreneurial Spirit

SPARCK Principles:
- Story: Who am I? Who do I want to be?
- Purpose: What am I here to do?
- Aspirations: Where do I want to go?
- Reflection: How am I doing?
- Connection: Who can I partner with?
- Kick-Start: What will I do NOW (or NEXT)?

Meaningful Work Model
Life Design Catalyst Program

That which you love to do
Passion

That which you are good at
Profession

That which the world needs
Vocation

That which you can be rewarded
Mission

Engaging in Meaningful Work consists of three parts:
- Sharing your greatest gifts and talents for something bigger than yourself.
- Recognizing that the work must be personally and profoundly meaningful to you.
- Understanding that the work has importance and significance to others.
The Tree of Contemplative Practices
www.contemplativemind.org

Life Design Catalyst Coaching Process
(As of May 24, 2018)

Coaching
Assessing, Reflecting, Problem-Solving, Interactive, Listening, Supporting, Empowering, Champion, Encouraging

Main Components
Create Meaningful Conversations
Develop Significant Relationships
Be Present, Adaptable, and Flexible

Designing, Expert, Mentoring, Counseling, Advising, Leading, Modeling, Informing, Guru, Teaching, Butt-Kicking

Guiding
To assist a person to travel through or reach a destination in an unfamiliar area by accompanying or giving directions to show points of interest and to explain their meaning or significance.
So, Why Am I In College?
An Advising Request from a 21st Century Student
(Author unknown)

Why am I in college?
A question I get asked – by my professors,
My advisor, my roommate, and even my friends.
Even though I know how important it is
To have an answer...to ensure my college success,
I don’t have one – and it hurts.

I take the career tests, the personality tests,
The interests inventories and attend career workshops.
Not much help with the answer – and I get more confused.
At this point, why should I even bother to go to college
When I don’t know what I really want to do?

How do I decide? Who should I go talk to?
Should I listen to my parents? My friends?
My boyfriend/girlfriend? My pastor? My dog?
Or just pick something that can get me a job?
You tell me to “go to career services, go to your advisor,
Or take a class...all will provide you the answer.”
No, I don’t think so.
So, why am I in college?

I hear the stories...
College is concerned with two things:
My decision to come back to college after my first year
And my desire to graduate college in four, five, or six years.
What a shame, what a waste of this experience.
I need more help than that.

I wish they would forget about technology,
Forget about the numbers, forget about the money.
And for once, focus on me.

I want to know what I should do with my life,
I want to succeed in college,
And I want to have people that I can call friends.
I know that my success is based on
The personal relationships I create,
And building connections that lasts a lifetime.
College is my time to grow as a person,
To understand why I’m here
And how I can make a difference.
So, why am I in college?

I want to succeed, I want to grow,
I want a reason to be alive.
How can you help me – as my advisor?
Help me with my schedule, but that’s not what I need most.
Help me find my purpose, my passions, my dreams,
Help me find a way to make a difference to others.
Help me minimize my fears, my obstacles,
Help me get around the brick walls that stand in my way.
Help me find a path that’s aligned with my heart and soul.
Help me understand that there’s more to life
Than getting a piece of paper and a job after graduation.

Give me a reason to be here (and stay) in college;
Help me see the value of this experience.
If you can help me, here’s my promise to you:
I will serve and contribute my best to the world,
I will take responsibility for my actions and decisions,
And I will live a life full of abundance and joy.
Support and encourage me, then I will be able to answer your question,
Why am I in college?
Life Design Catalyst Coaching Program
“Coaching to Know, Coaching to Grow”

What is Life Design Catalyst (LDC) Coaching?

Life Design Catalyst (LDC) Coaching Program is different than all other coaching programs in higher education. While most coaching programs are focused in successful performance - where the client is addressing and fixing a problem or completing a specific challenge – this content-based program is focused on self-awareness and personal growth and development. The Life Design Catalyst Coaching Program is different than other coaching programs because it is specifically designed to help people find and create a path and a plan that matters to them. Participants in this program devote time to learning, growing, and improving the self, specifically through deeply reflective self-awareness activities focused on the exploration of passion, purpose, meaning, and dreams. In this program in the School of Health and Human Sciences at UNCG, we’ve concentrated our work primarily with first-year students (although we welcome ANY student to be a part of the program). Our goal is to not only increase the likelihood for students to stay in school and graduate from college but develop a plan and a path (with supplemental pivot points) to optimize their lives and actualize their potential to become better people, in order to serve something bigger than themselves and make the world a better place.

The Life Design Catalyst Coaching Process

The LDC Coaching Program involves two parts – coaching and guiding. With 7.5 billion people living in the world and 325 million in the United States alone, we realize that there are multiple ways to reach and engage people. For most, coaching is an effective way to reach most people, where offering effective questions to elicit appropriate responses from clients works best. However, sometimes there are instances where an individual needs a swift “kick-in-the-butt” to get started in moving forward. Every person is different and it’s important for the LDC Coach to effective know when to use coaching strategies and when to use advising strategies. Regardless of the situation, the main component of the LDC Process is engaging in meaningful conversations. Once the conversations have started, the LDC Coach must remain adaptable and flexible, whether working with individuals or with groups. The model below outlines the LDC Coaching Process:

![Life Design Catalyst Coaching Process Diagram](image-url)
The following describes the difference between coaching and guiding:

- **Coaching:** To partner with people to tap into their full potential to help them move forward through the process of identifying and achieving specific personal or professional goals that will maximize their potential.
- **Guiding:** To assist a person to travel through or reach a destination in an unfamiliar area by accompanying or giving directions to show points of interests and to explain their meaning or significance.

Remember, there are many ways to engage; use the method that works best for your students, not what’s best for you as the LDC Coach.

**Life Design Catalyst Coach Characteristics**

A Life Design Catalyst Coach:

- Assists others in finding one’s purpose in life and create a vision for the future.
- Encourages and supports personal growth and development.
- Focuses on instilling effective change and positive behaviors.
- Serves as a sounding board to listen and to give honest feedback.
- Acts as an accountability partner, providing both empathy and tough love when needed.
- Shares knowledge and advice when applicable.
- Is a change agent who desires to make an impact on the lives of others.
- Is a coach, a teacher, an advisor, a guide, a motivator, a mentor, and a champion.
- Inspires change!

