

Syllabus – Columbia, SC

Winter, 2014

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Course Dates: **Pre-Campus Work** Monday December 30, 2013 – Mon January 20, 2014
On Campus Tuesday January 21 – Friday January 24, 2014
Post-Campus Work Monday January 28 – Friday February 21, 2014

SPECIAL NOTE ON TRAVEL PLANS:

Plan to arrive by Monday evening January 20 so we can begin class on time Tues morning. Also please do not plan to fly out until after 7:30 PM Friday or wait until Saturday so you can stay until the end of class on Friday, January 24.

Who is Dr. Roy King?

Go to www.royking.org and select “about” (While you are there sign up to be notified of new resources as they are added.) See my faculty bio at www.ciu.edu by [clicking here](#).

I. COURSE DESCRIPTION

This course will assist you in providing coaching and consulting to leaders within your circle of influence. Several biblical principles will be studied and applied to your context. You will build and test a model for assisting leaders personally and organizationally.

II. COURSE TEXTS & REQUIRED RESOURCES

REQUIRED TEXTS FOR PURCHASE: [Click Here](#) for CIU bookstore

- Read First – Steve Ogne & Tim Roehl. **TRANSFORMATIONAL COACHING: EMPOWERING LEADERS IN A CHANGING MINISTRY WORLD.** B & H Publishing: Nashville (2008). ISBN 978-0-8054-4781-1.
- Hugh Halter & Matt Smay. **THE TANGIBLE KINGDOM: CREATING MISSIONAL COMMUNITY.** Jossey-Bass Publisher, San Francisco. (2008).
- **Articles & Recommended Reading List for Aspects of Consulting & Coaching will be available on the course site.**

III. COURSE OBJECTIVES

- A. GENERAL: To develop skills for biblically based coaching and consulting within the student’s sphere of influence, and to develop a strategic plan to offer those services.
- B SPECIFIC:
Training students to assist ministry leaders within their sphere of influence in:
1. Aligning leadership investments with God’s activity
 2. Correcting personal or organizational drift
 3. Contributing what God has entrusted to the leader
 4. Developing additional leaders in the organization
 5. Sustaining vitality and effectiveness personally and organizationally
 6. Leaving a legacy personally
 7. Processing and responding wisely to life and organizational transitions
 8. Other needs that are brought to the class by the students

IV. COURSE REQUIREMENTS

Very Important Directions for all assignments:

At the top of every submission provide: course name #, your name, CIU online e-mail address, assignment title & date submitted.

V. GRADING SCALE (Total Points = Grade)

A (95-100%)	B- (83-85%)	D+ (71-73%)
A- (92-94%)	C+ (80-82%)	D (68-70%)
B+ (89-91%)	C (77-79%)	D- (65-67%)
B (86-88%)	C- (74-76%)	F (0-64%)

VI. ASSIGNMENTS

Think of this class as setting out on adventure to intentionally develop and make yourself available for God to use you in the life of leaders within your circle of influence.

This journey will include:

1. **Clarifying** what God has entrusted to you that you can pass on to other leaders
2. **Defining** the current sphere of influence
3. **Exploring** to uncover resources, skills, ideas, models and principles that expand your understanding and competence
4. **Focus** by crafting an intentional plan for developing your skills and taking intentional steps to coach and consult.

PRE-COURSE

1. **Watch the Course Video and Read the required books.**
2. **Upload your decision for the two options offered for post course work BY Thursday, JAN 16 (5 PM) *see the syllabus supplement on the course site for details on the coach training and costs.**
3. **Upload Two Papers of insights from reading the required texts BY Thursday JAN 16 (5 PM).**
 - a. For each book include: 5 Insights for coaching and 5 insights for consulting (note page #s from the book). Both books have application/reflection at the end of each chapter. You do not have to write up all of these but summarize what you are taking away from the book using these exercises to assist you. Papers should not exceed 700 words each.

4. Bring a first draft of your PLAN FOR COACHING & CONSULTING

It is based on the assumption that God has engineered people, events and circumstances to build into your life so you can help others.

