



PROVIDENCE
— EST. 1972 —
THEOLOGICAL SEMINARY

EM5303 Coaching and Mentoring Strategies

Prerequisites: none 3 Credit hours

February 7-8, March 13-14, 2020
Winnipeg, MB
Friday-Saturday, 8:30am-5pm (1 hour lunch)

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Please note: This course requires reading and writing reflection before the first class.

Course Description

This course offers an introduction to coaching, mentoring and team development processes useful for empowering individuals and groups toward strategic growth. Instruction will be given on the process, approaches, benefits and relationships of coaching and team development. Specific application for ministry will be the focus of the course content.

Course Integration

Coaching, mentoring and team is important for leadership development. These are essential skills 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 the following:

- A review of 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 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, mentoring and team development.

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. Understand healthy team development and dysfunction.

3. Design and/or refine a system for coaching (individuals and small groups) to facilitate leadership development and enhance individual performance.
4. Evaluate the expectations and components of leadership sufficiently to grasp the critical aspects of coaching.
5. 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 of healthy team in formal and informal roles.
5. Design and implement a coaching strategy.

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

Stanley, Paul D. & J. Robert Clinton. *Connecting: The Mentoring Relationships You Need to Succeed in Life*. Colorado Springs: Nav Press, 1992.

ISBN-10: 3909131026 ISBN-13: 978-3909131020

Webb, Keith E. *The Coach Model for Christian Leaders*. Active Results LLC, 2012.

ISBN-10: 0966565835 ISBN-13: 978-0966565836

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

Reading Sources (full bibliographic information in the bibliography of this syllabus):

Eurich, Tasha. *Insight: Why We're Not as Self-Aware as We Think, and How Seeing Ourselves Clearly Helps Us Succeed at Work and in Life*.

Grant, Adam. *Give and Take: Why Helping Others Drives Our Success*

Homan & Miller. *Coaching in Organizations*

Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable*

Lombardi, Luciano. *Coaching Changes Everything*

Course Assignments and Evaluation

A. Pre-Course Requirements – Total value of all pre-class work: 30%

- Due: 8:30 am on first day of class (February 7)
- Please submit pre-course assignments on Populi. Note: there will be no extensions for pre-course work

Pre-course Reading and Reflection (grade value: 20%)

Prior to the class, carefully read the two course textbooks. After reading the texts, prepare one 5-6 page reading report (1,500 to 1,800 words) discussing the central ideas of the books and briefly showing how

the principles could be applied in your own context. This is one paper where you write about all three books. Also be prepared for in-class discussions of the material in Webb.

For this and any other paper, it is very important that you make specific references to the text books and that they be properly documented (use footnotes, not endnotes or parenthetical references).

Undocumented use of any source will be considered plagiarism. Also include observations about how the texts are relevant or irrelevant to your church, work or other context.

Pre-course Reflection (grade value: 10%)

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, taking note of how your experience compares with what is described in the textbooks.

Particular attention should be given to how the practices outlined in the books may or may not be helpful in your church or work setting. This should 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?

B. During the Days of Class – Total value for in-class work: 10%

1. Each student will be a part of a group that will prepare a role play/demonstration in response to a case study that will be provided showing how a particular coaching or mentoring strategy could be applied to the given situation. This assignment may involve evening work on the Fridays of class.
2. Students will also be assigned a coaching dyad partner for the class. During the class, various approaches discussed will be used in this context.
3. Course participation: This component of the grade will be based on interaction with classroom discussion during the course, appropriate cell phone and laptop use and attendance on time, etc.

C. Post-Class Assignments – Total value of all post-class work: 60%

Please submit assignments on Populi.

1. *Team Participation Reflection*

During class, each student will be a part of a team that will prepare a role play/demonstration in response to a case study that will be provided showing how a particular coaching or mentoring strategy could be applied to the given situation. You will complete a self-assessment of your team role after the class by writing a two page paper assessing your participation as part of your team. This paper will be based on the in-class discussion *The Five Dysfunctions of a Team* (Lencioni), personal self-awareness related to *Insight* (Eurich), and your proclivity to be a *Giver or Taker* (Grant). More specifics related to this assignment will be given in class. (grade value: 15%)

Assignment Due March 20, 2020

2. **Post-class Reading:** Read 300 pages from the “*Reading 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 specific, referenced highlight from each source you read. (grade value: 10%)

Assignment Due March 31, 2020

3. **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. Coach sessions should be 30 to 50 minutes in length. Each student will write a two-page reflection paper on this process describing what happened (dates, times, location of each session) identifying your own growth as a coach as well as the impact of the coaching on your life, work and ministry. Make sure to describe the influence of coaching toward your ministry effectiveness. This assignment will be explained in more detail in class. (grade value: 15%)

Assignment Due June 15, 2020

4. **Coaching Design and Implementation:** Identify an individual who will agree to be coached by you. Using the Webb model, schedule and complete 4 coaching sessions with this person. It is ideal if this person is part of your work or ministry context but not part of this Horizon class and not a close friend or family member. Coach sessions can be 30 to 50 minutes in length.