Life Design Catalyst Coaches help others:

- Have a higher level of self-awareness.
- Live life with purpose and meaning.
- Set smarter and more applicable goals and dreams.
- Bridge the gap between where you are and where you want to be.
- Increase self-confidence.
- Identify more opportunities for meaningful work.
- Implement more desirable habits.
- Sustain and improve relationships.
- Achieve higher levels in careers and in life.
- Take more personal responsibility for actions and decisions.
- Remove obstacles and overcome low confidence.
- Self-generate strategies and solutions.
- Be clear about what you want.

**Life Design Catalyst Coaching Foundation Questions**

At the heart of Life Design Catalyst Coaching are the questions to move people forward in their lives. In many instances, you need to think and act quickly to help students take action and move forward. Use these questions to transform conversations from thoughts into actions.

1. What do you want? Why are you here (to see me)?
2. What’s the problem? What’s the issue? What’s your dilemma?
3. What do you want to happen? What do you want as the end result?
4. What are you willing to do? What do you need to do right now?
5. What do you need from me? How would you like for me to help you?
This short and focused questioning technique can be used by Life Design Catalyst Coaches to help students identify and work through personal change. Use when you aim to get the desired outcome in the shortest amount of time. Use this technique when you want to get to the source/root of the problem and get students to act. To be effective utilizing the LDC Coaching process, you need to think quickly on your feet, be flexible, utilize what you know and have, and make sure to stick to the outcome – growth and development results. In many situations, the initial problem is actually something prompted by a much deeper issue that may need to be addressed first. In this case, asking “Why” or “What else” can be integrated at some point in the conversation (usually at the problem stage) to get to the deeper level of the problem, cause, or issue.

And here are additional questions that you might be helpful in your conversations:

- What are the possibilities?
- If you had your choice, what would you do?
- What are possible solutions?
- What if you do and what if you don’t?
- What else?
- What other ideas do you have about it?
- How does this fit with your plans/way of life/values?
- What will you have to do to get the job done?
- If you could do anything you wanted, what would you do?
- What was the lesson/learning?
- What will you do? By when?
- In the bigger scheme of things, how important is this?
- How could you improve the situation?
- If you were at your best, what would you do right now?
- What else can you do to honor your values?
- What are you holding back?
- What do you want?
- What action will you take?

**Life Design Coaching in Action**

We also use a variation of Life Design Catalyst Coaching questions in our Design Your Life classes to help students think deeper about their answers to the various self-reflective activities, which include:

- What were your results of this activity?
- What’s at least one thing you’ve learned from doing this activity?
- How did you feel about doing this activity? Why do you think it was important for you to do this activity?
- How might your life be different now that you’ve completed this activity?
- Where do you go from here? What is your next step?
- (For Life Design Catalyst Coaches in Training) If you implemented this activity, who do you think might benefit from doing this activity? How would you implement this particular activity? How would it work with your particular group? What would you do differently?

The Life Design Catalyst (LDC) Coach Program was originally developed in 2008 as a 1-credit, semester-long (14 week) course. However, the Program is flexible and adaptable, both in terms of the institutional need, the type of program being implemented, and the length of the program. Here are some examples of how LDC Coaches are using this work:

- As a coaching practice for first-year students.
- As a part of the curriculum for a First-Year Seminar course.
- As a second year intervention program.
- As a first-year course for new students (Fall: What Could I Do With My Life; Spring: Redesign a Life You’ll Love).
- As part of a transfer student success program.
- As part of leadership development training for Residence Life.
- As a workshops series for students on probation.
- As a piece of a Minority Mentoring Program.
- As a part- or full-time business for people interested in life coaching.
- As a part of a staff/professional development program.
The Future of Advising and Coaching

The Life Design Catalyst Coaching Program is designed to address the challenges for academic advisors in the 21st Century. Many schools have implemented coaching programs at their institutions; unfortunately, most of these programs are still focused on three things: (1) registration/scheduling of classes, (2) retaining and graduating students, and (3) developing academic success skills. As technology becomes more proficient, students will be able to navigate and understand their registration/scheduling/degree planning information on their own; however, they will still crave help with understanding what they are here to do (purpose) and the best way to do it (meaning).

If you are in the field of academic advising, student coaching, and/or student success, here are a few questions for you consider as you think about your work and your impact – now and in the future (from “Envisioning the Future” by Marc Lowenstein):

- In my role as an advisor, what do I aspire to achieve?
- What is my view about the overall purpose of advising?
- What will advising look like in five years? What about ten years?
- In what kind of advising profession would I like to participate in the future?
- How would I change the ways advising is done and organized?

As you reflect on these questions, think about how they connect with your current role. And to really think about your role of advising in the future, use the template below to define what you’d really like to do. And if your work is not with students, feel free to change “students” to “people” if you don’t currently work with students or don’t plan to work with them in the future.

“The problem I want to help students (or people) solve is ____________________________; I will do this by __________________________.”

Is your current position allowing you to do the work that you’re here to do? If so, great. If not, then consider taking the steps to move towards something that matters to you.

Why did we create a credit-bearing coaching process? Marc Lowenstein wrote an excellent article about the future of Advising; in it, he shared his premise that academic advising (and thus coaching) should be a credit-bearing activity. He states that:

“To persuade all stakeholders to view advising as a serious learning experience on par with the classroom, educational leaders reasoned that institutions need to award academic credit for it. This effort turned out to be the single lever that made many other changes possible. The importance is partly symbolic but also very practical. By making advising a credit-bearing activity, the academy communicates that students should expect to experience learning in their advising relationship and that advisors are teachers. The move also suggests that advisors bring considerable knowledge and wisdom to the advising encounter and that students should prepare for it as they do for class. Indeed, the mandate implies that the advising relationship has intended learning outcomes such that students bear responsibility for achieving results for which they will be graded! More mundanely, but just as importantly, the students understand that advisors assign homework that students are expected to complete.”

