



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

LS5115 Coaching and Mentoring Strategies

3 credit hours. Prerequisites: None.

January 11-15, 2021

Module C (Winter 2021)

Monday to Friday: 9am-noon, 1-4pm ****Wednesday: 1-5:30pm**

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Course Content and Goals

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.

Relationship to Horizon's Mission

Horizon's Mission is "*Advancing God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry.*" Coaching and mentoring are important for leadership. These skills are essential for pastoral ministry as well as other kinds of people development roles. In this course, there will be opportunity for focus on coaching and empowering others for specific areas of ministry (e.g., board development, worship arts, youth, etc.).

Course Competencies and Learning Outcomes

To demonstrate competency in *Ministry Development*, students will:

1. Identify basic principles of coaching within the context of personal experience.
 - *Assessment:* Pre-Module Reading and Reflection, Post-Class Reading #1 and #2
2. Identify basic principles of team health within the context of personal experience.
 - *Assessment:* Assessing Team, Class Participation
3. Implement a model for coaching individuals or small groups in order to facilitate group strategic development and enhance individual development.
 - *Assessment:* Coaching Design and Implementation

To demonstrate competency in *Contextual Awareness*, the student will:

4. Evaluate his or her personal capacity to implement a coaching model accurately and effectively.
 - *Assessment:* Coaching Reflection Paper, Coaching Design and Implementation

5. Assess his or her understanding and competence of coaching and mentoring.
 - *Assessment:* Post-Class Reading #1 and #2, Class Participation
6. Assess his or her self-awareness as a team participant.
 - *Assessment:* Assessing Team, Class Participation

Course Work

Required Readings

Stanley, Paul D. & J. Robert Clinton. *Connecting: The Mentoring Relationships You Need to Succeed in Life*. Colorado Springs: Nav Press, 1992. (ISBN-13: 9780891096382)

Webb, Keith E. *The Coach Model for Christian Leaders*. Revised and Expanded edition. New York: Morgan James Faith, 2019. (ISBN: 978-1642793574).

Instructor's notes and supplementary reading – this will be posted in the “lessons” section of Populi

**While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Strongly Recommended Sources:

Crane, Thomas G. *The Heart of Coaching*. San Diego, CA: FTA, 2007. ISBN-10: 0966087437
ISBN-13: 978-0966087437

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*. New York: Crown Business, 2017. ISBN-10: 0451496817 ISBN-13: 978-0451496812

Flaherty, James. *Coaching: Evoking Excellence in Others*. London: Butterworth-Heinemann Ltd, 2011. ASIN: B010BESOIO

Grant, Adam. *Give and Take: Why Helping Others Drives Our Success*. New York: Penguin, 2013. ISBN-10: 0670026557 ISBN-13: 978-0670026555

Hargrove, Robert. *Masterful Coaching*. Third edition. San Francisco, CA: Jossey-Bass, 2008. ISBN-10: 0470290354 ISBN-13: 978-0470290354

Homan & Miller. *Coaching in Organizations*. CreateSpace Independent Publishing Platform, 2013. ISBN-10: 1484801660 ISBN-13: 978-1484801666

Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco, CA: Jossey Bass, 2002. ISBN-10: 0787960756 ISBN-13: 978-0787960759

Wilson, Judith and Michelle Gislason. *Coaching Skills for Nonprofit Managers and Leaders*. San Francisco, CA: Jossey-Bass, 2009. ISBN-10: 0470401303 ISBN-13: 978-0470401309

Course Assignments and Activities

A. Pre-Course Requirements (Total value of all pre-course work: 15%)

1. *Pre-Module Reading and Reflection* (grade value: 15%).

Prior to the class, carefully read Webb and prepare a 4-5-page reading report (1,000 to 1,250 words) discussing the central ideas of the text and briefly showing how the principles could be applied in your own context. For this and any other paper, it is very important that you make specific references to the text (at least 10) and that they be properly documented (use footnotes and a bibliography, not endnotes or parenthetical references). Undocumented use of any source will be considered plagiarism. Also include observations about how the text is relevant to your church, work or other context.

- Related learning outcome(s): #1.
- **Assignment Length:** 4-5 pages (1,000 to 1,250 words). **Due date:** 9AM, January 11 (first day of class).

B. During the Week of Class (Total value of week-of-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 will involve evening work outside of class during the course week. There is a post-class reflection paper (see below).
2. Students will also be assigned a coaching dyad partner for the week and for the post course dyad coaching. 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 week of the course, appropriate cell phone and laptop use and attendance on time, etc.

- Related learning outcome(s): #2, 5, 6.
- **Assignment Length:** N/A. **Due date:** N/A.

C. Post-Class Assignments (Total value of all post-class work: 55%. All assignments must be completed before this grade will be assessed)

**Please post all assignments on Populi. Make sure all assignments have a title page formatted according to the Horizon Format Guide and a bibliography when referring to any source.

1. *Assessing Team* (grade value: 15%).

During the module, 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 (max 500 words) assessing your participation as part of your team. This paper will be based on the in-class discussion of *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.

- Related learning outcome(s): #2, 6.
- **Assignment Length:** 2 pages (maximum of 500 words). **Due date:** January 20.

2. *Post-class Reading #1* (grade value: 10%).

After carefully reading Stanley and Clinton, prepare a 3-4-page paper (750 to 1,000 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, including at least 10 references to specific material in the book.

- Related learning outcome(s): #1, #5.
- **Assignment Length:** 3-4 pages (750-1,000 words). **Due date:** January 30.

