

# Simply Coaching

Drawing out the best in God's people.



Coach Training Made Simple  
By Tom Wymore  
2008

## LET'S LAY SOME FOUNDATIONS

## NOTES

### Why Foundations?

*We must understand the "why" before we do the "what."*

"Most perceived external obstacles (to coaching) have a major internal component."  
*Coaching For Performance*, p. 164

### I. Coaching's Power

#### Why coaching?

#### A. Why coaching in the Body of Christ?

To coach someone is to make a lasting investment in the life of another person and in the kingdom of God. Imagine the impact you could have for Christ by being a Barnabas, an encourager, in the lives of others. *Coaching 101*, page 15

#### B. What is coaching?

Coaching is a relationship based process that uses a set of listening-centered skills to draw out God's best in people by raising their sense of expectation, increasing their awareness of what's really happening and building their level of responsibility.

#### C. Why call it coaching?

My friend, Ken Stade, a leader in Canada, refers to coaching as "redemptive listening," which is a great term that I prefer. We use the term "coaching" only because of its established usage in both the secular and church world for the skill set we are advocating. Coaching as a skill has become common throughout the western world, and it would be difficult to change the term at this point!

### GROUP EXERCISE...

What do you think when you hear the word 'coach'?

As we view the video clips ask yourself the following questions...

1. What common notions or principles for coaching do you see reinforced (or debunked) by the clips?
2. What are some patterns or principles for coaching that you see in some or all of the clips that you relate to well, would like to emulate (or would like to avoid)?

### II. Coaching's Core Convictions

#### A. Convictions about people; people are more like **Acorns**, not **Empty Buckets**

1. Coaching views people as full of God-given potential, rather than as empty buckets waiting to be filled! Jesus demonstrated this conviction in John 1.40-42, when he called forth the "rockness" in Simon.

"The old behaviorist view (suggested) that we are little more than empty vessels into which everything has to be poured. The new model suggests that we are more like an acorn, which contains within it all the potential to be a magnificent oak tree. We need nourishment, encouragement and the light to reach toward, but the oak tree is already within."  
*Coaching For Performance*, p. 9



3. Third, "**Just-in-Time**" learning is far superior to "**Just-in-Case**" training.  
(phrase coined by BOB LOGAN from unpublished notes)  
Coaching facilitates just-in-time learning because you are dealing with 'right now' issues in a coachee's life, job or ministry.

- C. Convictions about significant change: Change happens best in the context of **Learning and Doing**.

### III. Spirit-Led Coaching

#### A. A Brief Theology of Coaching.

1. Is a "coaching approach" biblical?  
Consider the following from the Old Testament...
  - a. In Proverbs, the concept of "**drawing out**" appears.  
Proverbs 20.5 "The purposes of a man's heart are deep waters, but a man of understanding draws them out."
  - b. Nathan the Prophet, rather than confronting David directly about his sin with Bathsheba, instead uses an indirect method of bringing conviction.  
(II Samuel 12)
  - c. Perhaps most intriguing is Genesis 4.9,10 where God confronts Cain with the sin of killing his brother with a **question, not a direct accusation!**
  
2. Coaching in the New Testament...
  - a. Jesus as a coach
    - Jesus often used questions as a means of drawing people out, and He also told parables to draw out those who had "ears to hear." Depending on what version you read, Jesus asked at least **60** questions in Mark's gospel alone!
    - Jesus certainly had as His goal the building of **expectation, awareness and responsibility** in His disciples. This is very clear in Matthew 16.13-17 where Jesus draws out from the disciples (Simon Peter in particular) the revelation the Father had given to them about His identity as Messiah and Son of God.
  - b. Barnabas is another example of coaching in the New Testament. He...
    - Sponsored Saul of Tarsus (ACTS 9.26,27)
    - Developed Saul (ACTS 11.22-26)
    - Partnered with Saul (ACTS 13.1)
    - Released Saul to become greater (ACTS 13.13)
    - Never stopped encouraging (ACTS 15.36ff.)

### NOTES

| <b>The Power of Learning + Doing</b><br>(percent recalled after 3 weeks & 3 months) |                     |                               |
|---|---------------------|-------------------------------|
| <b>TOLD</b>   | <b>TOLD / SHOWN</b> | <b>TOLD/SHOWN EXPERIENCED</b> |
| 70%   | 72%                 | 85%                           |
| 10%   | 32%                 | 65%                           |
| from <i>Coaching for Performance</i> . page 22                                      |                     |                               |

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| <p>c. The Apostle Paul</p> <ul style="list-style-type: none"> <li>▪ The Apostle Paul's use of coaching is clearly seen in I Thessalonians 2.11,12</li> <li>▪ Paul writes similarly in I Corinthians 14.3 where in describing the purpose of prophecy, Paul uses two of the same words that he does in the Thessalonians passage—"But everyone who prophesies speaks to men for their strengthening, <i>encouragement</i> and <i>comfort</i>. Encouraging and comforting are parallel. "Strengthening" is the word usually translated "edify" and aligns with the purpose of prophecy to "build up."</li> </ul> <p>B. The Holy Spirit and coaching.</p> <ol style="list-style-type: none"> <li>1. Bob Logan says in <i>Coaching 101</i> (p. 24)... "At its core, coaching is a <b>spiritual process</b>." Bob does an excellent job of elaborating on this statement in the Introduction and Chapter 1 of <i>Coaching 101</i>.</li> <li>2. A coach, then, helps someone discover <b>what the Holy Spirit is saying</b>. The coach should therefore expect to receive guidance from the Spirit as s/he is coaching. How should the coach communicate that revelation?       <ol style="list-style-type: none"> <li>a. A coach can choose to give that revelation in a "<b>telling</b>" format or in a <b>coaching</b> format.</li> <li>b. The <b>coaching</b> format works best because...           <ul style="list-style-type: none"> <li>▪ prophetic words are best received when they are something the other person has already heard from the Lord.</li> <li>▪ our goal is to create in people the ability to hear God's voice for themselves, not run to us for instruction or direction.</li> <li>▪ a biblical example of this is found in John 4.6 where Jesus, rather than telling the Samaritan woman that she is immoral, simply suggests that she go call her husband!</li> </ul> </li> </ol> </li> <li>3. If the coach receives an <b>insight</b> or <b>word</b>, the coach needs to give it in an appropriate and timely manner. If it is a revelation or similar insight, the coach will do well to try to help the coachee discover it rather than merely telling him/her—discovery is always best. But remember that even in the best coaching situations, some "telling" may be necessary.</li> </ol> <p><b>GROUP EXERCISE...</b></p> <p>Share within your triads how you plan to integrate coaching into the "insightful" side of your ministry. We will collect best practices.</p> | <p style="text-align: center;"><b>NOTES</b></p> |
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#### IV. Coach, Mentor, Sponsor or Counselor?

A. What's the Difference?

*Understanding the difference enables us to be intentional about coaching*

A **mentor** goes **before** and **pours in**.

Mentoring requires expertise in the area being mentored

A **coach** stands **beside** and **draws out**.

Coaching requires coaching skills but not expertise

A **sponsor** stands **behind** and **puts forward**.

