

WESTERN SEMINARY—SACRAMENTO

Introduction to Coaching

MCS 510M: 1 credit hour

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Fall 2009

COURSE SCHEDULE

Course Dates: Friday, September 18th and Saturday, September 19th, 2009

Time: 8:30 – 4:30 p.m.

COURSE DESCRIPTION

This course will provide an overview of the theory and skills of coaching. Time will be invested developing the basic mindset and skill set used in a coaching relationship. The course will integrate biblical and theological rationale and reflection in understanding coaching in relationship to disciple making. 1 Credit Hour.

COURSE GOALS/OBJECTIVES

Cognitive

- Discuss the uniqueness of coaching
- Discuss the basic theory and components of coaching
- Discuss the purpose and goals of coaching

Affective

- Gain a basic comfort level in utilizing coaching skills
- Integrate coaching theory and practice into own lives
- Embrace utilizing coaching in our own lives

Behavioral

- Demonstrate basic coaching skills

TEXTBOOKS

Required

- Miller, Linda and Chad Hall. *Coaching for Christian Leaders*. (Chalice Press, 2007).
- Stoltzful, Tony. *Coaching Questions: A Coach's Guide to Powerful Asking Skills* (2008)
- Whitworth, Kimsey-House& Sandahl. *Co-Active Coaching*. (Davies-Black Publishing, 1998).

COURSE REQUIREMENTS: email all assignments to chall@westernseminary.edu

Reading

READING	<p>According to Western Seminary standards there are two reading levels</p> <p>Familiarity level. This level assumes knowledge of the material assigned and leads to accountability in class. (45 pages per hour)</p> <p>Mastery level. Reading at this level will average about 20 pages per hour and assumes careful reflective interaction with the ideas, note taking, and will lead to accountability in class, and papers at a mastery level (1000 pages = 50 hours).</p> <p>These are intended to serve as flexible guidelines or rules of thumb; they are not thought to be rigid. It is certainly understood that books are printed with varying numbers of words per page and written to varying reading levels. Each assignment should be completed before the class session so that you will be able to participate in and benefit from the class discussions.</p>
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1. Read *Coaching for Christian Leaders* at the familiarity level. **DUE: 10/31/09**
Submit 1 page interaction paper by email when complete.
2. Read *Co-Active Coaching* and *Managing Transitions* at the familiarity level. **DUE: 10/31/09**
Submit 1 page interaction paper by email when complete.
3. Read *Coaching Questions* at the familiarity level. **DUE: 10/31/09**
Submit 1 page interaction paper by email when complete.

Written

WRITTEN REQUIREMENTS	<p>Minimum format standards must be met, as defined below. English grammar, idiom and spelling must be up to graduate level. Always include a strong introduction paragraph-declare what you intend to show the reader-and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.</p> <ul style="list-style-type: none">• 1" margins top, bottom and sides• Double-space• 12-point standard.• Indent paragraphs .5 inch• No extra line-feed between paragraphs (Format-Paragraph-Space After)• Underline section headings• Staple; no paperclips, folders, or fanfold• Page numbers• Title page is preferred. Any paper sent by email must include a title page. <p>All work must reflect Master's Level use of the English Language. Plagiarism will result in failure of the first assignment so discovered. A second instance will result in failure in the course.</p>
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3. Explore the Peer Resources website **DUE: 10/31/09**
Explore: www.peer.ca (coaching section) for one hour reading various articles of your choice. Present a 1 page paper that includes key concepts or learnings from your reading (cutting and pasting from the site is fine!).

4. Integrative Paper **DUE: 10/31/09**
 Write a 2-3 page paper establishing your view for integrating coaching into your ministry context. What unique contribution will coaching make? How will it function? Etc.

Web

5. Explore the ICF website **DUE: 10/31/09**
 Explore the ICF website: www.coachingfederation.org. Read about credentialing, about the ICF, and the regulatory/ethics sections.
 Notify professor by email when assignment is completed.

Coaching Work

6. Coaching Sessions
 A. Recruit two people outside of class to coach for at least three ½ hour sessions. **DUE: 10/31/09**
- B. Write a 1-2 page critique of each session answering the following questions: 1) What did you learn about yourself as a coach from this session? 2) What area of coaching will you focus on developing in the next coaching session? 3) What was the greatest challenge in being a coach and the greatest point of encouragement as a coach? **DUE: 10/31/09**

GRADING

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
99-100%	95-98%	93-94%	91-92%	88-90%	86-87%	84-85%	81-83%	79-80%	77-78%	74-76%	70-73%

Texts	25 points
Integrative Paper	20 points
Personal Change Paper	20 points
Attendance	20 points
Coaching Sessions	10 points
Web	5 points
Total	100 points

Activity	Percent of Final Grade	Estimated Time to Complete
Reading Work	25%	16 hours
Written Work	40%	7 hours
Attendance	20%	
Coaching Sessions	10%	5 hours
Web	5%	2 hours
Total	100%	30 hrs.

CLASS POLICIES

Attendance and Late Assignments: Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who miss two or more classes will not pass the course. Assignments submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

COURSE OUTLINE AND SCHEDULE

Date	Topic	Time
September 18	Class Orientation	8:30 – 9:30 AM
	Definitions	9:30 – 10:00 AM
	Context and Distinctions	10:00 – 10:30 AM
	Basic Coaching Process	10:30 – 12:00 PM
	Basic Coaching Skills	1:00 – 4:00 PM
	Debriefing and Assignments	4:00 – 4:30 PM
September 19	Coaching Relationships	8:30 – 10:00 AM
	Getting Into Action	10:00 – 12:00 PM
	Coaching Models and Tools	1:00 – 3:00 PM
	Coaching Competencies	3:00 – 4:00 PM
	Debrief and action plan	4:00 – 4:30 PM

Disability Statement

“Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.”