So, to validate this work, we decided that the Life Design Coaching Catalyst Coaching Program would be a credit-bearing activity, where the facilitators of the course serve as the students’ academic advisor and life/career coach during their first year of college. By creating the course, we found that this increases the amount of student contact over the course of the semester and provides an opportunity for students to get clear about their values, their purpose, and their future. The chart on the next page illustrates the value for both the student (in terms of contact hours and life design) and the advisor/instructor/coach (in terms of time commitment and student contact). Our 1-credit course, “HHS125: Design Your Life I – What Could I Do With My Life” has been used effectively with a caseload of 200 students over the course of the Fall Semester. We believe the course and content could be modified and/or restructured to handle caseloads of up to 500 students – and possibly even more.
## LDC Group Coaching Model
**Academic Advising/Academic Coaching vs. Life Design Catalyst Coaching Course**
**Caseload/Connection/Time Comparison**

<table>
<thead>
<tr>
<th><strong>Typical Academic Advising/Coaching Programs</strong></th>
<th>200 student caseload</th>
<th>300 student caseload</th>
<th>400 student caseload</th>
<th>500 student caseload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Length</td>
<td>15 weeks</td>
<td>15 weeks</td>
<td>15 weeks</td>
<td>15 weeks</td>
</tr>
<tr>
<td>Appointment time (per student)</td>
<td>30 minutes</td>
<td>30 minutes</td>
<td>30 minutes</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Student appointments per day</td>
<td>16 students/day</td>
<td>16 students/day</td>
<td>16 students/day</td>
<td>16 students/day</td>
</tr>
<tr>
<td>Student appointments per week</td>
<td>80 students/week</td>
<td>80 students/week</td>
<td>80 students/week</td>
<td>80 students/week</td>
</tr>
<tr>
<td><strong>Hours break during day (excluding lunch)</strong></td>
<td><strong>0 hours</strong></td>
<td><strong>0 hours</strong></td>
<td><strong>0 hours</strong></td>
<td><strong>0 hours</strong></td>
</tr>
<tr>
<td><strong>Student contact times with advisors per semester</strong></td>
<td><strong>6 times</strong></td>
<td><strong>4 times</strong></td>
<td><strong>3 times</strong></td>
<td><strong>2.4 times</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Life Design Catalyst Group Coaching Course</strong></th>
<th><strong>for 1-credit, meets 50-minutes per week</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>200 student caseload</td>
<td>300 student caseload</td>
</tr>
<tr>
<td>Semester Length</td>
<td>15 weeks</td>
</tr>
<tr>
<td>Appointment time per class</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Students per class</td>
<td>20 students</td>
</tr>
<tr>
<td>Students per day</td>
<td>40 students/day</td>
</tr>
<tr>
<td>Classes per day</td>
<td>2 classes/day</td>
</tr>
<tr>
<td>Classes per week</td>
<td>10 classes/week</td>
</tr>
<tr>
<td>Students per week</td>
<td>200 students/week</td>
</tr>
<tr>
<td><strong>Hours break during day (excluding lunch)</strong></td>
<td><strong>6 hours</strong></td>
</tr>
<tr>
<td><strong>Student contact times per semester</strong></td>
<td><strong>15 times</strong></td>
</tr>
</tbody>
</table>
We use this particular group coaching model because it:

- Combines personal development with coaching, accountability, and support to achieve positive individual results for the students (knowing yourself) and positive outcome-based results (increased retention and graduation rates) for the institution.
- Provides a system for students to connect with the coach/facilitator and with each other, plus allows for additional contact between class/group sessions with coach/facilitator and classmates in person, via class discussion group, and/or via e-mail.
- Develops self-awareness, character development, communication skills, and visionary thinking.
- Allows us to implement our own “step-by-step signature, content-based group coaching system” to help students achieve specific learning outcomes.
- Provides the coach/facilitator more flexibility, especially those that are maxed out working 1-on-1 with students on a daily basis.

Although we decided to construct our program as a 1-credit full-semester elective course, there are a multitude of methods and formats that have proven to be effective; a few examples include:

- 2- or 3-credit elective or required course (with additional components added to course).
- 0-credit elective or required course.
- Half semester elective or required course.
- Required weekly meetings.
- Weekly/monthly workshops.
- Weekend retreat.

Examples on how Life Design work can be implemented/applied:

- In a 1-on-1 meeting, have student/client take:
  - The My Life Self-Assessment to identify specific areas to address/work on.
  - The Find Your SPARCK Questions and Purpose Statement Activity to identify how he or she may want to serve others.
- Host a one-hour workshop for small group (20-30) of students and have them work with a partner answering the “Find Your SPARCK Questions” and construct a Purpose Statement.
- Bring together a medium-sized group (30-50 students) and facilitate the Value Tags activity, where they not only identify their top five personal core values, but also explain why they chose those particular 5 values.
- Bring together a large group (100-200) students, have them watch the “What is my purpose” video by Soul Pancake, ask them to find a partner they don’t know and have answer/discuss share how they would answer the “What is my purpose?” question as well as the “How do I want to serve” questions.
Getting Started: Developing a Coaching Program

The Life Design Catalyst Coaching Program was originally developed as a course to provide students an opportunity to get clear about their major and career choices. Over time, our content-based group coaching program evolved to integrate a structured format to integrate activities involving story, purpose, meaning, and vision. As you think about developing your own model of integrating coaching and advising, these questions, which provided me a framework to start our Program, might be useful to get you started (questions adapted based on article, “How to Create Your Own Coaching Program” by Michelle Schubnel - https://www.coachandgrowrich.com/coaching-blog/how-to-create-your-own-coaching-program/):

- What is the focus of your advising/coaching program?
- Will the program be focused on developing/refining coaching skills or coaching students/clients/participants through specific, structured content – or a combination of the two?
- Who are your ideal students/clients/participants for the program?
- What are 3-5 BIG challenges your ideal students/clients/participants face?
- What will students/clients/participants be able to do, achieve or experience through your advising/coaching program?
- If you need to identify a name for your program, here are some ways to name it: focus on desired outcome/results, who the program is for, use current brand, and/or create an acronym.
- Outline the 3-7 key steps for your students/clients/participants need to overcome challenges and achieve desired outcomes.
- Create a framework/model/structure for your program and use it for each step. This makes content creation much faster and easier. After you create your main framework/model/structure, all you need to do is “fill-in-the-blanks.”