B. Coach or Counselor?

How is coaching different from counseling?

Mainly in its orientation. coaching is mostly oriented towards...

- The **Future** rather than the **Past**
- **Strengths** rather than **Weaknesses**
- **Potential** rather than just **Problems**

C. You may already be involved in developing others through teaching and mentoring or other ways.

Coaching will add a powerful tool to your developmental skill set, if you aren't already using it.

Statistics show that **70% of the time**, the **solution** for an issue **is within the person** we are developing.

They don't need someone to give an answer, they need help in discovering what God has already put into them!

#### GROUP EXERCISE...

Take some time in your triads to take turns sharing with one another about times when someone has mentored you (if you can think of any). Next see if you can also remember and share times when someone sponsored you. And perhaps there will even be some of you who can recall times when someone coached you in the sense we have been describing! We will share the best stories with the entire group, so listen carefully to one another, please!

#### NOTES

*Mentors* work from the past, in the present, for the future.

*Counselors* work from the counselee's past into the present for the future.

*Coaches* work from the present into the future, built on the past.

Someone has noted that a counselor often tries to get the counselee to go where s/he does not want to go, whereas a coach helps a coachee get where s/he wants to go!

Coaching deals with the present with a view to creating change that affects the future.

## V. Can Anyone Coach?

### GROUP EXERCISE...

We will take two to three minutes to make a list of the essential qualities of a good coach. The appendix contains more on coach qualifications, including a Motivation Levels Survey that has been used to evaluate potential coaches. Only those scoring in levels Three and Four have the potential to be effective coaches, for obvious reasons!

**Any Mature Believer** is qualified to coach at some level!

1. Learning basic coaching skills is like learning to ride a bicycle. If the heart to learn is there, almost anyone can learn.
2. You **don't have to be an expert** in the area you are coaching in to be a good coach!
3. Some important reality checks!
  - a. All the skills in the world are useless if you don't **believe** in the foundational premise of coaching.
  - b. **Not everyone** can become **really skillful**. Everyone can ride a bike, but not everyone can become a world-class cyclist.
  - c. It takes lots of **practice** to develop good coaching skills.
4. Can **you** be a coach?  
*There is a coaching self-assessment test located in the appendix.*

## NOTES

How do you **measure maturity**?

The appendix contains a tool that measures maturity in terms of motivation levels; check it out!

"Does a coach need to have experience or technical knowledge in the area in which he is coaching? The answer is no — not if the coach is truly acting as a detached awareness raiser. If, however, the coach does not fully believe in what he espouses, i.e., the potential of the performer and the value of self-responsibility, then he will think that he needs expertise in the subject to be able to coach. "

*Coaching for Performance*, p. 41

"Good coaching is a skill, an art perhaps, that requires a depth of understanding and lots of practice if it is to deliver its astonishing potential. "

*Coaching for Performance*, p. 2

| LET'S DO IT!  | NOTES   |
|---|---|
| <p><b>I. Essential Coaching Skills</b></p> <p>A. The first "skill" is to always keep in mind coaching's goal, which is to build three things... <b>(E•A•R )</b></p> <p><b>Expectation</b></p> <p><b>Awareness</b></p> <p><b>Responsibility</b></p> <p>1. <b>EXPECTATION</b><br/>Great coaches in any field of endeavor seek to build <b>confidence</b> and <b>expectation!</b></p> <p>a. <b>Faith</b> comes into play here, doesn't it?<br/>Faith is God-focused, God-generated expectation!</p> <p>b. <b>Moment of Reflection</b><br/>Let's share some examples of a coach building expectation.</p> <p>2. <b>AWARENESS</b><br/>"The first key element (of coaching) is Awareness..."<br/><i>Coaching for Performance</i>, p. 34</p> <p><b>Awareness of what?</b></p> <p>a. <b>Self-awareness of the coachee</b><br/>Values, habits, expectations, strengths, resources, blind spots, etc.</p> <p>b. <b>Awareness of reality</b><br/>The coachee's true current circumstances (this is critical and is one of the primary reasons the coach is involved!)</p> <p>c. <b>Awareness of What God is saying</b><br/>A coach can help the coachee discern and/or confirm s/he hears God saying.</p> <p>3. <b>RESPONSIBILITY</b><br/>"Responsibility is also crucial.... When we truly accept, choose or take responsibility for our thoughts and our actions, our commitment to them rises ..."<br/><i>Coaching for Performance</i>, p. 36</p> <p><b>On the other hand...</b></p> <p>"If I give you advice and it fails, you will blame me. I have traded my advice for your responsibility, and that seldom is a good deal."<br/><i>Coaching for Performance</i>, p. 36</p> | <p>"Awareness...is the product of focused attention, concentration and clarity."<br/><i>Coaching for Performance</i>, p. 33</p> <p>"The coach is not a problem-solver, a teacher, an advisor and instructor, or even an expert; he or she is a sounding board, a facilitator...an awareness raiser."<br/><i>Coaching for Performance</i>, p. 40</p> <p>Did Jesus "coach" His disciples to increased awareness and responsibility? Check out Mark 10.35-45 and see what you think!</p> |

B. So what skills are needed to build expectation, awareness and responsibility? The single most important skill is **LISTENING**.

**EXERCISE/HOW WELL DO YOU LISTEN?**

Listening Without Looking

Pair off, then get back to back. One of you draw a simple picture without the other seeing what you're drawing. Please don't take more than **three minutes** to do this. After your drawing is completed, begin describing your picture to your partner. Without asking any questions, by listening only, your partner is to draw what you're describing. **Note:** The one giving the instruction cannot say what the object is and can only say things like, "Start in the upper right corner and draw a diagonal line about 3 inches long, etc.").

When you have finished with your description and your partner has finished with his/her drawing, compare drawings!

Reverse the roles and repeat the exercise.

C. Listening is supported by two other skills...

**Asking Questions** and

**Giving Feedback**

Effective questions and regular feedback keep coaching **flowing**.

1. We must ask **effective** questions

- a. **Effective** Questions...
  - are **easy to understand**
  - can be **answered briefly**
  - require **thought**  
(don't be afraid of silence)
  - encourage **disclosure**
  - are **open-ended**  
(i.e., they don't allow for one-word answers)
  - flow out of the coachee's **previous statements**
- b. Also, "**What**" and "**How**" questions are to be preferred over "**Why**" questions.
- c. More help on asking good questions will come later, and there is more help on asking questions in the appendix as well.

