

WESTERN SEMINARY - SACRAMENTO

Syllabus - Coaching in Congregations for Spiritual Development

MCS 514M: 1 credit hour

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Syllabus: Summer 2010

COURSE SCHEDULE:

May 14-15, 2010 (Friday & Saturday, 8:30- 4:30)

COURSE DESCRIPTION

This course will focus on understanding how coaching impacts our attitude, approach, and expectations for spiritual formation (evangelizing and disciple-making). Focus will be given to coaching as a means for helping people discover the next step in their spiritual journey. 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. Special attention will be given to spiritual formation in the current cultural context. In addition, attention will be invested in developing a plan for using coaching in the student's ministry setting. 1 hour. Prerequisites: MCS 510

COURSE GOALS/OBJECTIVES

Cognitive

- State how coaching impacts a person's spiritual journey
- Discuss how coaching can be used informally and formally for spiritual development
- Discuss the distinctions and similarities between a delivery approach to spiritual formation and a discovery approach.

Affective

- Develop and own a personal plan for using coaching for spiritual impact.
- 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

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

Hall, Chad and Bill Copper and Kathryn McElveen *Faith Coaching: A Conversational Approach for Helping Others Move Forward in Faith* (Booksurge, 2009)

Sweet, Leonard. [*The Gospel According to Starbucks*](#) (Waterbrook Press, 2007).

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.

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

COURSE REQUIREMENTS email all assignments as attachments in one e-mail message to chall@westernseminary.edu.

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.
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Reading Work

1. *Faith Coaching* and *The Gospel According to Starbucks*
Read both books at the mastery level.

DUE: 7/30/10

Written Work

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: 7/30/10

Write a 3-page paper linking concepts from both books in order to design a coaching framework for spiritual formation in today's context.

2. Ministry Analysis DUE: 7/30/10

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: 7/30/10

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

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%

Required Reading	30
Ministry Analysis	30
Faith Conversation	30

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.

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.

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 the ministry related software *BibleWorks* for student use.

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 / dholifield@westernseminary.edu

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, 9/18/10**. (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.