

LS5115 Coaching and Mentoring Strategies

3 credit hours. Prerequisites: None.

👤 On Campus, Saskatoon 'A' Livestream



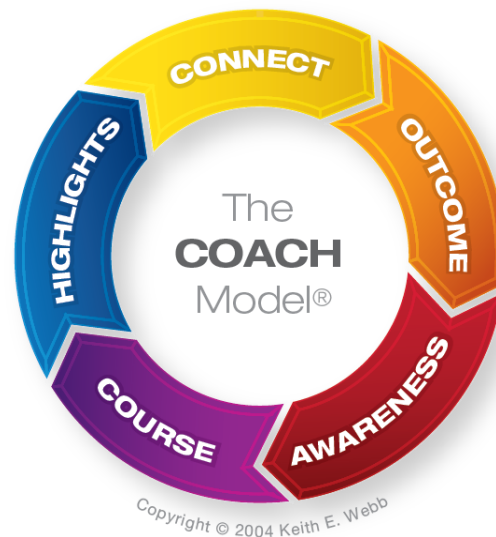
January 12 – February 20, 2026

Winter Semester 2026 (note breaks on Horizon calendar)

Monday and Wednesday: 9AM – noon SK

Dale B. H. Dirksen, DWS

dale@daledirksen.com



Please note: There is an assignment due at 9AM on the first day of class. There is also an assignment due at the end of the first week of class.

Course 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; Additional Recommended Reading Summary
2. Identify basic principles of team health within the context of personal experience.
 - *Assessment:* Assessing Team Assignment
3. Implement a model for coaching individuals or small groups in order to facilitate group strategic development and enhance individual development.
 - *Assessment:* Assessing Team Assignment, 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:* Additional Recommended Reading Summary
6. Assess his or her self-awareness as a team participant.
 - *Assessment:* Assessing Team Assignment

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)

DTL: <https://thedtl.on.worldcat.org/oclc/26184263>.

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

DTL: <https://thedtl.on.worldcat.org/oclc/1139150724>.

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.

Additional Recommended Sources:

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

DTL: <https://thedtl.on.worldcat.org/oclc/51875323>.

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: 978-0451496812.

DTL: <https://thedtl.on.worldcat.org/oclc/987021900>.

Flaherty, James. *Coaching: Evoking Excellence in Others*. London: Butterworth-Heinemann Ltd, 2011. ISBN: 978-1856178167.

DTL: <https://thedtl.on.worldcat.org/oclc/610009065>.

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

DTL: <https://thedtl.on.worldcat.org/oclc/1031967474>.

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

DTL: <https://thedtl.on.worldcat.org/oclc/476191773>.

Homan, Madeline & Linda J. Miller. *Coaching in Organizations*. CreateSpace Independent Publishing Platform, 2013. ISBN: 978-1484801666.

DTL: <https://thedtl.on.worldcat.org/oclc/167501102>.

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

DTL: <https://thedtl.on.worldcat.org/oclc/155844315>.

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

DTL: <https://thedtl.on.worldcat.org/oclc/554987669>.

Course Assignments and Activities

**Make sure you are planning for Assignment #4 and #5 as soon as the class begins.*

1. Pre-Class Reading and Reflection (15%).

Prior to the class, carefully read Webb's course textbook. The book is not a difficult read and should only take you about 3 hours to complete. After reading the text, prepare a 4-5-page reading report (1,000 to 1,250 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 **not** relevant 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. **A minimum of 8** properly documented references to the textbook **are required for this assignment** (please use footnotes, not endnotes or parenthetical references). Undocumented use of a source will be considered plagiarism.

- Related learning outcome: #1.
- **Assignment length:** 4-5 pages (1,000 to 1,250 words).
- **Due date:** 9AM, January 12 (first day of class).

2. Additional Recommended Reading Summary (total: 20%)

Reading #1 (10%).

Read 200 pages from the “Additional 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 outcomes: #1, #5.
- **Assignment length:** 2-3 pages (maximum 750 words).
- **Due date:** January 18.

Reading #2 (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 outcomes: #1, #5.
- **Assignment length:** 3-4 pages (750-1,000 words).
- **Due date:** February 6.

3. Assessing Team Assignment (25%).

During the 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 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, #3, #6.
- **Assignment length:** 2 pages (maximum of 500 words).
- **Due date:** February 8.