**NOTES**

"Everything in coaching hinges on listening. Listening is the entry point for all of coaching. In one sense, all other contexts of coaching depend on listening."  
*Co-Active Coaching*, p. 39

"It is questions that best generate Awareness and Responsibility. It would be easy if any old question would do, but it won't."  
*Coaching for Performance*, p. 45

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| <p>2. We must give clear, continuing feedback</p> <p>Basic feedback includes the following actions...<br/>(some samples are from <i>Co-Active Coaching</i>, pp. 40-45)</p> <ul style="list-style-type: none"> <li>a. <b>Restate</b> (from time to time).<br/>"What I think I hear you saying is..."</li> <li>b. <b>Clarify</b> (as needed).<br/>"Here's what I am hearing:'-----'; Is that correct?"</li> <li>c. Get the <b>Bigger View</b> (as needed).<br/>"Let's step back from this and look at it from farther away."</li> <li>d. <b>Illustrate</b> (as needed for clarity).<br/>"This sounds like you are..."</li> <li>e. <b>Acknowledge</b> (from time to time).<br/>"I can hear your passion here" or...<br/>"You certainly took a big risk"</li> <li>f. <b>Summarize</b> (from time to time).<br/>"Let me recap what I have heard so far."</li> </ul> <p>D. The core of the coaching process really is this basic...<br/>Ask, Feedback, Listen, Feedback, Ask, Listen,<br/>Feedback, etc.<br/>It's like drilling for oil or searching for treasure... you just keep digging!</p> <p><b>FIRST TRIAD EXERCISE...</b></p> <p>Break into groups of three (triads) and take turns coaching one another over a real life/ministry issue. Use a tag-team approach with two of you serving as coaches and one being the coachee. Take 20 minutes for each person so that each of you can be coached through one issue. Remember that coaching focuses more on potential than on problems and on the future more than just the past! There are evaluation forms in the very back of the appendix that will help you evaluate your coaching. We will debrief these sessions after you have finished..</p> <p><b>Debriefing Session</b></p> | <p style="text-align: center;"><b>NOTES</b></p> <p>"The worst feedback is personal and judgmental. The most effective is subjective and descriptive."<br/><i>Coaching for Performance</i>, p. 134</p> |
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## II. Refining Listening Skills

### Coaching Applied...(1)

One of your facilitators will share how s/he applies coaching or will give a live coaching demonstration.

### MORE HELP WITH LISTENING...

#### A. Some keys to listening well...

1. Be Self-aware  
Are you a talker by nature? Then remember that s/he who talks most, listens least!
2. Be asking yourself, "How well am I listening, really?"
3. Don't answer your own questions!
4. Watch out for the tendency to tell stories.  
(many people's favorite pastime!)

#### B. More principles for good listening...

1. Believe in the **power of listening**.
2. **Don't** allow yourself to **become distracted**.
3. **Avoid passing judgment** on what you are hearing.
4. Demonstrate **focus** via **eye contact** and your **body language**.
5. Encourage the one speaking to **keep saying more**.
6. **Don't** be thinking of **solutions** or **suggestions** while they are talking.

#### C. Levels of listening (*Co-Active Coaching*, pp. 34-39)

1. Level I/Internal Listening  
The listening is focused on ourselves.
2. Level II/Focused Listening  
The listening is sharply focused on the other person.
3. Level III/Global Listening  
*"You listen at 360 degrees...as if you were receiving information from everywhere..."*  
This is searching, intuitive listening. For believers, Global Listening is enhanced by the Holy Spirit!

## NOTES

### THE ULTIMATE COACHING VERSE!

My dear brothers and sisters, be *quick to listen*, slow to speak and slow to get angry."

JAMES 1.9 (NLT)

### Some things to listen for:

1. Changes in energy as s/he talks
2. Metaphors
3. Repeated patterns and signs of emotion.

Feedback and questions both support and grow out of the coach's **careful listening!**

"There are two aspects of listening in coaching. One is attention, or awareness. It is the receiving of information through what we hear with our ears, of course, but it is also listening with all the senses and with our intuition.

The second aspect is what we **do** with our listening. We call this the impact of our listening—specifically the **impact** of the coach's listening on the client. As an experienced coach, you need to be conscious not only of your listening, but of the impact you have when you act on your listening."

*Co-Active Coaching*, pp. 32 & 33

### LISTENING EXERCISE...

Form groups of four and take turns doing the following...

Send one person out of hearing range, then have one person share with a designated listener a 2-3 minute story of a humorous event in their life. The listener may ask questions, but only for clarity. The third person is a designated observer and listens and observes, focusing on capturing the story as accurately as possible.

Next, have the out-of-range person return and have the listener tell the story, attempting to recreate the same emotions and humor.

The test of the listener's retelling is in the recreation of the emotions and humor, not just restating the facts! The original "teller" and observer should take two to three minutes to evaluate the accuracy of the retelling. Take turns until each has had his/her listening evaluated.

### III. Coaching's Application

- A. Coaching can be used in both "formal" and informal situations.
  - 1. "Formal" coaching has regular appointments, clear and mutual outcome expectations, etc., and generally uses a standard model like GROW or DRAWN (described later in this training).
  - 2. Informal coaching can be done in almost any situation from parenting to group meetings. It is more spontaneous but has basic coaching principles and skills at its core.
  - 3. See the appendix for more possibilities for applying coaching.
- B. Whom can we or should we coach?
  - 1. Formal coaching is for those we know are called, competent and of good character.
    - a. Coaching should not be attempted with the rebellious, disinterested, immoral or the incompetent.
    - b. Coaching is not a substitute for correction, although you can "correct" using coaching methods (try it, you'll like it!).
  - 2. The "who" depends on the type of coaching.
    - a. Informal coaching works for parenting and working with just about anyone.
    - b. Formal coaching should be done strategically with those who clearly wish to be developed and whom you believe should be developed by you at this time.

### NOTES

"Coaching can occur spontaneously in a minute or in an hour-long session."  
*Coaching for Performance*, p. 15



B. Some other helpful hints

1. Remember to resist the temptation to **fix things**
2. Ask them to **restate** your comments to help ensure *mutual* understanding.
3. Avoid **leading** questions (see the quote in margin!)
4. Don't be thinking of the **next question** while they are talking—this means you're not listening!
5. Try "**Curious Questions**" (see the table below from *Co-Active Coaching*)

| <b>Information Gathering</b>                           | <b>Curious</b>   |
|--|--|
| <i>What topics will you include in this report?</i>    | <i>What will finishing the report give you?</i>            |
| <i>How much exercise do you need each week?</i>        | <i>What would "being fit" look like for you?</i>           |
| <i>What are the training options available to you?</i> | <i>What do you want to know that you don't know today?</i> |

**GROUP EXERCISE...**

**Listen • Ask • Feedback**

Break into your triads and take turns doing the following...

- One person will be the coach, one person the coachee, one person the observer.
- The person designated as the coachee will tell the coach a significant life-changing event.
- The coach's job is to draw out as much as possible about this event via questions and feedback.
- The observer watches and takes notes to give his/her feedback to the coach.
- You will be given 7 minutes to tell the story, then 3 minutes for the observer to give feedback.
- We will repeat this exercise until all have had an opportunity in each role. We will debrief as time allows.