If it’s helpful, you can start by completing the following template to define the purpose of your program:

“My advising/coaching program helps <who’s it for> solve <main problem>. They start “Step 1” feeling and thinking <current mindset> and when they have finished all the steps they will think and feel <new mindset>.

My advising/coaching program will guide them through actionable material on <enter the core main topics>. Each person who completes all the steps in my program will have <enter tangible outcomes and benefits e.g. path to success, self-confidence, plan for graduation, better grades, inner peace, etc.>.

Another useful tool is for you to map out the program and the steps that will make up the content of your program. This process would also provide ideas on what specific products and services you want to provide to your students/clients/participants, such as blogs, e-books/workbooks, on-line and/or face-to-face courses, and one-on-one and/or small group coaching.

At the end, ask yourself: Is our program bringing out the best in our students/clients/participants?
Life Design Catalyst Coaching Questions

This section provides you with several different coaching questions that can be used to get people to think deeper about themselves and their lives. Use any of the questions to initiate meaningful conversations with your clients and/or students. In some instances, you may want to just start a conversation with a client/student; asking any set of these deeply reflective Coaching Questions can be particularly effective in:

- Creating a safe space for conversation.
- Building rapport.
- Engaging and enhancing active listening skills.
- Developing a trusting relationship.

If you decide to use these questions in a workshop or class, have participants pair up with partner – preferably someone they don’t know – and have them go over each of the questions together. Regardless of how they are used and/or delivered, most will gain insights about themselves and their lives through these questions.

Breaking the Ice Coaching Questions

The "Break the Ice" Coaching Questions Activity will give you:

- Space to think and be more intentional about goals and dreams.
- Clarity on answering the questions, “Who do you want to be?” and “What do you want to do?”

These coaching/guiding questions can be used to help students find their answers – either in partnership with a LDC Coach or on their own. They may be useful to give them as “homework” before an initial meeting.

1. What are the best/most awesome things in your life right now? (or, What's wrong with how you are right now?)
2. What's MISSING in your life right now? (or, What would you like MORE of in your life?)
3. What do you need to do right now to be your best/most true/authentic self?
4. What would your life look like if you were entirely successful?
5. What are you getting from being where you are right now?
6. What is so important to you that you would be willing to stand in front of a speeding train to defend it?
7. What would be the impact on you (and others) if things in your life don’t change?
8. What can you accomplish that doesn't depend on others?
9. What is your current biggest problem or challenge in your life right now?
10. What has been the biggest contribution to your success so far? (or What has been the greatest hindrance to your success right now?)
11. What has been the greatest obstacle you've faced, what did you do, and what did you learn?
12. What is one step you could take right now that would indicate you were moving forward in your life?
13. What is something that you are holding on to that you need to let go? What's something you could do less of right now?
14. What is one thing you could change right now that could transform your life? How would it transform your life?
15. What is your greatest fear and how has it impacted your life?

Kick-Ass Questions About Life

The Kick-Ass Questions have been used as the first homework assignment in the HHS125: Design Your Life I – What Could I Do With My Life” course to set the foundation for the lifework that the students will be engage in over the course of the semester. They have also been extremely effective as a way to introduce coaching conversations in our Coach Training Program. Take a few minutes to answer these Kick-Ass Questions About Life listed below. Answer these questions from your heart, not based on the thoughts of others or what I might want to hear.

1. What’s always on your mind? What do you think about a lot? If you were in a bookstore, what section would you gravitate towards first? If you were on the computer/internet, what would you spend your time reading or searching most?
2. What are at least three things you care about most, other than family, friends, and meaningful relationships?
3. What positive things do people say about you? What do people thank you for most often?
4. Who inspires you? Who would you most like to be like? Who are your heroes, your role models? Who do you envy most?
5. What do you help with that seems natural or easy for you? What do people come to you for? When you’re at your best, what does it look like?
6. What are you amazing at doing (can be work- or life-related)? What are you great at? What do you do particularly well?
7. When do you feel most powerful, passionate, free, incredibly useful, excited, and/or inspired?
8. Who do you want to help? Who would you like to inspire? Whose lives would you like to change?
9. If you had a chance to be known for something special or unique, what would it be? How do you feel you contribute (or could contribute) to society?
10. How would you like to be seen, recognized, acknowledged, awarded, praised – now and/or in the future?
11. What is your biggest fear? What’s the thing that scares you the most in life?
12. How would you define success? And what would success look like for you?
13. What do you REALLY want for your life?

As you reflect on your answers to the questions, what do you notice about your answers? What insight did you gain from answering these questions? How will your answers provide a glimpse of where you are and what you desire in life – now and in the future?

Ten Power Question
(From “How to Think Like Leonardo da Vinci: Seven Steps to Genius Every Day” by Michael Gelb)

The Ten Power Questions were formulated based on the “100 Important Questions to Ask Yourself” activity by Michael Gelb. Imagine giving yourself time to sit back and ask yourself 100 questions of any kind that are important to you. Once you come up with your list of 100, review your list, then narrow it down to the ten that are most significant. In his work in doing this activity over time, he found ten questions that were “powerful catalyst to personal growth and fulfillment. Answer these ten questions with regards to your own life:

1. When, what people, what places, and/or what activities allow me to feel naturally myself and most fully alive?
2. What is one thing I could stop doing, or start doing, or do differently – starting today – that would most improve the quality of my life?
3. What is my greatest talents and/or gifts?
4. How can I get rewarded (monetarily or otherwise) for doing what I love?
5. Who are my most inspiring role models - and why are they inspiring?
6. How can I best be of service to others?
7. What is my heart’s deepest desire?
8. How am I perceived by others - my closet friends, my worst enemy, my boss, my children, my co-workers, my teachers, etc.?
9. What are the blessings in, or what am I most grateful for, my life?
10. What legacy would I like to leave?

