

WESTERN SEMINARY—SACRAMENTO

Introduction to Coaching

MCS 510M: 1 credit hour

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Syllabus - Spring 2010

COURSE SCHEDULE

Course Dates: Friday, Feb 12th and Saturday, Feb 13th, 2010

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

Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary. Click [here](#) to order texts and other products.

Required

- Miller, Linda and Chad Hall. *Coaching for Christian Leaders*. (Chalice Press, 2007).
- Stoltzfuz, 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: 3/30/10**
Submit 1 page interaction paper by email when complete.
2. Read *Co-Active Coaching* and *Managing Transitions* at the familiarity level. **DUE: 3/30/10**
Submit 1 page interaction paper by email when complete.
3. Read *Coaching Questions* at the familiarity level. **DUE: 3/30/10**
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: 3/30/10**

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: 3/30/10**

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: 3/30/10**

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

Recruit two people outside of class to coach for at least three ½ hour sessions. **DUE: 3/30/10**

7. 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: 3/30/10**

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	40 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.

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

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 or parenthetical citations.
- Footnotes and parenthetical references follow standard format.

Helpful web sites on MLA style include:

<http://owl.english.purdue.edu/owl/>

<http://www.cws.illinois.edu/workshop/writers/citation/>

[These websites are expanded and pasted into Western Seminary’s “How to Write a Research Paper” located at <http://www.westernseminary.edu/papers/Faculty/WGuideNu.doc>]

A good website with footnote/bibliography entries is:

<http://writing.wisc.edu/Handbook/Documentation.html>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

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

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. Assignments submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

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.

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 and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof; for this semester that date is **Saturday, 5/29/10**. (This allows a 6th week for the grading of work and a grade change request to be filed.) A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period (allots 1 week to the prof for grading and grade change petition) be extended except by petition and approval of the Administrative Committee in Portland.

The Availability of Disability Services at Western Seminary: 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.

LIBRARY AND INTERNET RESEARCH – SACRAMENTO

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/sacramento
- Click the link “Library Services” in the right 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

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