**Debriefing Session**

**NOTES**

"Leading questions, the resort of many poor coaches, indicate that the coach does not believe in what he is attempting to do. This will be quickly recognized by the coachee, and the trust and the value of the coaching session will be reduced. Better for the coach to tell the coachee that he has a suggestion rather than attempt to manipulate him in that direction."  
*Coaching for Performance*, pp. 48,49

"In coaching, asking curious questions with a curious frame of mind is ideal. The curious coach doesn't have all the answers. When you are curious, you are no longer in the role of the expert. Instead, you are joining clients in a quest to find out what's there. You're exploring their world with them, not superimposing your world on them."  
*Co-Active Coaching*, p. 65

## V. A Goal-Oriented Coaching Model

- A. Why the GROW Model? (GROW is adapted from *Coaching for Performance*)
1. GROW is one of the most tested models for coaching. John Whitmore, a pioneer in coaching, has refined this model into a very effective tool.
  2. GROW is an intuitive, easily remembered tool that fits with an organic style of coaching.
- B. The GROW Model explained.  
GROW is **not an entirely linear model**. You will often cycle through the various steps as you go through a coaching session. You will, however, usually start with the Goal and will always need to end with Will (What will you do?).
1. **Goal**  
What's the goal for the session/issue?  
Whitmore breaks goals down into...
    - a. End Goals  
The final objective or desired outcome for the entire coaching season.  
  
and...
    - b. Intermediate (Performance) Goals  
The in-between goals required for the coachee to reach the end goal.
    - c. How it works...  
At the first session, set the overall goals for the coaching sessions. (These may change some as the coaching sessions progress).  
  
For each session, establish the goal for that session. This may adjust some during the session. Note that the goal should help the coachee towards his/her end goal(s).
  2. **Reality**  
What's really happening here?  
This step is where increasing AWARENESS occurs most often and requires objectivity and exploration.
    - a. The coach is helping the coachee discover what reality is for the coachee in his/her situation.
    - b. Probing, discerning questions are a must for this (see the samples in side bar).
    - c. One great "reality question" Whitmore recommends is, "What have you done on this so far?" (p. 74)
    - d. This step gives the coachee the ability to see the issues as they really are and also to see the potentialities and not just the problems!

## NOTES

### SAMPLE GROW QUESTIONS GOAL...

1. What is the issue you would like to work on this time?
2. What form of outcome are you hoping for by the end of the session?
3. How far and how detailed do you expect to get in this session?

### SAMPLE GROW QUESTIONS REALITY...

1. What is the present situation in more detail?
2. What and how great is your concern with it?
3. How much control do you have over it?

|  |  |
|--|--|
| <p>3. <b>Options</b><br/> What are your options?<br/> In this step you help the Coachee explore various options available to him/her for reaching his/her goals.</p> <ol style="list-style-type: none"> <li>This stage increases both <b>Awareness</b> and <b>Responsibility</b>.</li> <li>"The purpose of the Options stage is not to find the right answer but to create and list as many alternative courses of action as possible. The process of gathering all the options is as important as the options list itself, because it gets the creative juices flowing." (<i>Coaching for Performance</i>, p. 81)</li> <li>This step also helps the coachee see issues in terms of potential and not just obstacles or problems.</li> </ol> <p>4. <b>Will</b><br/> What will you do?<br/> This step is self-explanatory and builds <b>Responsibility</b> and <b>Expectation</b> in the coachee. Whitmore says, "The purpose of this final phase...is to convert a discussion into a decision. It is the construction of the action plan...on ground that has been thoroughly surveyed...using the widest possible choice of building materials." (<i>Coaching for Performance</i>, p. 88)</p> <p>Note that this step is absolutely essential to good coaching. The coach and the coachee need to close each session with a clear understanding as to what the coachee (and the coach) will do to address the issues and opportunities uncovered during the session.</p> <p>5. Finally, <b>note well</b> what Whitmore says about GROW!</p> <p>"If you get anything at all out of this book, let it be <b>Awareness</b> and <b>Responsibility</b>, not GROW." <i>Coaching for Performance</i>, p. 56</p> <p><b>GROUP EXERCISE...</b><br/> Break into your triads and take turns doing the following...</p> <ul style="list-style-type: none"> <li>One person will be the coach, one person the coachee, one person the observer.</li> <li>Use the GROW model and coach one another about a current opportunity, issue or challenge. Take 15 minutes for each round with 5 minutes of observation. The facilitator will help you by letting you know time intervals as needed.</li> <li>We will repeat this exercise until all have had an opportunity in each role. We will debrief once everyone has had a turn.</li> </ul> | <p style="text-align: center;"><b>NOTES</b></p> <p><b>SAMPLE GROW QUESTIONS<br/> OPTIONS...</b></p> <ol style="list-style-type: none"> <li>What are the different ways you can approach this issue?</li> <li>Make a list of all the alternatives, large and small, complete and partial solutions</li> <li>What else could you do?</li> </ol> <p><b>SAMPLE GROW QUESTIONS<br/> WILL...</b></p> <ol style="list-style-type: none"> <li>What are you going to do?</li> <li>When are you going to do it?</li> <li>Will doing this help meet your goal?</li> <li>What obstacles might you meet along the way?</li> <li>Who needs to know?</li> <li>What support do you need?</li> <li>What will you do to obtain that support?</li> <li>What can I do to support you?<br/> (see <i>Coaching for Performance</i>, pp.175-176 for more)</li> </ol> |
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| VI. A Listening-To-God Model (DRAWN)   | NOTES  |
|--|--|
| <p>A. Why DRAWN?</p> <ol style="list-style-type: none"> <li>In working with younger leaders and/or those who are sensitized to the importance of being truly led by the Spirit, Dr. Kent Smith and I sensed a need to develop an easy-to-use model that was less “performance-oriented” and more oriented towards listening to God. I am indebted to Kent for giving shape and form to this model.</li> <li>We also wished to reflect a less driven, more “dream-and-desire” orientation in our coaching. Since the Christ life is centered in relationship with Him, healthy desires and dreams are inspired by God. Those who delight themselves in God find that He gives them the desires of their heart, (Psalm 37:4). The coach’s role is to help in the discovery of both dreams/desires and God’s direction for how He will fulfill them.</li> </ol> <p>B. The DRAWN model (worded as instructions to the coachee).</p> <ol style="list-style-type: none"> <li><b>Describe a desire/dream</b>, to which your heart is being drawn and which you sense needs focus. <b>Note</b> that this can apply to both the entire coaching <b>season</b> and the individual <b>sessions</b>. The coach’s role is to help the coachee describe something that is clear and focused enough to work on.</li> <li><b>Reflect</b> (with your coach) on <b>reality</b>.</li> <li><b>Attend</b> to Abba (listen to God on your own). <ol style="list-style-type: none"> <li>This is a time for the coachee to listen to God one-on-One and assumes that the coachee knows how to listen to God! Some have found Mark Virkler’s pattern in <i>Dialogue with God</i> helpful for this.</li> <li>The coach should allow 10-20 minutes for the coachee to listen and record what s/he hears God saying. On a phone conversation, this will be done off line, reconnecting after the allotted listening time is over.</li> </ol> </li> <li><b>Weigh</b> this <b>with</b> your <b>coach</b>. The coachee relates what s/he has heard back to the coach so that both persons can continue to listen to God together. The coach guides the evaluation process using her/his coaching and “listening-to-God” skills .</li> <li><b>Name</b> your <b>next step</b> in response to what you have heard.</li> </ol> <p><b>Note:</b> The coaching skills of listening, asking questions and giving feedback come into play in all but the <b>Attend</b> step of this model.</p> | <p><b>Describe</b> is <b>roughly similar</b> to the <b>Goal</b> step in GROW. It is meant to draw out things God has clearly planted in the coachee’s heart—things which God is raising up for attention and action at the time of the coaching encounter.</p> <p><b>Reflect</b> is <b>almost identical</b> to the <b>Reality</b> step in GROW and the coach will use the same tools (Listen, Ask, Feedback) to increase Awareness.</p> <p><b>Attend</b> is <b>not the same</b> as <b>Options</b> in GROW. The focus is on hearing God rather than on merely listing good ideas that pop into one’s head. Some coachees may find it helpful to some do some “brainstorming” before listening, but the focus of this step is on God, not human ability!</p> <p><b>Weigh</b>. This step allows the coach and coachee to listen to God together. The coach can use normal coaching skills to probe what the coachee senses s/he has heard. This may also be a time when the coach hears something from God that can be shared.</p> <p><b>Name</b> is <b>similar</b> to the <b>Will</b> step in GROW. Hearing God should be followed by action/obedience, and the coachee can covenant with the coach to respond in a measurable way to what s/he has heard.</p> |