36 Questions to Develop and Forge Meaningful Relationships

This activity was developed by Arthur Aron to explore whether intimacy between two strangers can be accelerated by having them ask each other a specific series of personal questions. The 36 questions in the study are broken up into three sets, with each set intended to be more probing than the previous one. The idea is that mutual vulnerability fosters closeness. To quote the study’s authors, “One key pattern associated with the development of a close relationship among peers is sustained, escalating, reciprocal, personal self-disclosure.” Allowing oneself to be vulnerable with another person can be exceedingly difficult, so this exercise forces the issue.
Instructions: Do not read the questions ahead of time. The first person asks the first question, then let your partner answer, and then respond with your answer to the same question. When you're done, move on to the next question until you're done, alternating who answers first with each question. The early questions are pretty superficial, and then they'll get deeper. At the end, you'll sit quietly and look at each other in the eyes for 2-4 minutes; then, if you want, you can share what the experience was like. If you like, spend a few minutes writing down your thoughts about this activity.

Set I
1. Given the choice of anyone in the world, whom would you want as a dinner guest?
2. Would you like to be famous? In what way?
3. Before making a phone call, do you ever rehearse what you're going to say? Why?
4. What would constitute a perfect day for you?
5. When did you last sing to yourself? To someone else?
6. If you were able to live to the age of 90 and retain either the mind or body of a 30-year old for the last 60 years of your life, which would you choose?
7. Do you have a secret hunch about how you will die?
8. Name three things you and your partner appear to have in common.
9. For what in your life do you feel most grateful?
10. If you could change anything about the way you were raised, what would it be?
11. Take four minutes and tell your partner your life story in as much detail as possible.
12. If you could wake up tomorrow having gained one quality or ability, what would it be?

Set II
13. If a crystal ball could tell you the truth about yourself, your life, the future or anything else, what would you want to know?
14. Is there something that you've dreamt of doing for a long time? Why haven't you done it?
15. What is the greatest accomplishment of your life?
16. What do you value most in a friendship?
17. What is your most treasured memory?
18. What is your most terrible memory?
19. If you knew that in one year you would die suddenly, would you change anything about the way you are now living? Why?
20. What does friendship mean to you?
21. What roles do love and affection play in your life?
22. Alternate sharing something you consider a positive characteristic of your partner. Share a total of five items.
23. How close and warm is your family? Do you feel your childhood was happier than most other people's?
24. How do you feel about your relationship with your mother?

Set III
25. Make three true "we" statements each. For instance, "we are both in this room feeling..."
26. Complete this sentence "I wish I had someone with whom I could share..."
27. If you were going to become a close friend with your partner, please share what would be important for him or her to know.
28. Tell your partner what you like about them: be honest this time, saying things that you might not say to someone you've just met.
29. Share with your partner an embarrassing moment in your life.
30. When did you last cry in front of another person? By yourself?
31. Tell your partner something that you like about them already.
32. What, if anything, is too serious to be joked about?
33. If you were to die this evening with no opportunity to communicate with anyone, what would you most regret not having told someone? Why haven't you told them yet?
34. Your house, containing everything you own, catches fire. After saving your loved ones and pets, you have time to safely make a final dash to save any one item. What would it be? Why?
35. Of all the people in your family, whose death would you find most disturbing? Why?
36. Share a personal problem and ask your partner's advice on how he or she might handle it. Also, ask your partner to reflect back to you how you seem to be feeling about the problem you have chosen.
What are your thoughts as you complete this activity? What insights did you gain about yourself? And what insights did you gain about your partner? How could this activity be useful in developing more meaningful relationships?

“How Do You Want to Serve” Questions

This activity can be used as a quick reflection to get people to think about how they want to serve. It has been used as a sit-down, reflective writing activity or as a thought-provoking, sharing activity with a partner. The goal is to get people to think about how they want to serve others.

- What am I here to contribute?
- What problem am I here to solve?
- What am I committed to create?
- What is my ultimate concern?
- What needs can I fulfill for others?
- How can I best serve others?
- What is my life’s task?
- What am I truly here to do?
Coaching Tools
Coaching Tools
Coaching Information
Client/Student Intake Form

Name (first and last): _________________________________________________________________

Phone number (if something comes up): _______________________________________________

E-mail address: _______________________________________________________________________

1. Tell me a little bit about yourself (personal background information, where are you from, family structure, things you enjoy, your major, etc.).

2. What was one thing you’ve always wanted to do as a child?

3. What are your educational/career interests? What school activities/jobs have you had in the past that excited you?

4. Share a goal/dream that you’ve accomplished that you feel proud of… Why?

5. Share a goal/dream that you’ve pursued that you either gave up or failed at… Why?

6. What motivates you into action when you are stuck? What things work best to get you motivated into action?

7. If money or time were not an issue, what would you be doing?

8. What’s most important in your life right now?

9. What’s your biggest dream right now?

10. In your personal life, how would you rate yourself (1 needs improvement and 5 is fantastic)? Why did you give yourself that score?

11. In your educational/professional life, how would you rate yourself (1 needs improvement and 5 is fantastic)? Why did you give yourself that score?

12. What area(s) do you need improvement in?

13. What are at least three (and up to five) things that you would like to work on/address right now?

14. How would you like for me to work with you? How would you like for me to help you? What would you like to achieve from this coaching relationship?

15. Describe how you would feel about working with a small group of similarly minded people?

16. What would be your biggest deterrent for working in a small group?

17. What would you like to accomplish by the end of these coaching sessions?

18. What question(s) do you have for me?
Coaching Tools
Coaching Assessment
My Life Self-Assessment
(Designed by Bill Johnson, Life Design Catalyst Coach)

Name: _______________________________________________________
Date: ____________________

Start with where you are. Today.

