

WESTERN SEMINARY—SACRAMENTO

Foundations of Personal Coaching

MCS 506M: 1 credit hour

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Spring 2009

Session A: Jan. 12 – Mar. 2

COURSE SCHEDULE

January 16-17 (Friday & Saturday, 8:30-4:30)

COURSE DESCRIPTION

This course will focus on understanding the key elements of personal coaching. Focus will be given to five critical areas that personal coaching often addresses: goals, tolerations, needs, values, and standards and boundaries. Focus will be given to applying these personally as well as to using them when coaching others. In addition, participants will begin to think in terms of a “future story” for themselves and for persons being coached. Prerequisites: MCS 500

COURSE GOALS/OBJECTIVES

Cognitive

- State and explain the basic components that will move people forward in their personal lives.
- Explain the value of eliminating tolerations.
- Discuss how to encourage people to identify and live from their values.

Affective

- Develop and own a “future story.”
- Identify effective personal systems.

Behavioral

- Assist people in identifying the needs that drive them in negative ways.
- Help people develop personal goals.
- Help people identify and live from their values.

TEXTBOOKS

We are happy to announce that Western Sacramento is now an Amazon Associate. Any purchases (not just books) you make on Amazon using this link will mean that a minimum of 4% of the purchase price comes to Western. Please support your seminary by using this link for all your Amazon purchases.

Click [here](#) to order texts and other products.

Required

1. Blanchard & Homan. *Leverage Your Best, Ditch the Rest*. (William Morrow: 2004)
2. Larsen, Kate. *Progress Not Perfection: Your Journey Matters*
OR
Miedaner, Talane. *Coach Yourself to Success*. (Contemporary Books, 2000)

COURSE REQUIREMENTS

Assignments

READING REQUIREMENTS	According to Western Seminary standards there are two reading levels Familiarity level. This level assumes knowledge of the material assigned and leads to accountability in class. (45 pages per hour) 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). 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.
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Reading

1. Read *Coach Yourself to Success* OR *Progress Not Perfection: Your Journey Matters* at the familiarity level. **DUE: 3/2/09**
Write a 2 page reaction-interaction paper to the book.
2. Read *Leverage Your Best* at the familiarity level. **DUE: 3/2/09**
Write a 2 page reaction-interaction paper to the book.
3. Read a book on some aspect of coaching that you have yet to be exposed to. **DUE: 3/2/09**
Write a 2 page reaction-interaction paper to the book.

WRITTEN REQUIREMENTS	Papers must be written to a near-thesis standard. That is, 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. <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. 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.
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Written Work (5 hours)

4. Class Reaction Paper

DUE: 3/2/09

Write a 2 page paper summarizing your reaction to the class. What did you learn? How did it affect you? What are you going to do about it?

5. Write a 2 page paper on your “future story.”

DUE: 3/2/09**Web Work (5 hours)**

6. Find 10 websites that could be helpful in personal coaching. Write a paragraph explanation of why this website is on your list and what you learned about personal coaching form it. Rather the top 5 in order of usefulness, helpfulness, etc.

DUE: 3/2/09**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%

Activity	Percent of Final Grade	Estimated Time to Complete
Reading Work	50%	20 hours
Written Work	25%	5 hours
Web Work	10%	5 hours
Attendance	15%	
Total	100%	30 hrs.

STANDARDS FOR WRITTEN WORK (MLA)

Papers must be written to a near-thesis standard. That is, 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.

This course employs the MLA (Modern Language Association) style guide. The basic elements are:

- Double-spacing, except for block quotes
- Single space block quotes
- Page numbers appear at the upper right on every text page
- Use footnotes rather than paragraph citations
- Footnotes follow a standard format.

Helpful web sites on MLA style include:

- <http://wwwold.ccc.commnet.edu/mla>

- <http://owl.english.purdue.edu/handouts/research/index.html>
- http://www.english.uiuc.edu/cws/wworkshop/writer_resources/citation_styles/mla/mla.htm

[These websites are expanded and pasted into Western Seminary's "How to Write a Research Paper"]

A good website with footnote/bibliography entries is <http://www.wisc.edu/writing/Handbook/>

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

Western Seminary's *How to write a research paper* can be found at: <http://www.westernseminary.edu/papers/Faculty/WGuideNu.doc>

CLASS POLICIES

Cover Page: To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

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 **without arranging for additional work with the professor**. Assignments submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

Incompletes: Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar (p.16). In the case of serious illness, family emergency, or other extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. The maximum extension permissible is six weeks, **with assignments due to the professor for grading on Fri, 5/29/09**. All course assignments not completed by the extended deadline will be given a failing grade. Under no circumstances may this six-week period be extended except by petition and approval of the Administrative Committee.

Enrichment Students: Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

LIBRARY AND INTERNET RESEARCH

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit www.westernseminary.edu .
- Click the link “Sacramento Campus” in the left navigation pane.
- Click the link “Library Resources” in the left navigation pane.

Reserve Collection

The library carries all required readings for this course.

Print Resources

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

Periodical & Research Databases

As you complete your assignments for this course, don’t forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *ATLA Religion Database with ATLASerials*.

To cite your information, consider the following MLA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

Western-Arcade Library offers a variety of ministry related software for student use including BibleWorks, Logos Bible Software, and SeminaryLibrary.

Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

Reference and Research Contact Information

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / dholfield@westernseminary.edu

COURSE OUTLINE AND SCHEDULE

Date	Topic	Time
January 16	Class Orientation	8:30- 9:00 AM
	Welcome & Introductions	9:00- 9:30 AM
	Contracting, First Coaching Session	9:30-10:30 AM
	Personal Coaching Tips, Assessment	10:30-12:00 AM
	10 Daily Habits, Personal Systems, Tolerances	1:00- 4:00 PM
	Boundaries & Standards	4:00- 4:30 PM
	Assignment Review	8:30- 9:00 AM
January 17	Needs & Values	9:00- 9:30 AM
	Goals	9:30-12:00 AM
	Personal Mission Statement	1:00- 3:00 PM
	Future Story	3:00- 4:00 PM
	Debrief and action plan	4:00- 4:30 PM