



Coaching Component

Participants Guide

Table of Contents

Rationale and Orientation 2

Learning from Experience Through the Student-Coach Experiential Learning Process 3

Appendix A: Ideas for Coaching Assignments 11

Appendix B: Considerations For Selecting a Coach 13

Appendix C: 3-Year Curriculum Outline 14

Appendix D: Template to Record Student-Coach Experiential Learning Activities and Assignments 16



CSOL Coaching Component Rationale and Orientation

Do you remember how you learned to ride a bike? Few of us, if any, started with a class entitled “Basics of Bike Riding”. While it may be helpful to know the history of bicycles, how one is constructed, and read instructions on how to pedal, steer, and brake, such instruction will not qualify us to ride one. Similarly, learning to learn a bike by trial and error alone would produce so much anxiety, pain, and injury that we lose all desire to learn beyond that first experience! Most of us learned gradually. We likely had a coach or two who gradually showed us how, provided tools like training wheels, gave us instruction, guidance, and feedback. After significant time under the watchful eye of our coach, most of us overcame our often disastrous beginnings and emerged as successful bike riders - without any permanent damage or becoming so discouraged that we vowed to never try it again! This is what the Coaching Component of CSOL is designed to do - provide enough guidance and instruction to get the most out of the experience

The goal of CSOL’s coaching component is to provide experiential learning that amplifies what the student is learning through classwork and study by using a coach to provide spiritual guidance, feedback, and relational interaction.

Like bike riding, ministry is not something that can be learned in the classroom alone. Similarly, experience alone is often not the best teacher, since a solo-experience often lacks adequate feedback, supervision, and structure. CSOL’s coaching component aims to ensure students get the most out of what they learn in the classroom and ensure students are encouraged to draw nearer to God and one another as they deepen their competence and commitment as servants of Christ in God’s glorious Kingdom.

Learning from Experience Through the Student-Coach Experiential Learning Process

“Experience is the best teacher!” Well, this popular axiom is partially correct. Specifically, we learn best when experience is repeated and when our performance is evaluated and assessed, leading to a continual cycle of improvement that ultimately makes us more effective and better skilled at serving Christ.

Numerous models of experiential learning are available to us, such as the Kolb Experiential Learning Cycle, but most models share several common elements. We learn through experience when we: 1) document our experience, as well as our initial reactions and reflections on it; 2) spend time pondering our thoughts on the experience; 3) share our thoughts with a more mature or experienced person to gain their insights; 4) then interact with the insights; and finally; 5) document what we have learned and identify principles that can be applied to future events.

In order to maximize the benefits of experiential learning, CSOL will use a five-part Student-Coach Experiential Learning Process:

Part A: *Select a Coach and Initiate the Student-Coach Relationship*

Part B: *Attend and Recap the live session.*

Part C: *Design one or more Experiential Learning Activities for the session.*

Part D: *Apply the 6-step Experiential Learning Cycle for each Learning Activity.*

Part E: *Summarize the Session.*

Note: Part A is usually done once at the beginning of the course, preferably prior to the first live session. Part B-E are repeated for each session of the course.

While both student and coach must understand and follow each part of the Student-Coach Experiential Learning Process, it is important to remember that the student must take ownership of the learning process, since the student's development is the primary goal of the program. From the student's perspective, this requires the student to accept responsibility for what they learn; hence, ***it is the student's responsibility to initiate each part of the Student-Coach Experiential Learning Process.*** For the coach, it is critical to remember that this is the student's opportunity to learn and grow. While it may be tempting for the coach to micromanage or control

the process, in the long run this rarely results in an improved learning experience for the student.

Part A: Select a Coach and Initiate the Student-Coach Relationship

While it is ultimately the responsibility of the student to find and select a coach, the process of identifying and selecting a coach is important. There are several steps we ask each student to follow:

1. Carefully read Appendix B for some suggestions on what factors to consider before selecting a coach and identify which factors are most important to you.
2. Think and pray about several people who you think are your best options.
3. Get advice from both your ministry leader and your church leader. They will almost certainly have advice for you, and they may also have guidance regarding your coaching choice they wish you to follow or consider.
4. Once you have completed these steps, please text or email Ted Campagna, Chairman of the CSOL Coaching Advisory Panel (CAP) and inform him you have someone in mind to be your coach and would like to approach this person to see if they are willing and able to be your coach.
5. You will receive a text or email back from the CAP Chairmen either directing you to move forward with your conversation or asking you to schedule a phone call if there are things he wants to discuss, clarify, etc.
6. Once the student has the approval from the CAP Chairmen, the student can communicate with the potential coach and request they serve as their CSOL coach. It is likely that the person has never served as a CSOL coach before so be prepared to inform them what you will be asking of them. If they have questions you cannot answer, feel free to give them the CAP Chairperson's contact information who will be happy to answer any questions or concerns they may have.