The “My Life Self-Assessment” is a tool that has you evaluate your life in eight (8) areas – Work/Career/Education, Money/Finances, Lifestyle/Social, Family/Friends/Relationships, Personal Growth/Self-Practice, Health/Well-Being, Recreation/Fun, and Religion/Spirituality – to see what areas are working well for you and identify areas where you might need to make changes. Take a few minutes to evaluate yourself on two things: (1) how important each area is to you (score of 1 to 5), and (2) grade yourself on how you feel you are doing (or not doing) in each area (score of A to F). (Note: If you find that you don’t want to invest time or not interested in a particular category, give your NA for the Importance and NG for the grade.) As you do this activity, be as TOTALLY honest with yourself as possible. The ultimate goal of the My Life Self-Assessment is to identify areas that are working well for you, as well as areas that might be holding you back – and keeping you from moving forward in your life. Use the scale below to rate how well your life is for each category:

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work/Career/Education</td>
<td>Degrees, job/vocation, entrepreneurship, homemaker, professional organizations</td>
</tr>
<tr>
<td>Money/Finances</td>
<td>Debt, retirement, savings, income, expenses, benefits, taxes, budget, philanthropy</td>
</tr>
<tr>
<td>Lifestyle/Social</td>
<td>Clothing, housing, vehicles, electronics, community work, self-image, freedom</td>
</tr>
<tr>
<td>Family/Friends/Relationships</td>
<td>Parents, spouse/life partner, siblings, children, relatives, co-workers, pets, caretaker</td>
</tr>
<tr>
<td>Personal Growth/Self-Practice</td>
<td>Life purpose, goals/dreams, success, managing life, organization, habits, rituals</td>
</tr>
<tr>
<td>Health/Well-Being</td>
<td>Physical, mental, relaxation, exercise, diet/nutrition, happiness, stress, pleasure</td>
</tr>
<tr>
<td>Recreation/Fun</td>
<td>Travel, adventure, sports, music, arts/crafts, hobbies, writing, play, cooking</td>
</tr>
<tr>
<td>Religion/Spirituality</td>
<td>Religious practice, readings/scriptures, faith, worship, meditation, mindfulness</td>
</tr>
</tbody>
</table>

**Importance – Is this area important to me?**

1 = Extremely Important – Think/do all the time.
2 = Very Important – Think/do several times a day.
3 = Important – Think/do once a day.
4 = Somewhat Important – Think/do a few times a week.
5 = Not important at all – Rarely think/do this area.
NA = Not applicable to my life right now

**Grade – How do I feel about my life in this area?**

A = Extremely Satisfied – Every day is a great day!
B = Satisfied – Life is good in this area on most days.
C = Average – Mixture of good days and bad days.
D = Fair – I’m barely getting by in this area.
F = Poor – My life in this area really sucks!
NG = No grade – Area not applicable to my life.

<table>
<thead>
<tr>
<th>Category</th>
<th>Part 1: Importance</th>
<th>Part 2: Grade</th>
</tr>
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<tbody>
<tr>
<td>Work/Career/Education</td>
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<td>Recreation/Fun</td>
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<tr>
<td>Religion/Spirituality</td>
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</table>

After reflecting on the above, what Grade would you give yourself regarding your life in general (circle one)?

A+  A   A-  B+  B   B-  C+  C   C-  D+  D   D-  F+  F
Briefly explain why you gave yourself this overall grade?

__________________________________________________________________________________________

Now that you know a little bit more about yourself, what’s most important and how you’re doing, let’s start the process of designing a life that matters to YOU! Forget spending time trying to achieve work-life balance – it’s impossible to separate the two. Instead, why not design your life? What would that look like? What would that feel like? Use the eight categories – Work/Career/Education, Money/Finances, Lifestyle/Social, Family/Friends/Relationships, Personal Growth/Self-Practice, Health/Well-Being, Recreation/Fun, Religion/Spirituality – to describe what you want your life to look like. How will you design your life – personally and professionally? Need a place to start? Start with a focus on three areas: work, family, and self? Use the space below to describe what your self-designed life would look like:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Resources

• (Video) Nigel Marsh: How to make work-life balance work – https://www.ted.com/talks/nigel_marsh_how_to_make_work_life_balance_work


• (Article) Should You Strive for Work/Life Balance? The History of the Personal & Professional Divide - http://blog.hubspot.com/marketing/work-life-balance#sm.0002c6m8m11meen6ko1443en16h5

• (Article) Manage Your Work, Manage Your Life - https://hbr.org/2014/03/manage-your-work-manage-your-life


• (Book) Off Balance: Getting Beyond the Work-Life Balance Myth to Personal and Professional Satisfaction by Matthew Kelly (you can find a copy for free here: https://static1.squarespace.com/static/51a6192be4b093105c29aecd/t/52617ef0e4b04a7c93a6faaff/1382121200505/Off+Balance.pdf)

• (Book) Off Balance on Purpose: Embrace Uncertainty and Create a Life You Love by Dan Thurmon
Coaching Tools
Coaching Conversation
Find Your SPARCK Coaching Questions
(Inspired by Jonathan Field’s, “How to Live a Good Life: Soulful Stories, Surprising Science, and Practical Wisdom”)

This activity provides you an opportunity to reflect on ideas that might provide a SPARCK for your life. Use these questions to dig deeper to pinpoint things that could allow you to serve in a meaningful way. When you start thinking about how you can serve best, these questions may help you start the process of getting clear about the work that you’d like to do — now and/or in the future.

1. Is there a big question I’d love to answer? Is there a problem I feel compelled to solve? Is there a particular activity that I feel called to do?

2. Are there things that fascinate me? Am I curious about anything in particular? Is there something that I have a deep yearning to know more about?

3. Are there activities that I get lost in? What do I love to do where I lose track of time? When do I feel most fully alive?

4. What are my greatest talents and gifts? Is there something I truly want to master? Is there something I’d love to be really good at, maybe even world-class great?

5. Who can benefit most from what I have to offer? Is there some person or community or being I feel compelled to help? Are there other things I feel called to support, such as animals, nature, the environment, or the planet?

Purpose Statement
(Adapted from Zach Mercurio’s book, “The Invisible Leader: Transform Your Life, Work, and Organization with the Power of Authentic Purpose”)

Use this Purpose Statement Template to quickly define your purpose – how you want to serve something bigger than yourself: I am here to _______ _______ so that __________.

