

Western Seminary

presents

MCS 513

A Coach Approach to Leading and Managing

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A Coach Approach to Leading and Managing

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International Coach Federation

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Outcomes

By completing this class you will:

- Review the highlights of coaching individuals to provide a strong foundation for coaching from within a managerial/leadership role and for coaching teams.
- Establish definitions and distinctions for managing and leading.
- Focus on the new skills and models needed for coaching from within the managerial and/or leadership role.
- Establish definitions and distinctions for groups and teams.
- Focus on the new skills and models needed for coaching teams effectively.
- Become more aware of applications for coaching teams.

Overview of Coaching Competencies

Section A: Setting the Foundation

Meeting Ethical Guidelines and Professional Standards

Establishing the Coaching Agreement

Section B: Co-Creating the Relationship

Establishing Trust and Intimacy with the Client

Coaching Presence

Section C: Communicating Effectively

Active Listening

Powerful Questioning

Direct Communication

Section D: Facilitating Learning and Results

Creating Awareness

Designing Actions

Planning and Goal Setting

Managing Progress and Accountability

BOLD: Competencies covered in this course

REVIEW OF COACHING

How Do You Define Coaching?

Definition of Coaching

The ICF Philosophy of Coaching:

The International Coach Federation adheres to a form of coaching that honors the client as the expert in his/her life and work, believes that every client is creative, resourceful, and whole. Standing on this foundation, the coach's responsibility is to:

- Discover, clarify, and align with what the client wants to achieve
- Encourage client self-discovery
- Elicit client-generated solutions and strategies
- Hold the client responsible and accountable

Successful coaching is a mutual conversation that follows a predictable process and leads to superior performance, commitment to sustained improvement, and positive relationships.

-Dennis Kinlaw, Coaching for Commitment

Coaching Skills

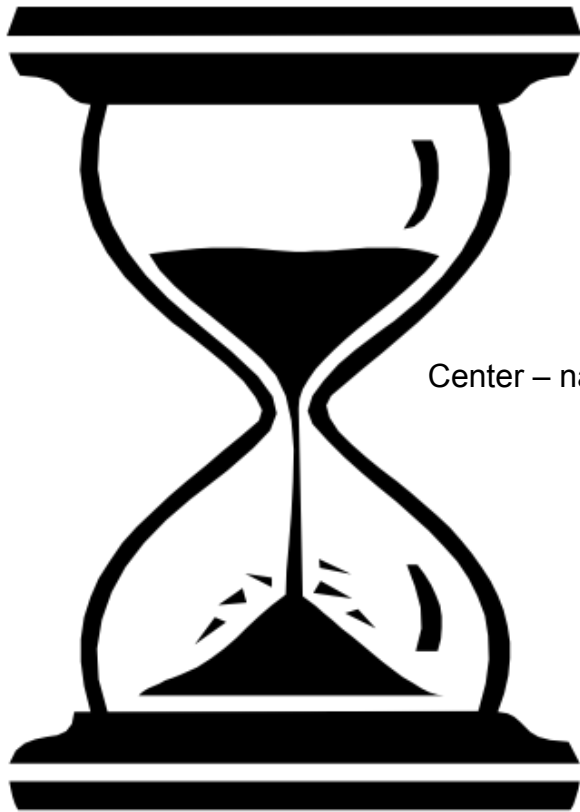
Input Skills:

- Listen
- Observe
- Receive insight from Holy Spirit

Output Skills:

- Ask Powerful Questions
- Encourage
- Deliver Concise Messages

The Shape of a Coaching Conversation



Top of hourglass – clarifying and focusing the conversation

Center – narrowing to a specific focus that's actionable

Bottom – exploring, identifying and aligning actions with focus

The GROW Model

G – Goal setting for the session as well as short and long term.

R – Reality checking to explore the current situation.

O – Options and alternative strategies or courses of action.

W – What is to be done, When, by Whom and the Will to do it.

From Coaching for Performance by Sir John Whitmore

LEADING and MANAGING

Distinctions and Similarities

Working in teams, explore the distinctions and similarities between managing and leading. Be able to share a clear and workable definition for each, as well as a clear understanding of what the roles have in common and what makes them distinct from each other.