NOTE: It is recommended that the same coach be used throughout your program. However, in the instance that a student, coach, or CSOL faculty believes a change is warranted, the program director or CSOL Chairperson must be informed and the process of selecting a coach reboots.

Once a person agrees to serve as a coach, the student should inform the CSOL CAP that they have agreed to serve as your coach. Next, set up an initial meeting between you and your coach. This meeting is preferably in person but can be completed using another communication method if necessary (e.g., Zoom conference, telephone call, etc.). In this initial meeting the student and coach should exchange their full contact information and begin a dialog about things like the student's ministry setting, role, how often the student and coach should meet, and specific objectives the student hopes to achieve. Students should do their best to select a coach and have an initial meeting prior to attending their first live session of CSOL.

NOTE: The following Parts of the Student-Coach Experiential Learning Process (Parts B, C, D, and E) will be repeated between each of the nine live sessions over the course of the three - year program.

Part B: Attend and Recap the live session

CSOL is organized into 9 live sessions, each followed by several months to apply what was taught during the live session. It is important for students to remember that the only way the coaches know what occurred during the live session is for the student to inform them. While your coach is there to help you learn from experiences, this does not mean your coach has had the same experience or has had the same experience recently. It is up to you, the student, to relate your learning experience to the coach. Likewise, it is best to assume your coach has not attended CSOL.

As soon as possible after attending your first live session, please provide a written summary of what you learned to your coach. While there is no page length

required, we recommend that summaries be kept to 1-2 pages. Likewise, there is no best way to format the summary. Some students may choose to write using an essay or letter format. Others may choose to write it like a journal entry. Still others may choose to use an outline or bullet format. Use what works best for you and your coach to effectively summarize what was covered and what you learned during the live session. It is strongly recommended that after you provide your coach with a written summary of the live session that you follow it up with a meeting with your coach to discuss in-person what you learned during the live session. Such a meeting will help you efficiently transition to the next part of the Student-Coach Experiential Learning Process.

Part C: Design one or more Experiential Learning Activities (ELA) for the session

After each live session, the student and coach must collaborate to design one or two Experiential Learning Activities (ELA) to be conducted prior to the next live session. The primary goal of these ELAs is to put into practice what was taught during the live session. While ELAs do not need to be elaborate or complicated, they should take into consideration several important factors.

First, the ELAs should take into consideration the student's time available. For example, if the student has a full-time secular job and is the parent of three small children, then being careful not to design ELAs that are overly complicated and time-consuming would be particularly important. Likewise, leaning towards less ELAs might also be wise. On the other hand, if the student is in the full-time ministry and is single with no children, ELAs that are more time-consuming or complicated might be fine.

Second, the ELAs should take into consideration the student's learning goals. For example, if a student has a personal goal of becoming a Youth & Family Minister, then an ELA focused on learning how to lead a teen devotional might be particularly beneficial. Perhaps another student is a schoolteacher, newly married and has a personal goal of being skilled at creating a spiritual family. In this case, a learning

activity centered around becoming a godly spouse or nurturing a young child with God's word might be a better choice than a learning activity focused on preparing and delivering a 30-minute sermon.

Third, the ELAs should take into consideration the student's experience level. An ELA centered on assessing the culture of their local church might be a good activity with someone who has a great deal of education or experience pertaining to the subject of organizational culture. For a person who has no experience or training in this area, such an ELA could be overwhelming and lead to such a difficult experience that the student avoids studying the subject in the future.

Part D: Apply the 6-step Experiential Learning Cycle (ELC) for each Learning Activity

CSOL will utilize a 6-step Experiential Learning Cycle (ELC) as depicted in the diagram below:

Experiential Learning Cycle (ELC)



STEP 1: Execute the Experiential Learning Activity (ELA).

Executing the ELA allows the student to have an experience from which to learn from. Since the potential kinds of learning activities is unlimited, it is important that the student and coach allow time for careful collaboration regarding activity selection.

Doing so will help avoid learning activities that underachieve or fail to meet with your expectations. It is important for the student and coach to be on the same sheet of music regarding basic questions such as who, what, where, when, and why as they pertain to the learning activity and the learning activity goals.