Template
I am here to ______________________________ (action verb: a verb describing what you do, i.e. help, serve, motivate, encourage, save, rescue, support)
_____________________________________________________________________
(whom: groups – people, children, students, animals, nature, etc. - you’d like to help)
so that _________________________________________________________________________________ (result/this happens: change, improve, and/or impact how others think/feel/do/act/believe).

Write your sentence in the space below:
I am here to __________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Coaching Tools  
Coaching Accountability  
Life Design 1-Month Challenge

Name: ____________________________________________________________  Date: __________________

- I promise myself to work on this “Life Design Challenge” over the next 28 days: ____________________________

- Why this “activity” is important to me: ________________________________________________________________

- Accountability Partner: ________________________________________________________________

- To stay on track (to minimize/eliminate obstacles):
  - If this obstacle comes up: _______________________________________________________________________
  - Then I will do this: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Circle the response to indicate whether you were able to take a step forward into growth (+1) toward your life change challenge or you did nothing (-1). Use the space to write down any quick thoughts.</th>
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Group Coaching Course Syllabus

HHS125: Design Your Life I – What Could I Do with My Life (1 credit)
Spring Semester, 2018

Instructor: William H Johnson Jr (please call me Bill), Student Success Navigator
Office Location: 228A Stone Building
Phone: 336-207-6795
E-mail: whjohnso@uncg.edu (preferred)

INTRODUCTION
This course is one of two first-year courses specially geared for those interested in learning more about themselves to create a meaningful life. You will be engaged in a series of assessments and activities over the course of the semester so that, by the end of the semester, you will be able to answer the question, “Who am I?” and “Who do I want to be?”

By the end of the course, you will:
• Connect how your “story” impacts your present and future, both personally and professionally.
• Identify your personality type, personal core values and desired work values, your character and engagement strengths, your talents and gifts, your interest, and the people/groups you’d like to serve to construct a meaningful work statement that defines how you’d like to serve to other and make a positive contribution in the world.
• Create a vision for your future work, based on internal and external characteristics.
• Identify personal dreams, based on the desired feelings you’d like to achieve in life and a vision for your life.
• Connect with at least 10 or your classmates through personal reflection activities and poster presentations.

Since this class is about you and focused on you, use it as an opportunity to identify who you want to be and where you want to go to create a life that matters!

ATTENDANCE/PARTICIPATION POLICY
Class is set up so that you will engage in activities both inside and outside of class; there may also be time on reflection, sharing, and discussion. If you show up, complete the work, and participate in the class discussions, you will receive 4 points; if you do not attend – which means you cannot participate in that day’s activities – you receive 0 points. The attendance policy is set in stone! If you have to miss one or two classes during the semester, you can still receive an “A” in the course – as long as you do all of the required assignments.

EVALUATION AND GRADING
The course is graded A, B, C, D, or F – this course does not use the +/- system. Your final grade will be calculated using the following criteria:
• Attendance/class participation/in-class work (13 classes @ 4 points each) 52 points
• Homework assignments (9 assignments @ 4 points each) 36 points
• My Life Story Project (8 points) and Presentation (3 points) 11 points
• Major/Career/Calling Exploration Poster (8 points) and presentation (3 points) 11 points
• Personal Charter Project (7 points) and Presentation (3 points) 10 points
Total Points 120 points

Your final letter grade will be based on your total points, as listed on the scale below:

A: 108 to 120  B: 96 to 107.9  C: 84 to 95.9  D: 72 to 83.9  F: below 72

There’s no final exam. Extra credit is not provided.
MEDITATION
At the beginning of each class, we will have 5 minutes of meditation time – to settle down, connect with yourself, or just relax. Please, DO NOT turn on/use your cell phone during quiet time; respect me and your classmates by turning it off during this time. If running late, please wait until quiet time is over before you enter the classroom.

HOMEWORK ASSIGNMENTS
Homework assignments will have you explore a different aspect of your life each week. The assignments consist of short activities (by hand and/or on-line) to explore your life at a deeper level. For each assignment, you will need to bring in your “results” to the following class to get credit for the homework assignment. Each completed assignment is worth 4 points. If you happen to miss class when it’s due, send it to me via e-mail or drop it off in my office by the due date. If it’s late, you will lose one (1) point off your grade per day for that assignment.

MY LIFE STORY POSTER AND PRESENTATION PROJECT
The My Life Story Poster and Presentation Project is a poster and short presentations you will construct and share during the third or fourth week of class. The Project specifically addresses the story of your life, up to this point. There are specific assignments that will help you complete your poster. Presentations will be between 1 and 2 minutes, based on a specific set of questions. For your poster and presentation, feel free to share as much or as little as you desire, since both will be shared with your fellow classmates. This Project is worth 11 total points, 8 points for the poster and 3 points for the presentation.

MAJOR/CAREER/CALLING EXPLORATION PROJECT
The Major/Career/Calling Exploration Project is a poster and short presentations you will construct and share during the ninth week of class. The Project specifically addresses the majors and career options around your meaningful work. There are specific assignments that will help you complete your poster. Presentations will be between 1 and 2 minutes, based on a specific set of questions. For your poster and presentation, feel free to share as much or as little as you desire, since both will be shared with your fellow classmates. This Project is worth 10 total points for the poster.

PERSONAL CHARTER POSTER AND PRESENTATION PROJECT
The Personal Charter Poster and Presentation Project is a poster and short presentation you will construct to share in the final class of the semester. The Project encompasses everything you’ve learned about yourself during the semester. You will use the information from various activities during the semester to complete your poster. Presentations will be between 1 and 2 minutes, based on a specific set of questions. Feel free to share as much or as little as you desire, since both will be shared with your fellow classmates. This Project is worth 11 total points, 8 points for the poster and 3 points for the presentation.