INSTRUCTIONS FOR PAPER

1. Follow the SSM style sheet guidelines.
2. Paper should not exceed 2,000 words. **UPLOAD TO THE COURSE SITE BY Thursday JAN 16 (5 pm)**
3. Bring 12 copies of your paper to class with you. A major part of our time together will be interviewing each student – using coaching and consulting skills to assist you in developing your PLAN.
4. Follow this outline and be sure headings make it easy for me to locate the sections.
 - a. **CLARIFY** – You are a manager (“steward”) of all God has entrusted to you. Gather past assessments or reflections on your spiritual gifts, heart passions, abilities, personality & experiences. Goal of this section is to honestly assess what you have to contribute to other leaders. Feel free to get input from others. Also feel free to use these two assessments (not required) to help you evaluate your resources and relational skills.
Tom Roth. **Strength Finder 2.0**. Gallup Press, 2007. ISBN: 978-1-59562-015-6. (code found in the book is good for one free assessment). Travis Bradberry & Jean Graves. **Emotional Intelligence 2.0**. Talent Smart, San Diego, 2009. (code found in the book is good for one free assessment).
 - b. **DEFINING** – Describe the kind of leaders within your current sphere of influence you may be able to influence using coaching and consulting skills. Are they volunteer or paid? Are they fulltime or part-time? Are they just getting started, maturing and active, leader to leaders, or in a season of transition? What are their challenges, opportunities, or needs? Be as specific as you can in picturing the kinds of issues you will encounter.
 - c. **EXPLORE** – Do what you have time to do in pre-course but know this section will be developed in the week we are together and in your post course rework of this paper. The goal is to identify key resources for you to use in coaching and consulting. This would include: Questions to ask, books to read and share, people or training you want to pursue to increase your capacity and skills.
 - d. **FOCUS** – What specifically are you committing to do after this class and when will complete the first actions in your plan? This section will develop during the week and will be a completed in your post-course rework.

ON-CAMPUS

1. **Practicing coaching one student in class** – Instructions given in class
2. **Practicing consulting one student in class** -- Instructions given in class
3. **Assisting in class interview of each student.**

POST-CAMPUS (Two OPTIONS – Please upload your decision by Jan 16, 5 PM)

1. **READ** 1,200 pages from the list on the site or resources mentioned in class and integrate into your 2nd draft. **OR** – complete the 1st level coach training toward certification with Jerome Daley –see details in the syllabus supplement on the course site. Integrate the learning from the coach training into your 2nd draft of your Plan. **You will need to select which option you will use by Thurs Jan 16 on the course site.**
2. **Upload your 2nd Draft of your PLAN** that you did in pre-course work.
 - a. 2nd Draft of your PLAN should not exceed 10,000 words
 - b. Add a section on how you will continue to revisit and “replan the plan” as taught in class.
 - c. Summarize from class lectures and interactions what you learned from the course and include your learning under Clarify, Define, Explore or Focus where it best relates.
 - d. **UPLOAD** by Friday Feb 21 (5 PM) – **Late work will not be graded.**

Assignment Workload & Point Value Summary

Assignment	Due:	How work is submitted:	Workload Hours	% GRADE Earned
Pre-Campus				
Insights from Reading (two papers)	Jan 16	Read & Upload insights from each book to the site	40	20
1 st Draft of PLAN	Jan 16	Upload to course site and bring 12 copies to class	20	20
Decision uploaded on post course work	Jan 16			
On-Campus				
In Class Coaching	In class	Practice in class	35 contact hours in class Tu - Fr	10
In Class Consulting	In class	Practice in class		10
Assist in Student Interviews	In class	Each Student will be interviewed by teacher and class will assist		20
Post-Campus				
2 nd Draft of PLAN	Feb 21	Complete Recommended Reading Selected during our Week Together and Upload on course site	<u>40</u> 135 hours	<u>20</u> Total: 100

Grading Rubrics

(2 papers) INSIGHT FROM READING REQUIRED TEXTS (10% each 20% of total grade)				
30% SUBMITTED ON TIME 100%	Submitted before class begins 75%	Submitted during the week of class 50%	Completed after Class 25%	Not Completed 0%
40% 5 Insights on Coaching & 5 on Consulting fully explained 100%	Not fully explained as to why it is relevant and how it applies 90%	Less than 7 insights 75%	Less than 5 insights 50%	Not Completed 0%
40% Summarize your take away complete, creative, and thoughtful 100%	Not fully developed 90%	Attempted but broad and generic in application 75%	50% Attempted but not related to book	Not Completed 0%