Use your own knowledge and experience as well as any books or online information you can access.

What Managers Do

“Control and organize resources (people, time, finances, activities, systems, etc.) to reach goals and objectives of the organization”

Our focus in this course is on the managing of people.

As a team, come up with a list of five examples in scripture when God called someone to manage. What did they manage? How well did they do? What were the outcomes?

Chess vs. Checkers



“The best managers play chess, not checkers.” - Marcus Buckingham

The Coaching Manager's Favorite Questions

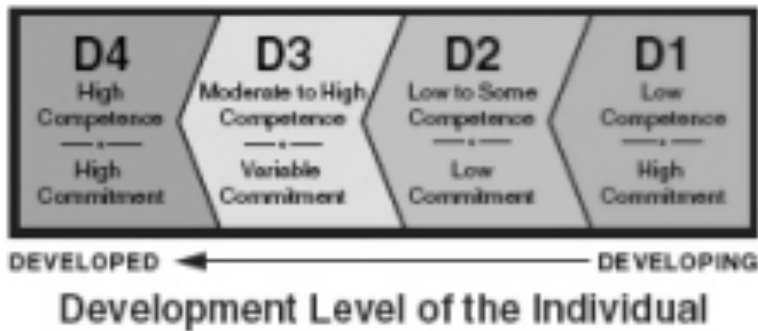
"What makes this person unique?"

"How does this person uniquely contribute?"

"How does this person need to be managed?"

Situational Leadership II

Don't let the name fool you – this is an approach to managing!



(c) Ken Blanchard Companies

When have you been in each of these Developmental Levels?

What was needed?

When NOT to Coach

As a manager, when is coaching not appropriate?

Opportunities to Coach as a Manager - Feedback

It is the manager's responsibility to provide feedback to direct reports.

Here's a helpful feedback model that utilizes a coach approach:

INTERNAL

1. Observe behavior
2. Assign meaning to the behavior
3. Decide about sharing

EXTERNAL

4. Describe the situation (and check for shared understanding)
5. Describe the behavior (and check for shared understanding)
6. Describe the impact (and check for shared understanding)

COLLABORATIVE

7. Determine next steps and new actions based on shared understanding

REMEMBER: Not all (or even most) feedback is "negative."

Opportunities to Coach as a Manager - Performance

It is the manager's responsibility to improve and increase the performance of his/her direct reports.

When taking a coach approach to improving performance, it's helpful to make a distinction between outcomes (results) and process (methods). For every role, there are aspects of the role that are standard from one person to the next (usually these are outcomes), and other aspects of the role that need to flex and differ depending on the person in the role (usually, these have to do with process).

Consider the following roles. For each, describe some of the opportunities for coaching for performance. Who are some of the PBCs for a person in this role? What aspects of the PBC's role are outcomes and what aspects are methods?

- Pastor of a mid-sized church
- Small groups director (volunteer)
- Small business owner with 7 employees
- Shift manager at a Starbucks Coffee shop
- Construction foreman
- Others????

Opportunities to Coach as a Manager - Growth

Whereas coaching for performance is concerned with today's role, coaching for growth is concerned with the PBC's long-term ability to contribute in this and future roles.

What are some examples of powerful questions that you could use to address coaching for growth?

Skills Practice

Consider an area where you are currently asked to manage others (work, church, family, etc). Allow yourself to be coached around how to be more effective in your role as a manager by taking more of a coach approach.

What Leaders Do

“Set direction and enlist followers to reach a new reality.”

“The one who says he is a leader and has no followers is merely taking a walk!”
- Ancient Chinese Proverb

The Leader's Dilemma

1. The command and demand option
2. The refrain and abstain option

Each is a poor option that gets poor results

| Inflexible Option | Command & Demand | Refrain and Abstain |
|-------------------|------------------|---------------------|
| Typified by | | |
| Results in | | |
| Examples of | | |

Five Practices of a Leader

From “The Leadership Challenge” by Jim Kouzes and Berry Pozner

The Five Practices and Ten Commitments of Exemplary Leaders:

1. Model the Way

Set the example by behaving in ways that are consistent with shared values.

