

WESTERN SEMINARY—SACRAMENTO

Establishing a Dynamic Coaching Relationship

MCS 502M: 1 credit hour

Chad W. Hall, ThM, PCC
CHall@westernseminary.edu

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Session A: May 4 – Jun 27

COURSE SCHEDULE

June 12 and 13 (Friday & Saturday), 8:30 am - 4:30 pm

COURSE DESCRIPTION

This course will focus on creating a dynamic coaching relationship by understanding how to develop a professional coaching relationship. Focus will be given to increasing credibility through communicating awareness of intent and impact. The coach will also build the skills of helping the person being coached (PBC) orient around areas of strengths and high performance patterns. This course will also introduce the coach to establishing a coaching practice and ethical issues in coaching. Prerequisites: MCS 500

COURSE GOALS/OBJECTIVES

Cognitive

- Define and discuss the importance of strengths
- Define and discuss ethical and professional issues in coaching
- Define and discuss a “coaching presence”
- Discuss the issues involved around getting started in coaching

Affective

- Gain a basic comfort level in utilizing skills in a coaching context
- Gain greater identity as a coach

Behavioral

- Ability to demonstrate basic relational skills
- Ability to contract and begin a coaching relationship

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

Creswell, Jane. [Christ-Centered Coaching](#) (St. Louis: Lake Hickory Resources, 2006).

Fletcher, Jerry. [Patterns of High Performance](#) (San Francisco: Berrett-Koehler Publishers, 1993).

O'Neill, Mary Beth. [*Executive Coaching with Backbone and Heart*](#) (San Francisco: Jossey-Bass, 2000).

COURSE REQUIREMENTS email all assignments to LMiller@westernseminary.edu.

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 (20 hours)

1. Read *Christ-Centered Coaching* for mastery **DUE: 6/12/09**
Write a 2 page reaction-interaction to the book.

2. Read *Executive Coaching with Backbone and Heart* for familiarity **DUE: 6/12/09**
Write a 1-2 page reaction-interaction paper to chapter 2.

3. Read *Patterns of High Performance* for familiarity. **DUE: 6/22/09**
Hand in a statement saying that you read this book.

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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Written Work (5 hours)**DUE: 6/22/09**

1. Do a High Performance Pattern for 2 individuals (not in the class). Deliver the pattern to the individuals and ask for agreement or refinement as needed. Write a 2-page paper on your personal learning's and the PBC's reactions to this exercise.

Coaching Work (5 hours)**DUE: 6/22/09**

1. Select 3 case studies from any of your previous books and write a 1-2 page reaction paper on what you're learning about the coaching conversation from the case studies. For example, there are case studies in Co-Active Coaching (ie: page 58 and following pages have dialogues), Executive Coaching (ie: Barbara starting on page 76, Miriam starting on page 117, etc), Adaptive Coaching (great case studies like the one starting on page 141, etc)

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 paragraph citations
- Footnotes follow a standard format.

Helpful web sites on MLA style include:

<http://owl.english.purdue.edu/handouts/research/index.html>

<http://www.english.uiuc.edu/cws/wworkshop/bibliography/mla/mlamenu.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/DocChicabgo.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%

Grade will be determined by points accumulated. Points will be deducted for late assignments and lack of graduate quality work.

Attendance	15
Christ-Centered Coaching	15
Backbone and Heart	15
High Performance book	10
High Performance pattern	20
Coachville	<u>25</u>
	100 Points possible

Activity	Percent of Final Grade	Estimated Time to Complete
Reading Work	60%	20 hours
Written Work	20%	5 hours
Coaching Work	10%	5 hours
Attendance	10%	
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, 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 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 (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 this six-week period 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 .
- 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

Class Session

Class Orientation & Being a coach vs. doing coaching	June 12	8:30 AM-12:00 AM
Orienting around strengths		1:00 PM-2:00 PM
Elements of strong coaching relationships		2:00 PM-4:00 PM
Debrief and assignments		4:00 PM-4:30 PM
Elements of strong coaching relationships	June 13	8:30 AM-10:30 AM
Getting started		10:30 AM-12:00 AM
Contracting		1:00 PM- 2:00 PM
First coaching session		2:00 PM-4:00 PM
Debrief and action plan		4:00 PM- 4:30 PM