

WESTERN SEMINARY – SACRAMENTO

The Coach Approach to Evangelism and Discipleship
MCS 508M: 1 credit hour

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SYLLABUS (Credit) – Spring 2009
Session B: Mar. 3 – Apr. 25

COURSE SCHEDULE

March 13 & 14 (Friday & Saturday, 8:30- 4:30)

COURSE DESCRIPTION

This course will focus on understanding how coaching impacts our attitude, approach, and expectations for evangelizing and disciple-making. Participants will develop personalized definitions for evangelism and discipleship and deepen their commitment to these Christian practices. Focus will be given to the art of dialogue as useful for coaching faith movement. Focus will also be given to understanding faith development in terms of shifts in belief and behavior as well as in terms of faith and motivation. In addition, attention will be invested in exploring paradox as a key coaching concept and coaching skills and attitudes in terms of the nature of the Trinitarian Godhead. 1 hour. Prerequisites: MCS 500.

COURSE GOALS/OBJECTIVES

Cognitive

- State working definitions of evangelism and discipleship.
- Discuss the distinctions and similarities between evangelism and discipleship.

Affective

- Develop and own a personalized commitment to evangelism and discipleship.
- Appreciate dialogue as an effective approach in developing faith movement.

Behavioral

- Supplement current ministry practices with coaching for greater effectiveness in evangelizing and disciple-making.
- Help people discover where they are in Christ and how to move forward.

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

Hawkins, Greg L. & Parkinson, Cally. *Reveal: Where are You Now?*
 (Published findings of Willow Creek Community Church's Reveal study, 2007.
 NOTE: this book is available for purchase only through <http://www.revealnow.com/>).

Gempf, Conrad. *Jesus Asked: What He Wanted to Know* (Zondervan, 2003).

Elective Reading

Bacon, Terry & Spear, Karen. *Adaptive Coaching: The Art and Practice of a Client-Centered Approach to Performance Improvement*. (Davies-Black Publishing, 2003).
 This is a good book with which to be familiar. The authors outline some coaching interaction styles that adapt to the needs of the person being coached. While the book is written from a business framework, it will prove helpful for thinking about coaching opportunities when you, as the coach, do have an agenda and have information to share.

COURSE REQUIREMENTS email all assignments to chad.hall@mac.com

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| 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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Reading Work

1. *Reveal: Where are You Now?* and *Jesus Asked* **DUE: 3/13/09**
 Read both *Reveal* and *Jesus Asked* at the mastery level.

Written Work

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| 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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1. Reflection on Required Readings **DUE: 4/13/09**
Write a 3-page paper linking concepts from both books in order to design a coaching framework for influencing others around evangelism and discipleship.

2. Ministry Analysis **DUE: 4/13/09**
Using a ministry setting that you are well acquainted with, analyze it from a coach approach. What might change if a “coach approach” was utilized to a great degree? What might be the impact in that ministry context? Write a 3 page paper.

3. Faith Conversation **DUE: 4/13/09**
Engage at least 2 different persons from outside the course (a stranger, acquaintance, friend, or colleague) in a real-life conversation about faith using a coach approach. Write a 3-4 page paper reflecting on which coaching questions were most useful, which coaching attitudes were most important, and how the Holy Spirit was involved in the conversation.

OR

Go to an online chat room for 60 to 90 minutes and converse with persons about faith matters, using a coaching approach. Write a 3-4 page paper reflecting on which questions were most helpful, which coaching attitudes were most important, and how the Holy Spirit was involved in the conversation.

GRADING

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

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| Required Reading | 20 |
| Ministry Analysis | 30 |
| Faith Conversation | 40 |
| Attendance | 10 |

| Activity | Percent of Final Grade | Estimated Time to Complete |
|-----------------|-------------------------------|-----------------------------------|
| Reading Work | 20% | 10 hours |
| Written Work | 70% | 20 hours |
| Attendance | 10% | |
| Total | 100% | 30 hrs. |
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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://wwold.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

| <i>Date</i> | <i>Topic</i> | <i>Time</i> |
|-----------------|-------------------------------|-----------------------|
| March 13 | Class Orientation | 8:30-9:00 AM |
| | Coaching Teachback | 9:00-10:00 AM |
| | Module 1 The Banquet Feast | 10:00 AM - 12:00 Noon |
| | Module 1, cont. | 1:00 – 2:00 PM |
| | Module 2 Paradox | 2:00 – 4:00 PM |
| | Debriefing | 4:00-4:30 PM |
| March 14 | Module 3 The Trinity | 8:30- 10:30 AM |
| | Module 4 The Obedience Factor | 10:30-12:00 Noon |
| | Module 4, cont. | 1:00-4:00 PM |
| | Debrief and Action Plan | 4:00-4:30 PM |