WEEKLY TOPICS (TENTATIVE)
• Week 1 – Introduction to Course, Introduction to Classmates; Introduction to Breathing Meditation
• Week 2 – Personal Responsibility
• Week 3 – My Life Story Worksheet
• Week 4 – My Life Story Poster and Presentation
• Week 5 – Personality Type Assessment
• Week 6 – Personal Core and Desired Work Values Assessment
• Week 7 – Character and Engagement Strengths Assessment
• Week 8 – Lollipop Moments; Personal Manifesto
• Week 9 – Meaningful Work Statement and Quiz
• Week 10 – Major/Career/Calling Exploration Poster
• Week 11 – Your Best Self Vision Twitter Pitch and Dreams
• Week 12 – I Am Poem; Seven Word Life Motto
• Week 13 – Personal Charter Presentations; Course Evaluation
Group Coaching Poster Examples
I will allow myself to be seen.
I will love myself and others with my whole heart.
I will practice gratitude and joy.
I am alive.
I am worthy.
I Am Enough.

My Life Story Poster

What am I here to contribute?
What problem am I here to solve?
What am I committed to create?
What is my ultimate concern?

Major/Career Calling Exploration Poster
Callin Connection
Mind Map

What needs can I fulfill for others?
How can I best serve others?
What is my life’s task?
What am I truly here to do?

Simple Rules for Success:
1. Know Yourself
2. Serve Profoundly
3. Find Your Right Pond

Personal Charter Poster
Current State vs. My Best Self Poster

Transformation Tried
Energy/Vitality
Family/Connection
Service/Contribution

You, The Superhero Poster

Better Character = Better People;
Better People = Better Students.
Course Evaluation Results
HHS125: Design Your Life I: What Could I Do With My Life
Fall Semester, 2017

Summary of Student Feedback of HHS125 Course

Below are the student responses for the HHS125: Design Your Life I - What Could I Do With My Life Coaching course. Many of the survey questions are linked to the student learning outcomes for the course, as listed below:

- Connect how your “story” impacts your present and future, both personally and professionally.
- Identify your personality type, personal core values and desired work values, your character and engagement strengths, your talents and gifts, your interest, and the people/groups you’d like to serve to construct a meaningful work statement that defines how you’d like to serve to other and make a positive contribution in the world.
- Create a vision for your future work, based on internal and external characteristics.
- Identify personal dreams, based on the desired feelings you’d like to achieve in life.
- Connect with at least 10 or your classmates through personal reflection activities and poster presentations.

Those responses highlighted in yellow are most pertinent to the mission of HHS125 – which is to help students identify how they want to serve the world in a meaningful way, then connect that declaration with their major and their vision for the future. Numbers are the percentage of student responses who either strongly agree or agree with the statements listed below (out of 328 total responses):

1. 87.2% - I learned a lot about myself in this course.
2. 92.7% - This course helped me understand my personality, my strengths, and my values.
3. 86.0% - This course helped me understand my meaningful work - how I plan to serve others.
4. 86.9% - This course helped to clarify my goals and dreams and create a vision for my future.
5. 74.4% - This course helped me decide on my major or helped me clarify that I am in the right major.
6. 87.8% - This course provided me with knowledge that could help me be successful in life.
7. 82.0% - I believe that I can make better decisions about my life and my future now that I have completed this course.
8. 80.0% - I have a much better understanding of who I want to be and what I’m here to do now that I’ve completed this course.
9. 76.2% - I found the “My Life Story” Poster useful in sharing my story with my classmates.
10. 84.2% - I found the “Major/Career/Calling Exploration” Poster or the Calling Connection Mind Map useful in creating a plan of action in college and/or after college.
11. 83.5% - I found the “Personal Charter” Poster useful as a summary of what I learned about myself over the course of the semester.
12. 70.4% - I enjoyed having meditation/quiet time at the beginning of every class.
13. 88.4% - I enjoyed watching the videos that accompanied the topics/activities.
14. 68.0% - I enjoyed sharing the results of the activities with my classmates each week.
15. 79.2% - I appreciated the opportunity to interact with my classmates during class each week.
16. 90.5% - I enjoyed taking this course with this instructor.
17. 91.6% - I believe the instructor really enjoyed teaching this course.
18. 86.9% - I believe the instructor really cared about me as a student.
19. 96.7% - I believe the grading structure for this class was fair.
20. 90.8% - I would recommend this course to other students.
21. 76.5% - I believe a course like this should be a required course for ALL new students.
22. 96.4% - HHS125 course had either a high impact or some impact on your life this semester.

Note: Questions 17 and 18 only had 190 total responses due to a change in the survey during the evaluation period.
About The University of North Carolina at Greensboro (UNCG)

The University of North Carolina at Greensboro is a public, coeducational, doctoral-granting, residential university chartered in 1891. Located about halfway between Atlanta and Washington in the Piedmont Triad area of North Carolina, Greensboro is the state's third-largest city with a population of 280,000. The University holds two classifications from the Carnegie Foundation for the Advancement of Teaching — as a “doctoral university with higher-research activity” and for deep “community engagement” in our curriculum, outreach and partnerships. The campus is known for its focus on enhancing health and wellness, promoting vibrant communities and translating scholarly findings into programs, policy and practice.

UNCG's enrollment is more than 19,000 students, including more than 16,000 undergraduate students. 65% of resident undergraduate students are female. 43% of students are ethnic minorities. 27% of resident undergraduate students and 15 percent of graduate students are African-American. There are more than 250 undergraduate, graduate, and certificate programs; UNCG offers 85 undergraduate degrees in more than 100 areas of study, 74 masters programs and 32 doctoral programs. Approximately 1,000 faculty members teach at all levels (freshman through graduate). Student-to-faculty ratio is 20:1. Average class size is 25 students. 79 percent of freshmen live on campus.

About School of Health and Human Sciences

The School of HHS, through teaching, scholarship, community engagement and service, prepares new generations of professionals, leaders, scholars, and entrepreneurs to enhance the quality of life of individuals, families, and communities. The School of Health and Human Sciences has 3654 students (3087 undergraduate and 567 graduate). We have 9 departments and programs, with more than more than 50 concentrations and certificate programs. 49% of our students are from minority populations; 6.7% self-identify as Hispanic.
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- Home: http://lifedesigncatalyst.wordpress.com/
- Facebook Group: Life Design Catalyst Coaching