

DMN 9968 (Ashland)
Relational Leadership: Mentoring, Coaching, and Empowering for the Future
ASHLAND THEOLOGICAL SEMINARY
Summer 2017 – July 10-14, 2017, 4 credits
Monday-Thursday 8:30 am – 5pm; Friday 8:30-Noon
Dr. Matthew A. Lewis
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Please note that items in red below require your attention before class begins on July 10. You must read Coaching 101 and I strongly recommend you complete your SDI before coming to Ashland.

I. Course Description

This class will orient the student to the roles of Instructor, Spiritual Guide, Mentor, and Coach as they relate to the development of leaders. It will equip the student with the competencies necessary for each of these roles. The student will understand the contexts where differing roles serve the leadership development process best and will be given opportunity to practice the skill sets necessary for each.

II. Student Learning Outcomes

The student will be able to:

1. Integrate biblical, theological, and historical reflection within the practice of ministry.
2. Apply relevant practices of ministry in relational leadership.
3. Demonstrate social science research, assessment, and interpretation within the context of ministry.
4. Engage in expression of fundamental commitments related to self-care and personal growth necessary to ministry.

III. Course Requirements

A. Textbooks and Other Readings.

Required

Beck, David. "The Divine Dis-Comforter: The Holy Spirit's Role in Transformative Suffering." *Journal of Spiritual Formation & Soul Care* 2, no. 2, (2009): 199-218.

Hagberg, Janet and Guelich, Robert. *The Critical Journey, Stages in the Life of Faith*. 2nd ed. Salem, WI: Sheffield Pub. Co., 2004.

Lewis, Matthew, Bob Beer, and Jeff Franks. *Essential Practices of the Faith*. Ashland, OH: SDG Publishing, Inc. 2016. (Copies can be purchased on-line at <http://www.essentialpractices.com/> for \$24.50 or for \$15 from the instructor the first day of class)

Logan, Robert E. and Sherilyn Carlton. *Coaching 101*. St. Charles, IL: ChurchSmart Resources, 2003.

Logan, Robert E. and Tara Miller. *From Followers to Leaders*. St. Charles, IL: ChurchSmart Resources, 2009.

Ogne, Steven L. & Tim Roehl. *Transformissional Coaching: Empowering Leaders in a Changing Ministry World*. Nashville, TN: B&H Publishing Group, 2008.

Wardle, Terry. *Helping Others on the Journey: A Guide for Those Who Seek to Mentor Others to Maturity in Christ*. Kent: England: Sovereign World Ltd., 2004.

Recommended

Whitworth, Laura, Henry Kimsey-House, and Phil Sandahl. *Co-active Coaching*. Boston, MA: Nicholas Brealey Publishing, 3rd Edition, 2011.

B. Attendance

According to the student handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of 6 clock hours for a 30 hour course or 20% of a half course, will be required to do additional work, receive a lower grade or withdraw from the class; this is at the discretion of the professor.

C. Assignments/Assessment of Student Learning

1. **Read David Beck's article and be prepared to discuss in class on July 12.**
2. **Complete the Spiritual Disciplines Inventory (SDI). Print and bring your report to class on July 12. The SDI can be accessed at www.truthsource.org.** There is a nominal fee to complete the inventory. Complete the Spiritual Growth Action Plan that accompanies the SDI in class on the 12th. Work your plan and **write a 4 -5 page reflection** on the experience. **Due Aug 31.**
3. View Ailbhe Harrington coach a challenging client: <https://www.youtube.com/watch?v=f8k53F4dsJE> Write a 2 page reflection answering the questions: What did she do to stay in the coaching mode? How did she remain helpful while avoiding slipping into a counseling paradigm? **Due before class on July 11.**
4. **Write a five to seven page paper** comparing the coaching paradigm presented in Chapters 5-8 in *Transformissional coaching* and the spiritual guide paradigm presented in *Helping others on the journey*. A good paper will demonstrate that the books were read and the paradigms understood. The last two pages should include contexts where the student suspects they will use one or both paradigms in ministry. **Due July 21**
5. Write a 5-7 page personal journey paper based on *The Critical Journey*. Identify one individual for each of 2 stages in your life and describe how they either helped you move forward in your personal journey or hindered your progression. A good paper will identify what relational leadership roles they assumed and how that either helped or hindered your growth. **Due Aug. 1**
 - a. 1-2 pages summarizing the book
 - b. 3-4 pages reflecting on how each individual helped or hindered you. Identify which stage you were experiencing and what things they did.
 - c. 1 page summarizing how you will include any of this information in your own relational leadership.
6. Engage in two ministry encounters with two different people for at least one hour each during the month following the class (4 hours total). In each of

these encounters your primary role must be Spiritual Guide for one client and Coach for the other. **Write 12-15 page Case Study on the two relationships. Due Aug 31.** include:

- i. 2-3 pages describing the context of the encounters
 - ii. 5-7 pages discussing what was effective and what was not. How well did you stay within the paradigm? What did you do well and where is your growth area? What will you do differently in the future?
 - iii. 3-5 pages reflecting on how well do the paradigms fit with your own biblical and theological understanding of ministry, your gifting, and your calling? How do you see you yourself improving and using these skills in the future?
7. Read an additional 500 pages from the bibliography below (or other book contingent on Professors approval) and submit an annotated bibliography that includes the Bibliographic information, the number of pages read, the date completed and a 2-3 sentence description of the book in your own words. **Due Aug 31.**

D. Calculation of Grade and Connection with Learning Outcomes

Assignments	Student Learning Outcomes	Percent of Final Grade
SDI Spiritual Growth Plan	2,4	10%
Coach Video	2	5%
Comparison Paper	1	20%
Personal Journey Paper	1,3	20%
Ministry Encounter Paper	2	35%
Annotate Bibliography	1,3	10%

IV. Tentative Course Schedule

Day #	Date(s)	Lecture/Topic	Readings/Assignments
1	July 10	Morning Course overview Leadership pathway and relevant relational roles Afternoon Coaching	Syllabus Coaching 101 From Follower to Leader
2	July 11	Coaching (continued)	YouTube reflection Triads
3	July 12	Spiritual guide	SDI Spiritual Growth Plan Beck article
4	July 13	Morning Spiritual guide (continue) Afternoon	Essential Practices – Forgiveness section

		Mentor	
5	July 14	Instructor Review and integrate	

V. Recommendations for Lifelong Learning

- ***Pursue ICF certification in Coaching.***
- ***Choose one book per year from the bibliography below to read and implement.***
- ***Begin a Discipleship Triad using Ogden's Discipleship essentials***
- ***Engage a spiritual director.***
- ***Complete the Spiritual Disciplines Inventory as a New Year's activity and complete the Spiritual Growth Action Plan. Consider doing this with a spiritual director or peer group to add discernment and accountability***

VI. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. For further details of Academic Integrity Policy, please see the *Student Handbook*.

B. Seminary Writing Consultation Service

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters-qualified Consultants can advise you online or in person. E-mail your request for assistance to swc_group@ashland.edu Include the following information: Your name, the course # & professor's name, a brief description of the assignment, and your timeline.

For more information, visit: <http://seminary.ashland.edu/services/student-services/seminary-writing-consultation-services>

C. Students with Disabilities

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact Disability Services at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Disability Services office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Percent	Description
A	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	92-96	
B+	89-91	
B	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	83-85	
C+	80-82	
C	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	
D+	71-73	
D	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	65-67	
F	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VII. Selected Bibliography or References [provided first day of class]