While careful planning may be important to executing an ELA, it is equally important to allow room for the Holy Spirit to work. Proverbs 16:9 states, “In his heart a man plans his course, but the LORD determines his steps.” It is perfectly normal and acceptable for learning activities to turn out differently than we expected when we planned them. Nevertheless, allowing room for the Holy Spirit to work is not an excuse for carelessness and/or poor communications and collaboration with your coach.

STEP 2: Reflect

Reflecting on the experience is critical to the process of learning from our experiences. It is a good idea to journal our reflections as soon as possible after the experience is complete. If the learning activity is complicated or conducted over a long period of time, journaling during the learning activity may also enhance learning. For example, if the ELA was to present a sermon focused on the seven churches discussed in Revelation 2-3, the student may want to journal their reflections both after the preparation of the sermon and after the delivery of the sermon. While there are no rules to follow when reflecting, asking ourselves opened-ended questions about the experience is a good place to start. Here are a few typical questions we might ask ourselves when reflecting:

- What were some challenges I faced preparing for and executing the activity?
- What do I think went well?
- What do I think could have gone better?
- If I were to do it over, what would I repeat and what would I do differently?
- How did I feel as I was preparing for and executing the activity?
- How do I feel now that the activity is complete?

STEP 3: Receive feedback

The primary person who will be giving the student feedback during CSOL will be the coach. With this in mind, it is important that you collaborate with the coach so that he or she can observe your experience. In some cases, this may not be necessary. For example, one learning activity could be to read a particular book or article and write a paper on what you read. In such a case, you could hand your assignment into the coach and let them read it and provide written feedback to you. In other cases, you may be able to record the experience and send the recording to your coach to listen to or view. In other cases, however, your coach may prefer to be physically present to observe your participation in the experience in order to give you the most helpful feedback. Regardless, careful collaboration and communication will be required to prevent confusion and avoid misunderstanding. A failure to do so may result in the student having to repeat the experience.

Being a good receiver of feedback is not as simple as it may sound. Not only does receiving feedback require humility and a very open mind, it also requires us to be prepared to take the bad with the good. Oftentimes a coach will affirm your good work or identify areas where you did exceptionally well. This is known as affirmation. At other times, the coach may suggest an alternative. Like it sounds, this does not imply an omission or error on your part; it simply means the coach wants you to consider alternative methods of achieving a satisfactory result. At other times, the coach may suggest an addition. In such an instance, the coach likely agrees with what you have done so far or the direction you are taking but feels that more details or addressing additional considerations would be beneficial. In other instances, the coach may request that you make alternations to some aspect of your work. In such instances, the coach may see a need for you to repeat all or a portion of our work. Such feedback is not uncommon and should not be taken negatively or as a rejection. Quite the opposite, it is an indicator that the coach wants the best for you and is personally vested in his or her role as a coach.

STEP 4: Think about and record lessons learned.

This stage starts with the student succinctly writing down several lessons or principles they can take away from the learning activity. Next, the student should write down how or under what circumstances these lessons or principles could be applied.

STEP 5: Apply the lessons learned to new experiences.

Finally, the student should think ahead to any future opportunities they may have to apply their newfound lessons or principles while it is fresh on their minds. Such repetition is an excellent way to reinforce the learning before we can forget it. When the opportunity arises, the student should seize the opportunity and apply the lessons learned and principles to as many new experiences as possible.

STEP 6: Repeat steps 1-5 of the ELC for each learning activity.

In this step, the student carefully applies the steps of the Experiential Learning Cycle for each Experiential Learning Activity they and their coach designed for the session. Usually this is a total of one or two per session.

Part E: Summarize the Session Learning.

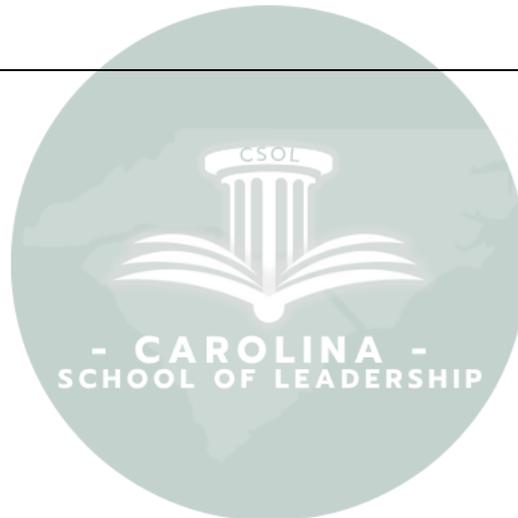
The final part of the Student-Coach Experiential Learning Process is to write a 1-3 page summary of what you learned through the ELAs and how you intend to apply these lessons and principles in the future. In addition to retelling the learning that took place as a result of the formal learning activities, the student should synthesize these lessons with what God is doing, overall, in their life during the course of the trimester. More than anything else, this is an opportunity to reflect, acknowledge, and be grateful for what God is teaching you in your life over the course of the last few months through classroom instruction, study, experiential learning, and relationships. This paper should be provided to your coach prior to attending the next live session.