3. *Post-class Reading #2* (grade value: 10%).

Read 200 pages from the “Strongly Recommended Sources” list in this syllabus. Write a 2-3-page (maximum 750 words) summary of the reading including specific pages read and full bibliographic material. Include at least one specific, referenced highlight from each source you read.

- Related learning outcome(s): #1, #5.
- **Assignment Length:** 2-3 page (maximum 750 words). **Due date:** February 15.

4. *Coaching Reflection Paper* with your dyad partner as assigned in class (grade value: 15%).

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 (maximum 500 words) 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.

- Related learning outcome(s): #4.
- **Assignment Length:** 2 pages (maximum 500 words). **Due date:** February 25.

5. *Coaching Design and Implementation* (grade value: 25%).

Identify an individual who will agree to be coached by you. Using the C.O.A.C.H. model, schedule and 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. This person cannot be a close friend, family member, or part of this Horizon class. Coach sessions should be between 30 and 50 minutes in length. Please post on Populi the name of the individual you will coach and the

anticipated dates and times for the 3 coaching sessions by February 14. This will be affirmed by the professor within 3 days.

After the above part of the assignment is complete, write a 4-6-page (1,000 – 1,500 words) paper based on the following outline (include title page):

- 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 followed 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.

- Related learning outcome(s): #3, 4.
- **Due date for initial post on Populi:** February 14.
- **Assignment Length:** 4-6 page (1,000 – 1,500 words). **Due date:** March 11.

Assignment and Grade Summary

Component	Grade value	Due Date
Pre-course Reading	15%	January 11
Work during the week of class	10%	n/a
Post-Class Assignments		
1. Assessing Team	15%	January 20
2. Post-class Reading #1	10%	January 30
3. Post-class Reading #2	10%	February 15
4. Coaching with dyad partner	15%	February 25
Coaching Design and Implementation		
Coaching Design initial post	n/a	February 14
5. Coaching Design Paper	25%	March 11
Total	100%	

Course Outline / Class Schedule

- Introduction to the course
 - i. Definitions: coaching, mentoring, counseling, consulting
 - ii. Purpose of the Course
 - iii. Current interest
 - iv. Biblical Foundation
 - v. Hindrances and benefits to coaching and mentoring
- The C.O.A.C.H. Model
 - i. Work through each of the 5 stages
 - ii. Readiness for coaching

- The person of the coach/mentor
 - i. Signature presence
 - ii. Principle centre
 - iii. The tension of the urgent and important
 - iv. Four dimensions of renewal
 - v. Insight – self-awareness
- Team dynamics
 - i. 5 Dysfunctions of a Team
 - ii. Givers and Takers
- *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
- Practicums at various times

Other

- Seminary students will be invited to a **session from 4-5:30PM** on Wednesday that will focus on mentoring
- Spiritual pathways (Thomas, *Sacred Pathways*), spiritual gifts discussion
- Coaching people in life transitions
- Community Building /stages of community

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins, properly formatted title page, etc.).
- Please follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA
A+	97-100%	4
A	93-96%	4
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-79%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	<60%	0

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 and non-profit 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 is too much work 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 specifically grant extensions for course work (so please don't ask).

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)

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it

is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources" (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to optimize their learning experience. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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*. San Diego, CA: FTA, 2007.

Daloz, L.A. *Effective Teaching and Mentoring*. San Francisco: Jossey-Bass, 1986.

Davis, Ron. *Mentoring: The Strategy of the Master*. Nashville: Thomas Nelson, 1995.

Deegon, Arthur X. *Coaching: A Management Skill for Improving Individual Performance*. New York: Addison-Wesley, 1988.

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- Hersey, Paul and Kenneth H. Blanchard. *Management of Organizational Behavior: Utilizing Human Resources*. Englewood Cliffs: Prentice Hall, 1993.
- Homan & Miller. *Coaching in Organizations*. CreateSpace Independent Publishing Platform, 2013.
- Kimsey-House, Henry, Karen Kimsey-House, Phillip Sandahl, Laura Whitworth. *Co-Active Coaching: The Proven Framework for Transformative Conversations at Work and in Life*. Boston, MA: Nicholas Brealey Publishing, 2018.
- Kinlaw, Dennis. *Coaching for Commitment*. San Diego: Pfeiffer, 1989.
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- MacMillan, Pat. *The Performance Factor: Unlocking The Secrets Of Teamwork*. Nashville, TN: Broadman and Holman, 2001.
- Maxwell, John C., and Jim Dornan. *Becoming a Person of Influence: How to Positively Impact the Lives of Others*. Nashville: Thomas Nelson, 1997.
- Maxwell, John C. *The 17 Indisputable Laws of Teamwork: Embrace Them and Empower Your Team*. Nashville: Thomas Nelson, 2001.
- _____. *Developing the Leaders Around You*. Nashville. Thomas Nelson, 1995.
- Michael, Natalie. *The Duck and the Butterfly: Coaching Questions for Leaders at Work*. Trifold Publishing, 2017.
- Oates, Wayne Edward. *The Care of Troublesome People*. Bethesda, MD: Alban Institute, 1994.
- Pembroke, Neil. *The Art of Listening: Dialogue, Shame, and Pastoral Care*. Grand Rapids, MI: William B. Eerdmans Pub. Co., 2002.

Pue, Carson. *Mentoring Leaders: Wisdom for Developing Character, Calling, and Competency*. Grand Rapids, MI: Baker Books, 2005.

Scott, Susan. *Fierce Conversations*. Berkley, 2004

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