## VII. Feedback Revisited

### Coaching Applied...(#2)

One of your facilitators will share how s/he applies coaching in specific situations.

- A. How important is feedback?  
John Whitmore says "feedback...is vital for learning and performance improvement."  
*Coaching for Performance*, p. 136
- B. The type of feedback is crucial.  
**Good feedback** is...
  - 1 **Positive** (does not put coachee on the defensive)  
"Blame evokes defensiveness—defensiveness decreases awareness." -  
*Coaching for Performance*, p. 30  
Note that creating defensiveness also **decreases** the likelihood that the coachee will accept responsibility!
  - 2. **Accurate.**  
The coach needs to confirm the accuracy of his/her feedback often.
  - 3. **Clear** and **Continuing.**
  - 4. **Positive.**  
We cannot emphasize this one enough!

### 2nd TRIAD EXERCISE...

In your triads take turns coaching one another using the **DRAWN** model and focused around the following question:

"What is a skill I need to improve or help develop in another person?"

Have one person serve as the coach and one as an observer while the third person is being coached. Take at least 20 minutes for each person so that all can be coached. The observer should give feedback to the coach as to how well s/he listened, asked questions, etc. We have evaluation forms for you (back of appendix if you want them). We will debrief these sessions..

## NOTES

"The golf ball provides perfect feedback. It ends up exactly where the golfer puts it."  
*Coaching for Performance*, p. 136

## LET'S FINISH THINGS OFF!

## NOTES

### I. Launching Formal Coaching Sessions

- A. After praying together, **clarify** the nature and the purpose of the coaching relationship by ...
  - 1. Deciding on the **overarching goals** for the coaching relationship and the major opportunities, dreams, issues, etc., the coachee hopes to address through coaching.
  - 2. Determining the **frequency** and **types** of **appointments**.  
(phone, face-to-face, etc.)
  - 3. Delineating **times for evaluation** of the coaching relationship so that you can adjust or refer to someone else if it is not working.  
(an evaluation form is supplied in the appendix)
  - 4. See the sample coaching agreement in *Coaching 101*, page 121 for more help.
- B. Begin building the relationship.  
As you do...
  - 1. Seek to discern the kind of person you are working with.  
(DISC, Myers-Briggs or other profiles may help, but nothing replaces relational interaction, good questions and spiritual discernment!)
  - 2. Seek to discern the total picture.  
(family and other relationships, nature of the church, community, etc.)
- C. Clarify the coachee's values.  
This is important for long-term coaching because differences in values are often a major reason for relational conflicts!
- D. Dial in on key items and opportunities.  
(You will get better at helping the coachee to do this as your coaching and listening-to-God skills improve!).  
Remember to stay focused on **only one or two** major items per session.

See the **appendix** for help on **identifying values**.

### Coaching Applied...(#3)

One of your facilitators will again share an application of coaching or do another demo session.

## II. Tracking Coaching Appointments

### A. Why track them?

1. **Accountability** requires keeping notes!
2. Because coaching is **cumulative**.  
Your perception of things in the coachee's life increases over time as you begin to notice and record patterns!

### B. Methods for tracking.

#### 1. Online tracking resources.

There are several coach tracking sites on the Internet. CoachNet® is the only one I have used.

##### a. Potential advantages

1. The coaching appointments are kept in an easily accessible single place.
2. The coach and the coachee can prepare online before the session.
3. Progress is easy to track and view.
4. A coaching template is usually supplied.
5. Membership usually includes access to coaching resources, etc..

##### b. Possible disadvantages

1. Often requires considerable computer literacy.
2. Some find the learning curve challenging and using a template counter-intuitive.
3. There is usually a membership fee.

#### 2. Email or word processor

##### a. Potential advantages

1. It's a natural way to connect and track appointments in our Internet savvy world!
2. There are powerful search functions available in most email clients that make tracking easy.
3. The coach and the coachee can prepare beforehand for a coaching appointment.

##### b. Possible disadvantages

1. The tracking is not as easy or as extensive as with an online programs.
2. The effectiveness depends upon the coach's skill at using his/her preferred program!

#### 3. Handwritten Notes

##### a. Potential advantages

1. Hey, it's better than nothing!
2. It's a natural for many.
3. It doesn't cost much!

##### b. Possible disadvantages

1. It's one-sided unless the coach sends a copy of the notes of the session to the coachee.
2. Organizing and tracking are more difficult and the notes are sometimes not readily at hand.

## NOTES

Coachnet® is mentioned only as an example and because I have some familiarity with it. You can see it at [www.Coachnet.org](http://www.Coachnet.org).

### III. Coaching In A Nutshell

Here's the Bottom Line...

1. Believe in the coaching process and in the coachee!
2. Be self aware!
3. Always keep the goal of coaching in mind.  
(**E.A.R.**: build expectation, awareness, responsibility)
4. Focus on one or two key issues per session
5. Let the coachee set and generally guide the agenda
6. Listen/Ask/Feedback!
7. Reach a clear, attainable, achievable conclusion that the coachee commits to.

### IV. What's Next?

How to integrate coaching into your life & ministry.

- A. Try **coaching on yourself**—ask yourself probing questions, etc.
- B. **Practice on everyone**, all the time!  
(this will drive some folks crazy, of course!)
- C. Continue with or **start coaching** appointments.
- D. **See** chapter 8 in **Coaching 101** for more suggestions.
- E. Take **the 30-day challenge**. For the next 30 days, try coaching in every possible situation. Refrain from giving advice and instead ask good coaching questions and see what happens!
- F. **Consider** again **how** you will **integrate coaching** into your life.  
If time allows, we will give you opportunity to work on this.

### V. Evaluation and Debrief

1. What's working that we want to keep?
2. What's not working that we need to stop or change?
3. What's confused that we need to clarify?
4. What's missing that we need to add?
5. What's the last 5%? (the things that some Christians are too nice to express!)

### FINAL TRIAD EXERCISE...

In your triads, take turns coaching one another around the question: "How am I going to integrate coaching into my life and ministry assignment?"

You may use either the "tag team" coaching approach or have one serve as the coach and one as an Observer while the other is being coached — decide as a group which works best for you.