Appendix A

Ideas For Coaching Assignments

Assignment	Description
Leading Bible Talks	Organize a time to lead a Bible talk that is spectated by your coach. Debrief the experience and document what went well, an assessment of the group you led, and ways to optimize the next Bible talk you lead.
3-2-1 Book Review	Select a book to read over the course of the session. Upon completion, write a 3-2-1 paper that captures three learning points from the reading, two questions about what you read, and one point of application. The paper should be no more than one page in length.
Administrative/Communication Assessment	Identify any administrative/communication needs for the area of ministry you currently serve in. Work with your coach to create an assignment that evaluates and improves administrative/communications needs that are helpful to the ministry.
Ministry Assessment	Evaluate the current state of the ministry you serve. With your coach or leadership team evaluate the health of the ministry, areas of growth, things that are going well, and things that may be missing. Work with your coach to create a template for ministry evaluation.
Mission-Vision-Values	Work on the mission, vision, and purpose statements for your local ministry or church.
Personal Organization	Complete a personal organization assignment with the help of your coach. What ways are you well organized? What ways could your personal organization improve? How are your physical spaces organized? How organized is your ministry and daily schedule?
Leading Bible Studies	Lead a few Bible studies with your coach in observance. Have discussions with them on ways to improve Bible study

	techniques or try various ways to articulate scripture in studies.
Leading Others	Use learning points taught during CSOL to lead others in your local ministry and write a paper about the experience. What did you learn? What worked about what you tried? Are there ways you could try learning differently or in different groups that would go better?
Para-church assignment	Plan an event with another ministry or ministries to promote unity, togetherness, and spirituality! Detail and document how you organized and executed the event. Track what you learned, your budget (if applicable), communication strategies, etc.



Appendix B

Considerations For Selecting a Coach

Selecting a coach for yourself can be a challenging decision. Prior to selecting a coach, please review the list of considerations below and identify which considerations are most important to you.

Alignment and personal compatibility

- Able to make the necessary time commitment
- Compatible schedules
- Able to observe your Experiential Learning Activities and provide feedback
- Personality fit
- Communications style
- Your comfort level with this person
- Shared values and beliefs
- Mutual trust and respect
- Will likely bring out the best in you

Qualifications and experience

- Relevant life experience and/or stage of life
- Commitment to ongoing learning
- Ministry expertise in areas that interest you
- Expertise in areas relevant to CSOL
- Capable of connecting you with other subject matter experts
- Empathetic listener
- Competent problem solver and/or facilitator
- Committed to helping you think spiritually and draw nearer to Christ

Appendix C

Three-Year Curriculum Outline (In person sessions).

- 1. Prepared to Answer (Session 1)** September 12-14, 2025
 Focus on apologetics and worldviews
 Ongoing theme throughout the program
 Subsections include:

 - Addressing atheist questions
 - Handling competing Christian views
 - Addressing anti-Christian worldviews
 - Spiritual Formation Practice of Examen

- 2. Biblical Exegesis (Session 2)** January 30-Feb. 1, 2026
 - Learning biblical interpretation skills
 - Classified as a "Knowing" session
 - Spiritual Formation practice of Lectio Davina

- 3. Contemporary Christian Living (Session 3)** May 15-17, 2026
 Addressing current issues
 Classified as a "Being" session
 Topics include:

 - Social media
 - AI
 - Social justice
 - Biblical perspectives on modern challenges

- 4. Small Group Leadership (Session 4)** September 11-13, 2026
 Practical leadership skills
 Classified as a "Doing" session
 Topics include:

 - Leading discussion groups
 - Group dynamics
 - Leadership styles

- 5. Homiletics (Session 5)**
 Sermon construction and delivery
 Classified as a "Knowing/Doing" session

- 6. Emotional and Spiritual Health (Session 6)**
 Spiritual formation

Classified as a "Being" session
Focus on personal spiritual growth

7. Understanding God's Story (Session 7)

Old and New Testament survey
Exploring biblical narrative
Classified as a "Knowing" session

8. Church History (Session 8)

Understanding historical context
Classified as a "Knowing" session

9. Counseling and Life Coaching (Session 9)

Mental health
Sexual identity and ethics
Classified as a "Being" session

The curriculum listed above is a draft of topics that the CSOL planning committee is constantly evaluating. There may be changes made but this will give you an outline of topics to be covered over the next few years. Also dates for 2027 and 2028 will be listed as soon as the CSOL planning committee collaborates with the CEG partnership team for future regional calendar considerations.