Achieve small wins that promote consistent progress and build commitment.

2. Inspire a Shared Vision

Envision an uplifting and ennobling future.

Enlist others in a common vision by appealing to their values, interests, hopes, and dreams.

3. Challenge the Process

Search out challenging opportunities to change, grow, innovate, and improve.

Experiment, take risks, and learn from the accompanying mistakes.

4. Enable Others to Act

Foster collaboration by promoting cooperative goals and building trust.

Strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support.

5. Encourage the Heart

Recognize individual contributions to the success of every project.

Celebrate team accomplishments regularly.

Coaching and the Five Practices

How could each of the five practices be impacted by a coach approach?

1. Model the Way

2. Inspire a Shared Vision

3. Challenge the Process

4. Enable Others to Act

5. Encourage the Heart

Skills Practice

Get some coaching about how you can increase your own effectiveness as a leader.

REVIEW TEAMS

Working as a Team

Rock or Helium Stick

Is The Body A Team?

The body is a unit, though it is made up of many parts: and though all its parts are many, they form one body. So it is with the Christ.

1 Corinthians 12:12

Definition of Effective Teams

1 Corinthians 12:13

1 Corinthians 12:14-20

1 Corinthians 12:21-26

1 Corinthians 12:27-31

1 Corinthians 13:1

Group vs. Team

Definition of Team

A Team has:

- Shared Vision
- Shared Leadership
- Definable Goals
- Clear Roles/Responsibilities
- Active Sponsorship
- Effective Process
- Enhanced Competency
- Synergistic Collaboration and Innovation
- Meaningful Recognition and Rewards
- Quality Relationships

There is no “I” in “We”

– Phil Jackson, Head Coach LA Lakers

from High Performance Teams by Cynder Niemela and Rachael Lewis

Building Authentic Teams

Desired outcomes for authentic teams being coached:

Build and sustain “high performance” teams within an organization to drive/overdrive business results as a team.

Identify performance pitfalls/dysfunctions that inhibit optimal team performance.

Develop overcoming strategies and executable actions that would enhance the overall performance and strength of a team.

Demonstrate improved outcomes as a result of team performance coaching.

Examples of Great Teams

Phases of Coaching Teams

1. Establishment of a team (many teams start as groups but not all groups become teams)

2. Direction of a team

3. Effectiveness of a team

Five Dysfunctions of A Team

by Patrick Lencioni

Even when a group reflects the characteristics of a true team, there are often several dysfunctions. The foundational material around team dysfunctions is taken from The Five Dysfunctions of a Team by Lencioni. Essential elements of the concepts are depicted in the diagram below:



Examples of Potential Teams in Ministry Settings

- Church staff
- Women's Ministry
- Men's Ministry
- Youth
- College
- Children
- Internationals
- Mission Projects
- Church Planting
- Denominational Regions
- Discipleship and Evangelism
- Parachurch Organizations
-
-

Strategies for Overcoming Dysfunctions

COACHING TEAMS

Did the Disciples Have a Team Coach?

Setting the Foundation

1. Ethics and standards
The standard is not what you think - Matthew 5-7
2. Establishing the agreement
The coach's expectations – Matt 4:19a, Mark 2:14,
Mark 12:29-31
The PBC's expectations – Matt 4:19b, Mark 2:17, Matt 8:18-22,
Mark 3:13-19

Co-creating the Relationship

3. Building trust and intimacy
Spending time together – Luke 8:1
A safe place – Luke 8:22-25
Credibility – Matt 28:18
4. Coaching Presence
Total presence – Matt 28:20b
Mutual presence – John 15:4
Permanent presence – John 16:7, John 14:25-26

Did the Disciples Have a Team Coach?