Take at least 20 minutes for each person so that all can be coached. The observer should give feedback as well to the coach as to how well they listened, asked questions, etc.

We will debrief these sessions before we conclude the training.

### NOTES

The goal of every coaching session is to discern and focus on the real key issues, then help the coachee to create a wise response that is appropriate for, and doable by, the coachee.

# APPENDIX

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— NOTE —

*The materials in this appendix are arranged in the order in which they are referred to in the main body.*

## COACH QUALIFICATIONS

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### **What a good coach does...**

- A good coach guides (to discovery)
- A good coach believes (in the one s/he is coaching)
- A good coach listens intently
- A good coach celebrates when the other person discovers the answer.

## CHARACTER QUALITIES

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- Spiritually mature: able to hear the Spirit, prayerful, etc.
- Personally disciplined (time management)
- Self-aware
- Other-focused and able to build healthy relationships
- Able to affirm or confront as needed
- Has a sense of humor
- Alert, observant, reflective and discerning. Able to see the big picture and clarify values.
- The truly essential quality: a very good listener!

## NINE ESSENTIAL COMPETENCIES OF COACHING

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*CoachNet to the Max Newsletter, January 2004 edition*

### **What makes an excellent coach excellent?**

Beginning with laying a strong spiritual foundation, the nine essential competencies for quality coaching have been crystallized by an extensive, qualitative research study:

#### **1 ABIDING IN CHRIST**

- Seeking the guidance of the Holy Spirit at each stage of the coaching process and recognizing dependence on him.

#### **2 SELF-ASSESSING**

- Knowing yourself well and continually pursuing self-development and increased competency.

#### **3 COMMUNICATING**

- Facilitating the process of discovering God's agenda and how to best cooperate with him by effective listening, questioning, and giving feedback.

#### **4 ESTABLISHING**

- Negotiating to obtain a mutual agreement to enter into a coaching relationship and strengthening the relational bond with the leader or team being coached beginning with the initial session.

## **5 SUPPORTING**

- Maintaining the health and development of the coaching relationship by including the following basic principles of coaching: encouragement, challenges, accountability, provision for needs, and focus in a clear direction.

## **6 CONCLUDING**

- Recontracting or bringing closure to the coaching relationship and process.

## **7 DIAGNOSING**

- Assessing problems or situations by effectively pinpointing needs, gathering data, analyzing data, and evaluating action plans.

## **8 PLANNING**

- Helping those you are coaching learn to set goals and implement plans to achieve those goals.

## **9 MONITORING**

- Evaluating progress toward the accomplishment of the goals and making appropriate adjustments.

# Do You Have What It Takes To Be A Good Coach?

Take this test to see if you have what it takes to coach others. Mark 1 if the statement is never true of you; mark 5 if the statement is always true of you; mark 2, 3 or 4 depending on the degree to which the statement is true of you. Give two examples that support your assessment for each statement.

|   | NEVER    |          |          | ALWAYS   |          |
|---|----------|----------|----------|----------|----------|
| <b>1 I have a high level of self-esteem</b> (Psalm 139.13-14).<br>EXAMPLE 1 .....<br>EXAMPLE 2 .....                                  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>2 I set goals and work toward accomplishing them.</b><br>EXAMPLE 1 .....<br>EXAMPLE 2 .....  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>3 I am able to communicate clearly with others.</b><br>EXAMPLE 1 .....<br>EXAMPLE 2 .....  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>4 I am flexible and readily adapt to change.</b><br>EXAMPLE 1 .....<br>EXAMPLE 2 .....   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>5 I form healthy relationships with others easily.</b><br>EXAMPLE 1 .....<br>EXAMPLE 2 .....                                       | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>6 I invest in others to help them develop their strengths and overcome their weaknesses.</b><br>EXAMPLE 1 .....<br>EXAMPLE 2 ..... | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

|   | NEVER    |          | ALWAYS   |          |          |
|---|----------|----------|----------|----------|----------|
| <b>7 I listen well to people when they talk with me.</b>        | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| EXAMPLE 1 .....   |          |          |          |          |          |
| EXAMPLE 2 .....   |          |          |          |          |          |
| <b>8 I know how to ask clear, probing questions.</b>            | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| EXAMPLE 1 .....   |          |          |          |          |          |
| EXAMPLE 2 .....   |          |          |          |          |          |
| <b>9 I am patient with people who are learning and growing.</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| EXAMPLE 1 .....   |          |          |          |          |          |
| EXAMPLE 2 .....   |          |          |          |          |          |
| <b>10 I find it easy to forgive and I don't hold grudges.</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| EXAMPLE 1 .....   |          |          |          |          |          |
| EXAMPLE 2 .....   |          |          |          |          |          |

**Add up the value you gave to each statement.** **Total** \_\_\_\_\_

### How do you rate?

40-50 = *Excellent*     
 30-40 = *Good*     
 Below 30 = *With some coaching yourself you can improve on these basic characteristics and be of help to others as a coach.*

# Motivation Levels

## Instructions

Even though this is stated in the third person, score this on behalf of yourself. For maximum accuracy, have someone close to you confirm your responses!

| STATEMENT  | SCORE |   |   |   |   |
|--|-------|---|---|---|---|
|  | 5     | 4 | 3 | 2 | 1 |
| 1 He/she wants his own way.  | 5     | 4 | 3 | 2 | 1 |
| 2 He/she will say, "Hey, look at me!"  | 5     | 4 | 3 | 2 | 1 |
| 3 He/she wants respect for his/her ideas as well as approval.  | 5     | 4 | 3 | 2 | 1 |
| 4 He/she searches for opportunities to help others.  | 5     | 4 | 3 | 2 | 1 |
| 5 He/she will do most tasks if verbally praised for his/her efforts.   | 5     | 4 | 3 | 2 | 1 |
| 6 He/she often praises peers even in their absence.  | 5     | 4 | 3 | 2 | 1 |
| 7 He/she is loyal and will stand up for family, friends, company, or ministry.                               | 5     | 4 | 3 | 2 | 1 |
| 8 He/she is known by friends or workmates as somewhat of a "show off."                                       | 5     | 4 | 3 | 2 | 1 |
| 9 He/she has a very short attention span and changes activities often.                                       | 5     | 4 | 3 | 2 | 1 |
| 10 He/she is self-motivated to complete work for satisfaction gained from being productive.                  | 5     | 4 | 3 | 2 | 1 |
| 11 He/she frequently says, "I know my rights. I don't have to do it if I don't want to."                     | 5     | 4 | 3 | 2 | 1 |
| 12 He/she will use others' tools and equipment without asking.   | 5     | 4 | 3 | 2 | 1 |
| 13 He/she willingly volunteers for needed tasks.   | 5     | 4 | 3 | 2 | 1 |
| 14 He/she will become angry and throw a temper tantrum if he/she does not get what he/she wants immediately. | 5     | 4 | 3 | 2 | 1 |
| 15 He/she is even-tempered and self-controlled.  | 5     | 4 | 3 | 2 | 1 |