First Draft of Plan (20% of final grade)			
30% ON Time 100%	Completed by Start of Class 80%	Completed by Start of 2nd Day 50%	Not completed 0%
40% Clearly developed around the outline provided 100%	Some of the Outline is evident & meets most style requirements 75%	Much of the Outline is not present and does not meet style requirements 50%	Not completed 0%
40% Includes what has been learned from reading and careful reflection 100%	Lacks integration of reading and reflection is not expanded from first draft 75%	Lacks integration of reading or careful reflection 50%	Not completed 0%

In Class Activities	
Asked good questions in Student Interviews (20% of final grade)	Grade will be determined by the professor and will be uploaded to the course site
In Class Coaching Practice (10% of final grade)	
In Class Consulting Practice (10% of final grade)	

2nd Draft of Plan (20% of final grade)			
30% ON Time 100%	Late work will not be accepted. 0%		
40% Clearly developed around the outline provided 100%	Some of the Outline is evident & meets most style requirements 75%	Much of the Outline is not present and does not meet style requirements 50%	Not completed 0%
40% Includes what has been learned from reading and careful reflection 100%	Lacks integration of reading and reflection is not expanded from first draft 75%	Lacks integration of reading or careful reflection 50%	Not completed 0%

VII. Recommendations for Learning Support:

Students with physical, emotional, ADD, or learning disabilities that need academic accommodations should make requests through the Academic Success Center (ASC). These requests will be kept confidential. Requests may be made throughout the semester, and ideally they would be initiated as early as possible. The ASC is located on the first floor of Rossi Student Center (803-807-5611, academicsuccess@ciu.edu). If you already receive services through ASC, please contact me so that we can make your academic experience in this class as successful as possible.

VIII. SSM Stylesheet

The official guide for all written work in connection with this course is the *SSM Stylesheet*, which is available from the Faculty Administrative Assistant's office (Schuster 1xx). It is based on the Chicago Manual of Style as summarized in the latest edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. It includes guidelines related to grammar and style, organization of papers, abbreviations and numbers, spelling, punctuation, capitalization, quotations, using Greek and Hebrew words, using and citing sources, footnotes, bibliography, and using the internet. The instructor reserves the right to return written work that displays poor spelling, consistent grammatical errors, incorrect style, and/or poor general appearance. The basic parameters are set out in the *Stylesheet*. If your work is returned for any of these reasons, you may resubmit it within two weeks of its return. If you do not revise and resubmit your work, you will receive a zero for the assignment.

To find an electronic copy of the *Stylesheet*, you may follow this path:

CIUOnline > Student Life > Seminary Information > Resources > Stylesheet

Online resources related to Turabian include:

- <http://www.eturabian.com/turabian/index.html>
- <http://www.bibme.org>
- <https://owl.english.purdue.edu/owl/resource/717/01/>

IX. Plagiarism

CIU SSM expects you to be honorable in your studies and responsible for your own academic work. Dishonesty in assignments, examinations, written papers, or other work is contrary to scriptural principles of Christian living and an affront to fellow students and your instructors. Plagiarism occurs when you present another person's ideas or words as your own, or when you intentionally or unintentionally fail to acknowledge or cite the source of the ideas you use.

Acknowledging and citing sources involves placing quotation marks around all the material you have taken (or paraphrased) from books, articles, internet sites, other students' papers, or other work you have not personally produced. It also involves listing full information about that source in a footnote or a parenthetical reference. See the *SSM Stylesheet* for examples of how to cite sources correctly.

Specific examples of plagiarism include but are not limited to the following:

1. Borrowing the words, sentences, ideas, conclusions, examples and/or organization of an assignment from a source (e.g., a book, an article, another student's paper, a tape/video, an internet site) without acknowledging the source.
2. Submitting work done by another student—in part or in whole—in place of original work.
3. Submitting assignments received from the Internet, from commercial firms or from any other person or group.
4. Knowingly aiding another student in plagiarizing an assignment as defined above.

You may not submit work that is part of a group consultation unless it is related to an assignment your syllabus specifically indicates is to be completed as part of a group. If you study for an exam with a review group, you may not reproduce any answers that others have written and submit it as your own work. You may not share with others answers to exam questions you have composed in advance. Any of these actions will be considered plagiarism.

Plagiarism will result in academic penalty, and may result in failure in the assignment, failure in the course, and further disciplinary action. When appropriate, your Student Life chaplain will be informed.