Communicating Effectively

5. Active Listening
 - Through the noise – Luke 18:35-40
 - Even what is not said – Matt 9:4, Luke 9:47
6. Powerful Questions
 - Luke 24:17, 19, 26, John 6:5, Matt 16:13-15
7. Direct Communication
 - Summing it all up – Luke 24:25
 - Timing is everything – John 16:25-33

Facilitating Learning and Results

8. Creating Awareness
 - Metaphor/simile – Matt 18:5, Matt 18:23, Matt 20:1
 - Parables - Matt 20:1-16
 - Miracles – John 6:3-15
9. Designing Actions
 - PBC does this – Luke 18:41
 - Coach's example – John 5:17, 19-20
10. Planning and Goal Setting
 - Audacious goals – Matt 28:19-20
11. Managing Progress and Accountability
 - The client does the work – Luke 19:1-9

Covenant with a Team

Definitions

Expectations

Of the coach

Of the team

- Code of Conduct (examples follow)

- Designed Alliance (example follows)

Logistics

Code of Conduct (Example # 1)

A Good Code of Conduct Should...

- Be short (< 8 items) and easy to remember
- Be comprised of specific behavioral items
- Once agreed to, be supported and committed to by all members
- Framed as "We will..."
- Be thought of as an "organic" set of norms to be periodically reviewed for currency
- Be clearly focused on the internal process of the group, not on external issues

Keeping Your Code of Conduct Alive...

- Formalize it (under glass)
- Refer to it (meetings, informal feedback)
- Measure it (frequently)
- Talk about it (how are we doing?)

Team Code of Conduct (Example # 1)

We will...

- Communicate openly & honestly
- Respect the individual
- Appreciate and leverage our collective strengths
- Act as a team
- Keep our promises

Team Code of Conduct (Example # 2)

We will...

- Communicate openly & honestly
 - Ask questions/bring up issues we might be nervous about, but need to address to be able to move forward
- Respect one another as individuals and as professionals
 - Don't get ugly....keep it professional, not personal and in the context of the goals
 - Think of the Team first
 - Support each other's work and don't disparage in public
- Appreciate and leverage our collective strengths
 - Provide kudos
 - Ask for help
 - Determine how to increase strengths (both personal & professional)
- Keep our promises and commitments
 - Deliver what we said we would, when we said
- Fully participate
 - Pay attention, listen, absorb, share relevant information
 - Don't multi-task and be on time
 - Be flexible when work demands prevent participation
 - Know what's important and focus on what's needed
 - Invite only critical attendees so decisions can be made
 - Determine how to deal with meeting conflict issues, individually
- Do valuable work
 - Define how work drives or contributes to overall goals and objectives
 - Focus on delivering those things that add value
 - If unsure of what's valuable, ask to define
- Have constructive criticism
 - Be 'hard on the problem, soft on the people'
 - Learn to give and accept criticism as it helps us learn and get better

Designed Alliance

Action 1: Coach & Team Relationship

1. What do you as a team want to get from this coaching relationship?
2. How do you want me to be with you as your coach?
3. How do you want me to be should you not complete something (inquiry or homework) you agreed to complete?
4. What is the best way to confront you if needed?
5. I'm committed to you making progress and growing. In service of that, will you tell on yourself? Open & honest about thoughts, feelings, etc.
6. From time to time clients/teams can get slippery. How do you want me to be with you when that happens?
7. May I tell you when I notice you've had an impact that I don't think you want to have?
8. My request is that when you want more or less of something, will you tell me?
9. Intuition -- I will use it. Your job is to tell me if it means anything to you.
10. Our relationship may be messy at times. I'm here as your coach, not your consultant or advisor, so don't seek me out for answers. I might offer an idea but I won't be attached to it.
11. May we sometimes go exploring in other areas that might come up for me?
12. May I speak hard truths (doesn't mean they are accurate). Is that OK with you?
13. You can count on me that no one knows you are my client unless you say so.
14. I ask that we both grant power to the relationship. I am not your source, I don't have the answers. Let's grant power to the relationship we create together. "What I notice about our coaching relationship is that it isn't very energized -- what can we do?"
15. Is there anything else you want me to know?

Action 2: Identify Our Common Ground

1. What are the shared goals we bring together as a team?
2. What are the common interests in the task/engagement as a team?
3. What common values do we share as a team?
4. What do we want to accomplish together as a team?

Action 3: Identify Our Common Goal(s)

1. What are the key measures we want to improve on in the next 6 months?
2. What are the major items we want to improve upon and track during the next 6 months?
3. What are the 3 biggest changes we want to make in the next 6 months?
4. What would prevent us from achieving our team goals?

