Coaching and Mentoring Strategies
Prerequisites: none

January 9-13, 2017 – Module
Horizon Campus, Saskatoon

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Monday to Friday: 9AM-noon, 1-4PM
3 credit hours

Course Description
This course offers a careful study of coaching and mentoring processes useful for empowering individuals and groups toward strategic growth. Instruction will be given on the process, approaches, benefits and relationships of coaching and mentoring. Various models of coaching and mentoring will be discussed. Specific application for ministry will be the focus of the course content.

Course Integration
Coaching and mentoring is important for leadership development. It is an essential skill for pastoral ministry as well as any other kind of people development role. There will be opportunity for focus on coaching and mentoring for specific areas of ministry (e.g. worship arts, youth, board development, etc).

The course will highlight vision, perspectives, tools and commitments to ensure strategic and theologically guided ministry that will be evident by:

- Review the biblical and theological foundation for a contextualized coaching/mentoring ministry.
- A deeper commitment to serving Christ and his church through coaching and mentoring.
- Refocused priorities to use the coaching and/or mentoring processes to cause themselves and others to grow to a more intimate, integrated and holistic relationship with Jesus Christ as demonstrated in all areas of their lives.
- Discover, observe, experience, experiment with and adopt current processes, strategies, and skills of coaching and mentoring.
Learning Outcomes
Upon completion of this course, the student will:

In the area of thinking
1. Understand the concepts and distinctions between mentoring, coaching, counselling and consulting.
2. Design and/or refine a system for coaching (individuals and small groups) to facilitate leadership development and enhance individual performance.
3. Evaluate the expectations and components of leadership sufficiently to grasp the critical aspects of coaching and mentoring.
4. Understand the concepts sufficiently to apply them in meaningful ways to his/her context.

In the areas of valuing and feeling
1. See the value of a coaching model sufficiently to use it in formal and informal contexts.
2. Enjoy practice of the process to the extent where he/she will practice it beyond course requirements.
3. Feel more comfortable about their task of influencing others to grow/change/develop in performance related, group related and person related skills.
4. Feel confident enough of the necessity and process of coaching and mentoring that he/she will lay a plan for real life use.

In the area of service experience and skills
1. Observe the coaching process and experience its benefits.
2. Be able to implement a coaching model in a formal coach conversation.
3. Be able to adopt the broad components of the coaching/mentoring process, and utilize these in his/her own life and work.
4. Be able to apply the principles and processes in formal and informal roles.
5. Design and implement a coaching strategy.

Course Texts – Required Readings (all available at Amazon.ca):


Course Pack – Instructor’s notes and supplementary reading – this will be emailed to students

Strongly Recommended Sources:
Crane, Thomas G. The Heart of Coaching, FTA, 2011.

**Course Assignments and Evaluation:**

**Pre-Course Requirements** – Total value of all pre-course work: 35%
Due: 9:00 a.m. on the first day of class (note: no extensions for pre-course work)
Email pre-course assignments to instructor (email address above)

**Pre-course Reading and Reflection** (grade value: 20%)
Prior to the class, carefully read the three course textbooks. After reading the texts, prepare one 5-6 page reading report (1,500 to 1,800 words) to:
- Summarize the central ideas of the books, and
- Show how the principles could be applied in your own context; that is, include observations about how the texts are relevant or irrelevant to your church, work or other context
This is one paper where you write about all three books so focus your attention on the central main points of each book.
It is important that you make specific references to the text books and that they be properly documented (use footnotes, not endnotes or parenthetical references).

Also be prepared for in-class discussions of the material in the textbooks. Bring your textbooks to class.