|           |   |          |          |          |          |          |
|-----------|---|----------|----------|----------|----------|----------|
| <b>16</b> | <b>He/she enjoys organized group activities.</b>  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>17</b> | <b>He/she is very generous with his/her time and possessions.</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>18</b> | <b>He/she demands that his/her achievements be placed on display for others to admire.</b>                        | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>19</b> | <b>He/she enjoys participating in competitive activities, but is upset if his/her efforts are not recognized.</b> | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>20</b> | <b>He/she has a healthy appreciation of rules and likes firmness in adults.</b>                                   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>21</b> | <b>He/she strives for competence in his/her tasks.</b>  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>22</b> | <b>He/she is quick to judge peers' behavior.</b>  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>23</b> | <b>He/she will behave most appropriately when attention is centered on him/her.</b>                               | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>24</b> | <b>He/she enjoys being a part of a particular group.</b>  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>25</b> | <b>He/she can carry on a good conversation with adults on an adult level.</b>                                     | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>26</b> | <b>He/she enjoys the company of family and others.</b>  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>27</b> | <b>He/she will lose interest in an activity if someone is not there watching and encouraging him/her.</b>         | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>28</b> | <b>He/she is continually optimistic despite trying circumstances.</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>29</b> | <b>He/she is able to stand up for what he/she believes is right, even in the face of criticism.</b>               | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>30</b> | <b>He/she will become interested in certain projects or activities if immediate and tangible benefits result.</b> | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>31</b> | <b>He/she becomes unusually upset when others disagree with him/her.</b>  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>32</b> | <b>He/she must be told specifically what is expected before he/she is able to comply.</b>                         | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |

# Score Sheet for Levels of Motivations

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## Directions

Take the score (from 1 to 5) for each question above and enter it on the appropriate line below.  
When you have filled in every space, add the numbers across each line and write in the totals.

### LEVEL 1

---

|       |       |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Item  | 1     | 9     | 11    | 12    | 14    | 30    | 31    | 32    | Total |
| Score | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

---

### LEVEL 2

---

|       |       |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Item  | 2     | 5     | 8     | 18    | 19    | 22    | 23    | 27    | Total |
| Score | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

---

### LEVEL 3

---

|       |       |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Item  | 3     | 7     | 15    | 16    | 20    | 21    | 24    | 26    | Total |
| Score | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

---

### LEVEL 4

---

|       |       |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Item  | 4     | 6     | 10    | 13    | 17    | 25    | 28    | 29    | Total |
| Score | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

---

**Rank the Levels according to their totals,  
from the highest to the lowest...**

**Highest Total** .....Level \_\_\_\_\_

**Second Highest Total** .....Level \_\_\_\_\_

**Third Highest Total** .....Level \_\_\_\_\_

**Lowest Total** .....Level \_\_\_\_\_

---

**\* The highest and second highest scores suggest the person's usual level of motivation in a particular setting.**

From *Loving our Differences* © W. George Selig and Alan A. Arroyo, published by CBN Publishing. Used by permission.

## MOTIVATION LEVELS

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- In the book the authors suggest that there are four primary motivation levels...

### **Level One / SELF**

*This person is motivated by what is best for him / herself.*

---

### **Level Two / APPROVAL**

*This person is motivated to obtain the approval of those he / she deems important.*

---

### **Level Three / PERSONAL RELATIONSHIP**

*This person is motivated to treat people as peers.*

---

### **Level Four / SELFLESS (Others-Oriented)**

*This person is motivated to do what is best for others.*

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## More Help With Questions from John Whitmore

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Here are a few of the questions that I consistently find to be helpful in coaching.

You might want to accumulate your own from your coaching experience.

Above all, they must be authentic.

- ***“What else?”*** used at the end of most answers will evoke more.  
Plain silence, while allowing a coach to think, often evokes more too.
- ***“If you knew the answer, what would it be?”*** is not as daft as it sounds, since it enables the coachee to look beyond the blockage.
- ***“What would the consequences of that be for you or for others?”***
- ***“What criteria are you using?”***
- ***“What is the hardest/most challenging part of this for you?”***
- ***“What advice would you give to a friend in your situation?”***
- ***“Imagine having a dialogue with the wisest person you know or can think of. What would he or she tell you to do?”***
- ***“I don’t know where to go next with this. Where would you go?”***
- ***“What would you gain / lose by doing / saying that?”***
- ***“If someone said / did that to you, what would you feel / think / do?”***

[ From *Coaching for Performance*, p. 52 ]

### More helpful questions...

- ***“Who are the primary people who will be most affected by your plan / action?”***
- ***“How do you think they will respond / react?”***
- ***“How many of them do you need to bring into the process?”***
- ***“How many of them will need to be part of the decision?”***
- ***“What will \_\_\_\_\_ look like in \_\_\_\_\_ weeks / months if you pursue this course of action?”***
- ***“How will you evaluate the effectiveness of your plan of action? When will you do this?”***

# SOME POTENTIAL APPLICATIONS FOR COACHING

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From *Coaching for Performance*, p. 15

|                            |                                   |
|----------------------------|-----------------------------------|
| <b>Motivating Staff</b>    | <b>Appraisals and Assessments</b> |
| <b>Delegating</b>          | <b>Task Performance</b>           |
| <b>Problem Solving</b>     | <b>Planning and Reviewing</b>     |
| <b>Relationship Issues</b> | <b>Staff Development</b>          |
| <b>Team Building</b>       | <b>Team Working</b>               |

*The list is endless, and the opportunities can be tackled by a highly structured approach....The coach / manager can equally choose to retain a degree of structure but be less formal ...— superficially it might sound like a normal conversation and the term coaching might not be applied. Far more pervasive than either of these uses, and perhaps more important, are the continuous awareness and employment of the underlying principles of coaching during the many brief interactions that occur...*

*Various leaders have found that coaching skills can be applied in at least the following situations...*

- **Supporting church planters**
- **Discipling new believers**
- **Developing emerging leaders**
- **Natural Church Development and other church health models**
- **Staff development (individually and corporately)**
- **Consultation with church leaders in multiple settings**

# COACHEE'S EVALUATION OF HIS / HER COACH

## Instructions

Rate your coach on the following scale, **1** being **low** and **5** being **high**

|  |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
| <b>My coach usually starts our appointments by focusing on my concerns.</b>                          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>I believe that my coach truly understands me when I communicate.</b>                              | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>My coach shows interest in what I am saying with the appropriate body language.</b>               | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>My coach asks clear, probing questions that increase my awareness of my issues.</b>               | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>My coach consistently allows me to do most of the talking.</b>                                    | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>My coach really listens and exhausts what I have to say before offering solutions.</b>            | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>My coach rarely or never uses our time to work out his/her personal issues.</b>                   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>My coach could tell someone the general story of my life.</b>                                     | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>My coach knows and can articulate my core values.</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>My sessions with my coach almost always arrive at some clear, helpful action steps.</b>           | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>My coach knows and cares about my family.</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>I am consistently challenged to excel by my coach.</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>I am regularly encouraged by my coach.</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>My coach handles administrative details of our sessions well (follow up, appointments, etc.).</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>My coach initiates communication with me regularly and consistently.</b>                          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

On a scale of 1 to 10 I would rate my relationship with my coach as a \_\_\_\_\_

Here are some suggestions for how my coach could be even better...