Appendix D

Template to Guide You Through and Record your Student-Coach Learning Activities and Assignments

Session # _____
 Student Name _____
 Coach Name _____
 Student-Coach Initial Meeting (Date) _____
 Live Session Dates _____

Summary of the Student-Coach Experiential Learning Process

Part A: Select a Coach and Initiate the Student-Coach Relationship

Part B: Attend & Recap and the live session (Repeat for each of the 9 sessions)

Part C: Design one or more Experiential Learning Activities (ELA) for the session

Part D: Execute the 6-Step Experiential Learning Cycle (ELC) for each activity

STEP 1: Execute the Learning Activity.

STEP 2: Reflect.

STEP 3: Receive feedback.

STEP 4: Think about and record lessons learned.

STEP 5: Apply the lessons learned to new experiences.

STEP 6: Repeat steps 1-5 (ELC) for each learning activity.

Part E: Summarize session learning

Use the template below to record your assignments and journal entries.

Part A: Initiate the Student-Coach Relationship.

The initial session between the student and the coach should ideally take place after the student's coach selection is approved by CSOL but prior to the first live session. The objectives of the initial session's coaching are to: 1) establish a

relationship between the student and the coach; 2) gain a more specific understanding of one's personal walk with God; and 3) develop a plan for success as a student in CSOL.

In the text box below, please summarize your initial session with your coach. At a minimum include information such as when you will normally meet, agreed upon forms of communication, contact information, and any information pertaining to your learning goals or how you plan to work with your coach to achieve them.



Part B: Attend and Recap the live session.

In the text box below, provide a summary of the live session. Remember that you will be sharing this with your coach. The information you share with him is the only way

they will know what was taught. After sending it to your coach, set up a time where you can discuss the live session.



Part C-1: Design your first Experiential Learning Activity (ELA) for the session.

After discussions with your coach, use the space in the text window below to write down a description of your first Experiential Learning Activity (ELA). While it

does not need to be an elaborate description, it should have enough details to serve as a reminder to you and your coach of what you plan to do. Here is an example:

On Thursday, Sep 14th at 7 pm, I will lead a Bible devotional with several campus students at the Student Center on campus. The devotional will last approximately 45 minutes, including discussion. My coach will observe and provide feedback to me the next day (5 pm @ Panera on 1st Street).

While this description is not lengthy or elaborate, it provides the details both you and your coach need for planning purposes. In the text box below, provide a description of your first Experiential Learning Activity (ELA):



Part C-2: If necessary, design your second ELA for the session.

If you have two ELAs, use the text box below to provide a description of your second ELA:



Part D: Apply the 6-step Experiential Learning Cycle (ELC) for each Learning Activity

STEP 1: Execute the Experiential Learning Activity

STEP 2: Reflect on the experience

Use the text box below to journal your reflection.



STEP 3: Receive feedback

In the text box below, please summarize the feedback you received from your coach and/or others.



STEP 4: Think about and Record lessons learned

Use the text box below to summarize any lessons learned or principles you learned from the experience. Recall that these lessons represent the result of your experiential learning – they are things (ideas, concepts, techniques, etc.) you want to apply the next time you have the opportunity.

**STEP 5: Apply the lessons learned to new experiences.**

There is no need to write anything down, as this could take place at any time in the future. If you keep a journal, it may be a good practice to write things down as it will service to reinforce the concept of continually learning from our experiences.

STEP 6: Repeat steps 1-5 of the Experiential Learning Cycle for each learning activity.

There is no requirement to have more than one Experiential Learning Activity between live sessions. The number you have is up to you and your coach. Even if you do not plan more than one, using the Experiential Learning Cycle is a good habit to get into, and we encourage you to use it as often as possible.

Part E: Summarize the Session Learning.

The final part of Student-Coach Experiential Learning Process is to write a 1-3 page summary of what you have learned over the course of the last several months (from the live session until just before the next live session). This is the last assignment of the Coaching Component of this CSOL session. This paper is more than just a regurgitation of what you learned in the one or two Experiential Learning Activities; it is meant to be a synthesis of what God is teaching you. This includes your time at CSOL, your relationship with your coach, your various CSOL assignments, and your work in God's ministry of reconciliation. There's no need to overthink it, but you may need a quiet space to pray, reflect, and write.

In the text box below, please provide your 1-3 page summary:

