



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



## P328 Coaching to Empower Others for Strategic Growth

3 credits. Prerequisites: G149 Foundations of Leadership.

👤 On Campus 'A' Live-Stream

January 9-13, 2023

Module C

Monday to Friday, 9am-noon, 1-4pm

Dale B. H. Dirksen, DWS

[dale@daledirksen.com](mailto:dale@daledirksen.com)

[www.daledirksen.com](http://www.daledirksen.com)

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

### Course Goals

#### **COURSE DESCRIPTION**

This course will introduce students to coaching as a skill. The purpose of this skill is to empower individuals and teams to achieve their desired growth and development. An important part of this coaching skill will be for each student to develop deeper levels of self-awareness and personal participation in a team environment.

#### **RELATIONSHIP TO HORIZON'S MISSION**

Coaching is important for leadership. Coaching 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.).

## CORE COMPETENCIES AND LEARNING OUTCOMES



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

1. Describe the basic principles of coaching within the context of personal experience.
  - *Assessment:* Pre-Class Reading and Reflection, Additional Reading Summary
2. Describe the basic principles of team health within the context of personal experience.
  - *Assessment:* Team Participation Reflection
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 self-awareness as a team participant.
  - *Assessment:* Team Participation Reflection

## Course Work

### Required Reading

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

**Selected Reading** (250 pages of reading required from this list):

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. ISBN-13: 978-1856178167

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

Lombardi, Luciano. *Coaching Changes Everything*. Brantford, ON: ADP Printing, 2015.

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

\*\*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.

## Course Assignments and Activities

**Portfolio Components.** *Coaching Reflection Paper*. These assignments must be edited for inclusion in your e-portfolio. It will be added to the Contextual Awareness *e-Project* when you enroll in a Portfolio lab. See the [Portfolio Guide](#) for further information.

### 1. Pre-Class Reading and Reflection

Prior to the class, carefully read the course textbook (Webb). The book is not a difficult read and should only take you about 3 hours to complete. After reading the text, prepare a two-page reading report (approx. 600 words). This paper should summarize the content of the book and discuss how the key ideas and principles of the book might be applied in your own ministry, work, or other context. Also, please include observations about how the text is relevant or irrelevant to your church, work or other context. It should be clear from this paper that you have a good understanding of the approach to coaching contained in the course textbook. Please also be prepared for in-class discussion of the material in the textbook. It is very important that you make many specific references to the textbook and that they be properly documented (please use footnotes, not endnotes or parenthetical references). Undocumented use of a source will be considered plagiarism.

- Related learning outcome: #1
- **Assignment length:** 2 pages.
- **Due date:** January 9 at 9AM.

### 2. Team Participation Reflection

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 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 outcomes: #2, 5
- **Assignment length:** 2 pages.
- **Due date:** January 16, 2023.

### 3. *Additional Reading Summary*

Read 250 pages from the “Selected Reading” textbook list in this syllabus (see above). Write a two-page summary of the reading including specific pages read and full bibliographic material. Include at least one highlight from each source you read, areas of agreement/disagreement with the author(s), and how the material will influence the student’s coaching ministry. Document this with footnotes.

- Related learning outcome: #1
- **Assignment length:** 2 pages.
- **Due date:** January 30, 2023.

### 4. *Coaching Reflection Paper*

Students will be assigned a coaching partner during the module class. This “dyad” relationship will be the context for coaching exercises during the class as well as work after the class is complete. After the class, you will complete six 30-minute coaching sessions with your coach “dyad” partner. Each student will be the coach for three sessions and coachee for the other three. Make sure there is a minimum of 7 days between sessions. After the six sessions are complete, please write a two-page reflection paper on the experience identifying your own growth as a coach as well as the impact of the coaching on your life, work, and ministry. Include location, dates and times for each coaching session – put these on the title page for this paper. Make sure to discuss your proficiency with the Webb C.O.A.C.H. model.

- Related learning outcome: #4
- **Assignment length:** 2 pages.
- **Due date:** February 10, 2023

### 5. *Coaching Design and Implementation*

Identify an individual who will agree to be coached by you. Using the Webb C.O.A.C.H. model, schedule and complete three coaching sessions with this person. Make sure to have at least seven days between coaching sessions. It is ideal if this person is part of your work or ministry context. The person *may not* be a student in this class, a close friend or a family member. Coach sessions should be 30 to 45 minutes in length. After this part of the assignment is complete, please write a 3-5 page paper based on the following outline:

- Give the specific date, time, location and length for each coach session – put these on the title page for this paper.
- Describe the preparation you did to be ready for each coach session
- Describe how effective you were at following the C.O.A.C.H. model (Webb) –how effectively did you follow and use the model?
- What were specific takeaways for each session for your coachee (don’t break confidence with this – state these in generalities)
- Identify at least one area of your own personal growth or self-awareness related to coaching. Explain how this new knowledge will help you to become a better coach.

- Post on Populi by January 23 with the name of the individual you will coach and the anticipated dates and times for the 3 coaching sessions. This will need to be subsequently approved by the professor.
- Related learning outcomes: #3, 4
- **Assignment length:** 3-5 pages.
- **Due date for initial post on Populi:** January 23, 2023
- **Due date for paper:** February 17, 2023

**Estimate of Time Investment** (individual time investments may vary)

Classroom time	30 hours	
1. Pre-Class Reading and Reflection	10 hours	Jan 9 at 9AM
2. Team Participation Reflection	10 hours	Jan 16
3. Additional Reading Summary	10 hours	Jan 30
4. Initial Post re Coach Design	n/a	Jan 23
5. Coaching Reflection Paper	10 hours	Feb 10
5. Coaching Design and Implementation	20 hours	Feb 17
Total =	90 hours	

**Assessment Rubrics**

Assessment Rubrics will be available on Populi under the Lesson “P328 Assessment Rubrics.”

**Tentative Course Outline**

- 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.
  - i. Work through each of the 5 stages
  - ii. Readiness for coaching
- 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
  - 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

*Other*

- Spiritual pathways (Thomas, *Sacred Pathways*), spiritual gifts discussion
- Coaching people in life transitions
- Community Building /stages of community

- First submissions of assignments will not be accepted after February 17, 2023.

*Revisions will take place throughout the time of the course as requested by the professor.*

- No resubmission of assignments will be accepted after February 24, 2023.

## **Academic Policies**

### **General Assignment Guidelines**

Please see the Horizon [Format Guide](#) for assignment submission and formatting guidelines. In addition, please note: all assignments will be submitted on [Populi](#) in **MSWord format** (doc or docx is fine).

### **Late Assignments and Extensions**

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

***Professor's Note:*** *Students are expected to submit work by the due dates. Timeliness of work is an important life and ministry competency. For this class, no extensions will be granted. Late work will be accepted with very good reasons only (late work will not be accepted after final dates for initial and resubmissions). Please communicate with the professor in advance if you suspect an assignment might be late.*

### **Resubmission of Assignments**

Students have until the last day of revision week to submit revisions. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

## Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student <b>exceeded competency requirements for more than 40%</b> of the learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student <b>met competency requirements for all</b> learning outcomes and may have exceeded in 40% or less.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was <b>not yet meeting competency requirements for one or more</b> learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

## 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 students 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 [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](mailto:bwilliamson@horizon.edu); Jessie Lysholm, Associate Dean of Students, at [jlysholm@horizon.edu](mailto:jlysholm@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto:lbellamy@horizon.edu).

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Live-Streaming Etiquette**

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. 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**

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.

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

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, NY: Crown Business, 2017.

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

Flaxman, E. *The Power of Mentoring*. New York: One Plus One, 1990.

Grant, Adam. *Give and Take: Why Helping Others Drives Our Success*. New York: Penguin, 2013.

Hargrove, Robert. *Masterful Coaching*. Third edition. San Francisco, CA: Jossey-Bass, 2008.

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.

Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco, CA: Jossey Bass, 2002.

Lombardi, Luciano. *Coaching Changes Everything*. Brantford, ON: ADP Printing, 2015.

MacMillan, Pat. *The Performance Factor: Unlocking The Secrets Of Teamwork*. Nashville, TN: Broadman and Holman, 2001.

Maxwell, John C. *The 17 Indisputable Laws of Teamwork: Embrace Them and Empower Your Team*. Nashville: Thomas Nelson, 2001.

Michael, Natalie. *The Duck and the Butterfly: Coaching Questions for Leaders at Work*. Trifold Publishing, 2017.

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

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

Whitmore, John. *Coaching for Performance*. Nicholas Brealy Pub Co, 2009.

Wilson, Judith and Michelle Gislason. *Coaching Skills for Nonprofit Managers and Leaders*. San Francisco, CA: Jossey-Bass, 2009.

Zemke, Ron & Kristin Anderson. *Coaching: Knock Your Socks Off Service*. New York: AMACOM, 1997.