

WESTERN SEMINARY—SACRAMENTO

Coach Approach to Leading and Managing

MCS 513M: 1 credit hour

Steve Stratos

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Syllabus - Spring 2010

COURSE SCHEDULE

Course Dates: Friday March 5th and Saturday March 6th, 2010

Time: 8:30a.m. – 4:30 p.m.

COURSE DESCRIPTION

This course provides students the knowledge and skill necessary for taking a coach approach to working with teams, managing direct reports/volunteers, and leading within a church or other organization. 1 Credit Hour.

COURSE GOALS/OBJECTIVES

Cognitive

- Discuss the uniqueness of a coach approach to dealing with others
- Provide distinctions between individual coaching, group coaching, coaching teams and team coaching.
- Discuss the extra complexities of coaching when you have supervisory, managerial and/or leadership role to play
- Discuss the *Five Dysfunctions of a Team* by Lencioni

Affective

- Gain a basic comfort level in utilizing coaching skills when managing and leading individuals and/or teams
- Experience being coached when the coach has a stake in the outcome of the conversation

Behavioral

- Integrate coaching skills in such as way as to upgrade leadership and management roles
- Use a coach approach for helping teams form and succeed

TEXTBOOKS

Required

- Bacon and Spears, *Adaptive Coaching: The Art and Practice of a Client-Centered Approach to Performance Improvement* (Davies-Black Publishing, 2003)
- Lencioni, Patrick. *Five Dysfunctions of a Team*. (Jossey-Bass, 2002)
- Lencioni, Patrick. *Silos, Politics, and Turf Wars*(Jossey-Bass, 2006)
- Blanchard, Ken. *Leadership and the One-Minute Manager* (Harper Collins, 2000)

Recommended

- Kouzes and Posner, *The Leadership Challenge 4th Edition* (Jossey-Bass, 2007)

COURSE REQUIREMENTS: email all assignments in one e-mail message to sstratos@wellspring-group.com

Reading

READING	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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1. Read *Adaptive Coaching* at the familiarity level. **DUE: 4/16/10**
Submit 1 page interaction paper by email when complete.
2. Read *Five Dysfunctions* at the mastery level. **DUE: 3/4/10**
****Complete prior to first day of class****
3. Read *Silos, Politics and Turf Wars* at the familiarity level. **DUE: 4/16/10**
Submit 1 page interaction paper by email when complete.
4. Read *Leadership and the One Minute Manager* at the familiarity level. **DUE: 4/16/10**
Submit 1 page interaction paper by email when complete.

NOTE: Interaction papers are **NOT** summaries of the respective books. Instead, they are your own thoughts about the book. You might consider writing about what you gained from the book, what stood out to you, what challenged you, what you disagreed with, how you might use the book, etc.

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• Page numbers• Submit all papers as separate attachments (Word or PDF documents) in a single e-mail message <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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5. Integrative Paper **DUE: 4/16/10**

Write a 3 to 5 page paper exploring: how the roles of managing and leading compare and contrast with one another; how each of these roles shows up in your own life; how you anticipate coaching will impact your own leading and/or managing role. Use specific examples from your own experience and feel free to explore literature beyond the assigned texts for this class.

6. Reflection Paper **DUE: 4/16/10**

Consider a team of which you have firsthand experience (preferably as member or former member of the team). Write a 3-page paper describing the team, its functioning, what, if any, dysfunctions this team experiences(ed) and the coaching questions you could ask to create awareness within the team that there is a dysfunction that needs to be addressed.

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.

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	35 points
Reflection Paper	20 points
Attendance	20 points
Total	100 points

Activity	Percent of Final Grade	Estimated Time to Complete
Reading Work	25%	18 hours
Written Work	55%	12 hours
Attendance	20%	
Total	100%	30 hrs.

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 a request for and the completion of additional assignments. 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 “T” (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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