4. Coaching Reflection Paper (15%).

Students will be assigned a coaching partner during the class. This “dyad” relationship will be the context for coaching exercises during 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 the coachee for the other three. These need to happen between January 21 and February 6. Make sure there is a minimum of 5 days between the three sessions where you are the coach. After the six sessions are complete, please write a two-page reflection paper on the experience. Answer the following questions first for yourself:

- How well did I follow the C.O.A.C.H. model?
- How strong were my questions?
- How well did I avoid closed (yes/no) or “why” questions?
- What was evidence of my growth as a coach over the sessions?

Then answer these questions, assessing your dyad partner:

- How well did your partner follow the C.O.A.C.H. model?
- How strong were your partner’s questions?

- How well did your partner avoid closed (yes/no) or “why” questions?
- What was evidence of your partner’s growth as a coach over the sessions?

Clearly state on the title page the location, date, time and location for each coaching session.

- Related learning outcome: #4.
- **Assignment length:** 2 pages (maximum 500 words).
- **Due date:** February 10.

5. *Coaching Design and Implementation* (25%).

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. These must happen between January 28 and March 7. 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 4-6-page paper (1,000-1,500 words), 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). Include discussion about your use of strong questions, contracting and active listening.
- What were specific takeaways for each session for your coachee (don’t break confidence with this – state generally).
- 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 the name of the individual you will coach and the anticipated dates and times for the 3 coaching sessions by January 28. This will need to be subsequently approved by the professor.

More detail regarding this assignment will be given in class.

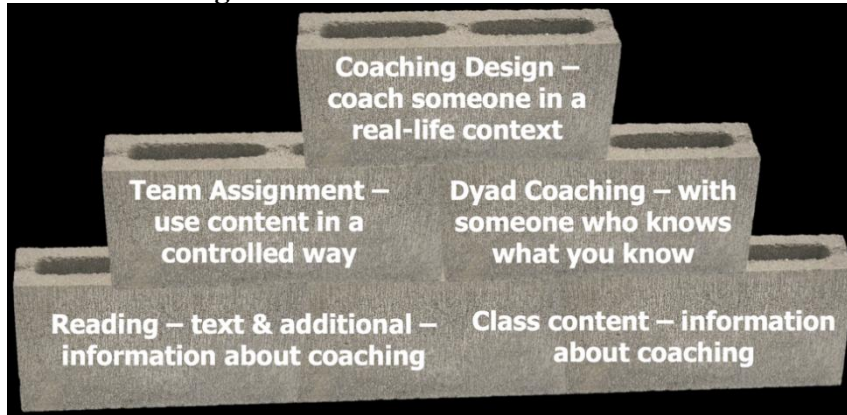
- Related learning outcomes: #3, #4.
- **Assignment length:** 4-6 pages (1,000-1,500 words).
- **Due date for initial post on Populi:** January 28.
- **Due date:** March 9.

Estimate of Time Investment (individual time investments may vary)

1. Pre-Class Reading and Reflection	10 hours	January 12	15%
Class time and Team assignment	30 hours		
2. Additional Recommended Reading Summary	25 hours	Jan 18/Feb 6	20%
3. Assessing Team Assignment	10 hours	February 8	25%
4. Coaching and Reflection Paper	20 hours	February 10	15%
5. Coaching Design/Implementation			
Initial Post	1 hour	January 28	
Paper	24 hours	March 9	25%
Total =		~120 hrs	100%

All assignments are due at 11:59pm SK, unless otherwise indicated.

Course Building Blocks



Tentative Course Detail/Components

- 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

- Spiritual pathways (Thomas, *Sacred Pathways*), spiritual gifts discussion
 - Coaching people in life transitions
 - Community Building /stages of community
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- Assignments will not be accepted after March 9, 2026.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the end of the course unless approval is granted by Horizon's Assistant Academic Dean.

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.

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 may 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 or Adjunct Faculty Advisor as soon as you know an assignment might be late.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 [Student Handbook](#).

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Student Handbook](#).

Accessible Learning Services Information

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#).

Class Attendance (On Campus or Livestreaming)

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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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 full 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 (*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.

Engstrom, Ted. W. *The Fine Art of Mentoring: Passing on to Others What God Has Given to You*. Brentwood, Tenn.: Wolgemuth & Hyatt, 1989.

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- Hendricks, Howard & William. *As Iron Sharpens Iron: Building Character in a Mentoring Relationship*. Chicago: Moody Press, 1995.
- 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.
- Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco, CA: Jossey Bass, 2002.
- 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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Zemke, Ron & Kristin Anderson. *Coaching: Knock Your Socks Off Service*. New York: AMACOM, 1997.