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[ This evaluation is derived from *A Planter's Evaluation of a Coach* / from *Coaching to Help Others Succeed* ]

# Some Help on Clarifying Values

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## Values are...

- Passionate, non-negotiable convictions that are expressed in consistent behavior—what we do demonstrates what we truly value.
- Constant, motivational and observable/discernible.
- Our core convictions that serve as the internal guidance system by which we make decisions, formulate plans, etc.
- Revealed by how a person or a group uses time and resources.
- The “why” behind the “what.”

## Values are not...

- A statement of faith or doctrine. What is “believed” is not necessarily valued. We all say we believe in evangelism, but do we do it? If we do it, then it is truly a value.
- Methods or programs we employ. The methods and programs are the delivery systems for our values. Values have great influence on our attitudes, which then affect our behavior. Jesus said it this way, *“Where your treasure is, there your heart will be also.”* [ MATTHEW 6.21 ]

**Consider the following early church values from Acts 2.42-47.**

**Notice the behavior that set them apart from other religious groups...**

## The WHAT [ Behaviors ]...

- They devoted themselves to the apostles’ teachings.
- They met every day in varying contexts.
- They prayed together.
- They gave to any who had need.
- They praised God together
- They evangelized and enjoyed favor with all the people.

## The WHY [ Motivations ]

These may be some of the values behind those behaviors.

- They valued learning/knowing God’s ways (42-43).
- They valued relationship (42).
- They valued intimacy with God (42).
- They valued community/generosity (44-46).
- They valued the pre-eminence and honoring of God (47).
- They valued people and wanted them to experience God’s love & forgiveness (47).

## Contemporary Examples

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*To help you distinguish between behavior and value, consider the following. Note that a value may be expressed by several different behaviors and that behaviors may give expression to more than one value. Values have to do with why you really do something and almost always convey conviction and passion.*

**BEHAVIOR [OBSERVABLE ACTION ]**

**VALUE [MOTIVATIONS ]**

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**Prayer**

**Intimacy with God**

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**Weekly Date with Spouse**

**Healthy Family Relationships**

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**Servant Evangelism Projects**

**Compassion for the "Lost"**

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# Values Discovery Exercises

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*Use one of the following methods to help your coachee create a list of his/her values.*

*Record your work as you do the following (use separate sheets of paper and bring to class)...*

- 1 Review a typical week of your life and schedule. As you do write down what is important to you as demonstrated by that week.
- 2 Ask a good friend to reflect on their observation of your life and make a list of what they think is important to you.
- 3 Review your budget for the past month and make a list of what is important to you as demonstrated by how you spend money.



**OR**

- 1 Brainstorm and list your personal values. What are the deep convictions that you hold and would die for?
- 2 Group similar values together and express them in clear, easy-to-understand words.
- 3 Associate behaviors with each value, i.e., identify and list behaviors in your life that demonstrate your values.
- 4 Audit each value by citing examples in which you invested time, energy or money. Note and mark those that have been the basis of decision-making.
- 5 Describe how your values make you distinct from others. Try to name someone who clearly holds a different value than you.



**OR**

*A backdoor approach. Some people find it easier to work from action or trait to values.*

- 1 Describe the behaviors and characteristics that you consider essential to your personal life and ministry and that you actually do consistently. Do the same for the church or team that you lead. (Examples: prayer, door-to-door witnessing, keeping a journal, consistently showing kindness, consistently seeking and giving forgiveness, etc.). You can find the essential behaviors by thinking in terms of the ideal life or church: "if things went perfectly I would... If our church were all that it should be it would..."
- 2 Now "work backward" from this list and describe the "why" behind the behavior or characteristic. Examples: prayer is done because you value intimacy with God or value the power of his Spirit released through your life; the exchange of forgiveness is done because you value healthy relationships, etc.
- 3 As you work through your lists, watch for repeated patterns that may indicate a really strong value. For example, if prayer, intense worship, time alone with God, keeping a journal all appear in your list of behaviors, it probably indicates a strong value of intimacy with God. If you have many behaviors related to witnessing, it probably means that you place a very high priority on God's heart for those who still need to be reconciled to him through Christ.
- 4 After you have discovered and listed your values, seek to distill and prioritize them by determining which ones generate the most passion and are non-negotiable for you.

## **Bibliography and Helpful Internet Links**

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*Check the bibliographies of these works for more coaching resources*

Logan, Robert E. and Sherilyn Canton, *Coaching 101*, ChurchSmart, 2003.

Logan, Robert E. and Gary Reinecke, *Coaching 101 Handbook*, ChurchSmart, 2003.

Logan, Robert E. and Gary Reinecke, *Developing Coaching Excellence*, ChurchSmart, 2004.

Ogne, Steve and Thomas Nebel, *Empowering Leaders Through Coaching*, ChurchSmart.

Scott, Susan, *Fierce Conversations*, Berkley Publishing, 2002.

Stoltzfus, Tony, *Leadership Coaching*, BookSurge Publishing, 2005.

Whitmore, John, *Coaching for Performance —Third Edition*, Nicholas Brealey Publishing, 2003.

Whitworth, Laura, Henry Kinsey House and Phil Sandahl, *Co-Active Coaching*, Davies-Black, 1998.

### **SOME HELPFUL WEBSITES**

**Coach22** <http://www.coach22.com>

**CoachNet®** <http://www.coachnet.org>

**Coach Federation** <http://www.coachfederation.org>

**Ken Blanchard** coaching website <http://www.coaching.com/Marketing/Common/default.html>

**Leadership Network** <http://www.leadnetorg>

**Steve Addison—Australian Christian Coach** <http://www.steveaddison.net>

Website link for **DiSC Profiles** (online and hard copies) <http://www.discinsights.com>

**NOTE: An Internet search on coaching will pull up many, many more!**

# Coaching Skills Evaluation / for Exercises

Rate the coach's effectiveness in the following areas, with 5 being the strongest.

|   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
| 1 | Listened actively  | 1 | 2 | 3 | 4 | 5 |
| 2 | Gave consistent, helpful feedback                                  | 1 | 2 | 3 | 4 | 5 |
| 3 | Used open-ended, probing questions                                 | 1 | 2 | 3 | 4 | 5 |
| 4 | Projected care   | 1 | 2 | 3 | 4 | 5 |
| 5 | Clearly increased the coachee's AWARENESS                          | 1 | 2 | 3 | 4 | 5 |
| 6 | Encouraged as needed (EXPECTATION)                                 | 1 | 2 | 3 | 4 | 5 |
| 7 | Identified the main key issues (AWARENESS)                         | 1 | 2 | 3 | 4 | 5 |
| 8 | Guided the coachee in arriving at an action plan (RESPONSIBILITY)  | 1 | 2 | 3 | 4 | 5 |
| 9 | Challenged to the coachee to take specific action (RESPONSIBILITY) | 1 | 2 | 3 | 4 | 5 |

## Questions for the coach to respond to later

- Which skills are strongest?

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- What skills do you need to develop and /or improve?

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- What will you do to improve these skills?

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- Who can help you?

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