**Pre-course Reflection** (grade value: 15%)
Prepare a 4-5 page paper (1,200 to 1,500 words) in which you describe and evaluate your previous experience in mentoring or being mentored.
This paper should:
- Describe and evaluate your experiences in light of the textbook reading
- Take note of how your experience compares with what is described in the textbooks
- Include a description of how individuals have had a significant influence on your personal or ministry development. What did they do that made an impact on your life?
- Also give attention to how the practices outlined in the books may or may not be helpful in your life and church or work setting (a continuation of your reflections that began with the first assignment)

**During the week of class** (Total value of week-of-class work: 20%)
1. Each student will be a part of a group that prepares a role play/demonstration in response to an assigned case study.
The case study will show how a particular coaching or mentoring strategy could be applied to the given situation.
2. Students will also be assigned a coaching partner for the week. The various approaches discussed in class will be implemented and illustrated in these coaching partnerships.

The ‘During the week of class’ grade is based on participation in 1. and 2. above as well as your interaction with classroom discussion. Appropriate cell phone and laptop use, attendance on time, etc. all have an effect on such participation.

**Post-Class Assignments**  (Total value of all post-course work: 45%)

1. **Post-class Reading**: read 200 pages from the “Strongly Recommended Sources” list in this syllabus. Write a 2-3 page summary of the reading including specific pages read and full bibliographic material. Include at least one highlight from each source you read.  
   (grade value: 10%)
   
   **Due Date:**

2. **Coaching** with your coach partner as assigned in class. This will consist of eight coaching sessions where you will be the coach for four and coachee for the other four. Each student will write a one-page personal reflection on this process that includes:
   - Identifying your own growth as a coach
   - Summarizing the impact of the coaching on your life, work and ministry
   - Describing the influence of coaching toward your ministry effectiveness.

   This assignment will be explained in more detail in class. (grade value: 15%)
   
   **Due Date:**

3. **Coaching Design and implementation**: Identify a person or group who will agree to be coached by you. Choose one of the models discussed in class and schedule/complete 4 coaching sessions with this person or group. It is ideal if this person or group is part of your work or ministry context. Coach sessions can be 30 to 50 minutes in length. After this part of the assignment is complete, write a 4-6 page paper based on the following outline:
   - Briefly identify the model you chose
   - Describe the preparation you did to be ready for each coach session
   - Describe how effective you were at following the model
   - What were specific takeaways for your coachee (don’t break confidence -state these takeaways in generalities)
   - Describe your own growth in using the model you chose – include an assessment related to how effectively you followed and used the model
   - Identify at least one area of growth you see in yourself in order for you to become a better coach

   More detail regarding this assignment will be given in class. (grade value: 20%)
   
   **Due Date:**

**Tentative Course Outline:**
- Introduction to the course
- Definitions: coaching, mentoring, counseling, consulting
- Purpose of the Course
- Current interest
- Biblical Foundation
- Hindrances and benefits to coaching and mentoring
  - The person of the coach/mentor
    - Signature presence
    - Principle center
    - The tension of the urgent and important
  - Four dimensions of renewal
- Models of Coaching and mentoring
  - C.O.A.C.H.
  - Excelerator
  - Readiness for coaching
- The Trust Account
- Coaching and intimacy
- Coaching across genders
- Spiritual coaching and mentoring
- Coaching and being coached will be part of all aspects of this course

Other
- Faith development and coaching/mentoring (Fowler, Faith Development and Pastoral Care)
- Spiritual pathways (Thomas, Sacred Pathways), spiritual gifts discussion
- Coaching people in life transitions
- Community Building /stages of community

Assignment Submission
- All assignments must be completed according to the Horizon College format guide (a copy is available from the instructor or the college General Office)
- For this course, use footnotes plus a bibliography for necessary referencing. Do not use endnotes or parenthetical references, unless otherwise indicated.
- Electronic assignment submissions are requested and will be accepted as MS Word attachments but must comply with formatting requirements – send these directly to the instructor (dale@forestgrovecc.com). Submit one file per assignment.
- Submit all hard copy assignments according to Horizon policy.
- There will be no extensions for pre-course work.
- Length of papers – papers must be of the required length (not longer or shorter) unless other length is approved by the instructor. Use 12 point type.

BIBLIOGRAPHY

Crane, Thomas G. *The Heart of Coaching*, FTA, 2011.
Scott, Susan. *Fierce Conversations*. Berkley, 2004