After the above part of the assignment is complete, write a 4-6 page paper based on the following outline:

- a) Specifically identify the dates, times and location of each of the 4 coaching sessions
- b) Describe the preparation you did to be ready for each coach session
- c) Describe how effective you were at following the model
- d) What were specific takeaways for your coachee (don't break confidence with this, state these in generalities)
- e) Describe your own growth in using the model you chose – how effectively did you follow and use the model? Did you get better over the 4 sessions?
- f) Identify at least one area of future 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%)

Assignment Due June 30, 2020

Tentative Course Outline

- Introduction to the course
 - i. Definitions: coaching, mentoring, counseling, consulting, team development
 - ii. Purpose of the Course
 - iii. Current interest
 - iv. Biblical Foundation
 - v. Hindrances and benefits to coaching and mentoring
 - The person of the coach/mentor
 - i. Signature presence
 - ii. Principle center
 - iii. The tension of the urgent and important
 - iv. Four dimensions of renewal
 - The C.O.A.C.H. model
 - i. Excelsior
 - ii. Readiness for coaching
 - The *Trust Account*
 - Dysfunctions of a team
 - Coaching and intimacy
 - Coaching across genders
 - Spiritual coaching and mentoring
 - Coaching and being coached will be part of all aspects of this course
- Other (possible, depending on how the course goes)*
- 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

- For this course, use footnotes plus a bibliography for necessary referencing. Please do not use endnotes or parenthetical references, unless otherwise indicated.
- Assignment submissions will be accepted as MS Word attachments but must comply with formatting requirements. Please submit assignments on Populi. Submit one file per assignment.

Length of papers – please keep papers to the required length (not longer or shorter) unless other length is approved in advance by the professor. An average word count should be 350 words per page. Please prepare papers according to Horizon Seminary format guidelines and please use 12-point font. Please use footnotes for all assignments.

Class Attendance

Students are expected to attend 100% of this class. If this is impossible due to extenuating circumstances, this must be communicated to the course professor. A maximum of 1 full day of class can be foregone under extenuating circumstances, however, this will affect the course participation component of the grade.

Submission of Assignments

Please submit assignments on Populi as MS Word documents or other appropriate media.

Return of Graded Assignments

The professor will return graded assignments within six weeks of the due date.

Due dates and extensions for assignments (this is a personal message from the professor)

Simply put, I don't deal with extensions. I hope this explanation below will bring clarity to my approach.

I intend to treat you as if I had hired you and you are one of my staff. I believe this is helpful as “real world” application of seminary work. I have honestly never had a staff member ask for an “extension” in the past 30 years of church leadership work. In the real world, extensions don't really exist. There are good reasons for things getting done late and that has happened almost daily in my work. This is when a staff member tells me that they will not be able to get something done by the expected or requested date or time. They typically tell me the reasons and in most cases, we can work around it. I assume they are the experts in their lives and know when a priority needs to be something other than the specific project. The problem comes when there are too many jobs done late and then we need to have a conversation about time management.

I am taking that approach with this class. In other words, **you** will be the one to decide when an assignment cannot be handed in by the deadline. I will assume there will be good reasons but you need to tell me what the reasons are. Whether an assignment is late is up to you. If I feel that the reasons were not good, I might get involved at that point to try to help you as a student do better time management. So, to be clear, I do expect communication when something will come late. I also expect you to give me an alternate due date that will work for you. But I will not grant extensions for course work.

Again, if assignments are late more than a couple of times, I will probably want to have a conversation about time management. This is how I treat people I have hired.

Please let me know if you have any questions about this. (Dale)

Bibliography (*more sources may be recommended in class*)

- Benner, David G. *Care of Souls: Revisioning Christian Nurture and Counsel*. Grand Rapids, MI: Baker Books, 1998.
- Bidwell, Duane R. *Short-term Spiritual Guidance*. Minneapolis, MN: Fortress Press, 2004.
- Covey, Stephen R. *The Seven Habits of Highly Effective People: Restoring the Character Ethic*. New York: Fireside, 1989.
- Crane, Thomas G. *The Heart of Coaching*, FTA, 2011.
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- Davis, Ron. *Mentoring: The Strategy of the Master*. Nashville, Thomas Nelson, 1995.
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