Action 4: Improving Our Team Effectiveness

1. What are some unique talents or expertise on the team that can help us overcome any potential blind spots that result from personality similarities?
2. Spend some time dealing with process questions such as: How do we want to go about reaching a decision? How will we know when we have met our goals?
3. What are methods we could devise to include everyone in team discussions?
4. How do we prevent subgroups or cliques forming?

Action 5: Team Attendance

1. How often do we meet?
 - a. Twice a month
 - b. 45mins per session (1hr – 1.5hrs/month)
 - c. Minimum duration of 6 months
 - d. Days & time?
2. To maintain the team effectiveness, requesting
 - a. 100% attendance (physically)
 - b. 100% present in the moment (mentally, physically, spiritually)

Skills for Coaching Teams

Listen:

- listening to individuals as well as the team
- listen for if they are a team
- listen to the tone, attitude, spirit of the team
- listen for consistent language in their goals, priorities
- listen for common language being used
- listen for collaboration

Encourage:

- encourage strengths of individuals to be used
- encourage identification of team strengths to strengthen them
- encourage whole is greater than the sum of parts

Ask Powerful Questions:

- ask individuals and the group, get responses from all
- model asking so that they can ask each other between sessions
- ask in a way that is specific to one but applicable to all
- a question is powerful if it stimulates collaboration and innovation

Deliver Concise Messages:

- as a mirror of team behavior
- as a mirror to individuals in private, respectful way
- by holding group to their own guidelines

Create Actions:

- actions must have a specific owner and not just belong to everyone
- actions need to be logged and accessible to everyone
- actions need a system for updating and changing between sessions

The Puzzle

A Model for Coaching Teams

Note: Perry Rhue, PCC, developed this team coaching process. Please attribute appropriately when using.

During the initial interview with Team Leader:

1. Identify primary focus, goal, and/or “agenda.”
2. Team Leader agrees to being coached individually at least one time per month throughout the coaching engagement.

In an introductory meeting with the team:

3. Present Team Coaching to team members during regular team meeting. Share “Who We Are”, “What We Do”, “How We Do It”. Share team coaching concept/methodology and how it relates to this team.

After the introductory meeting:

4. Letter/note from Team Leader to team members recapping introduction meeting and next steps towards team coaching engagement. Note will include the “Team Coaching Practice” document and “Coaching Partnership Guide” – both to familiarize team members more about coaching.
5. Conduct one-on-one engagement meeting with each team member within the first weeks of team coaching engagement.
Review coaching definition, i.e., what it is and isn't.
 - Review coaching partnership & expectations.
 - Address individual questions, issues, and/or concerns.
6. Distribute on-line Personality Style assessment (e.g. Myers-Briggs Type Indicator, DISC, etc) and Team Analysis Assessment (The Five Dysfunctions of a Team by Patrick Lencioni) to team members. Completed results returned to Team Coach.

Team Meeting #1:

7. Develop initial team coaching agendas (Part 1 of 3)
 - Code of Conduct
 - Personality Style Assessment review (Part 1 – Review)

Team Meeting #2:

8. Develop initial team coaching agendas (Part 2 of 3)
 - Review Code of Conduct draft
 - MBTI Assessment review (Part 2 - Action)

Team Meeting #3:

9. Develop initial team coaching agendas (Part 3 of 3)
 - Code of Conduct (Finalize)
 - Designed Partnership (Intro & finalize)
 - Document Team Goals
 - Establish team metrics, baseline measurements, and focal point to track results monthly throughout coaching engagement

Coaching sessions begin with Team Assessment Report review. Sessions typically scheduled twice monthly, 45 mins – 60 mins/session for up to 6 months.

Coaching a Team Meeting

1. Start by making a **connection** with the team as a whole and with individuals
2. Make explicit the shared **purpose** for the meeting (why is the team meeting)
3. Agree upon a shared **process** for having the meeting (how to conduct the meeting)
4. Facilitate the sharing of **content** by team members in accordance with the process and for the purpose of the meeting.

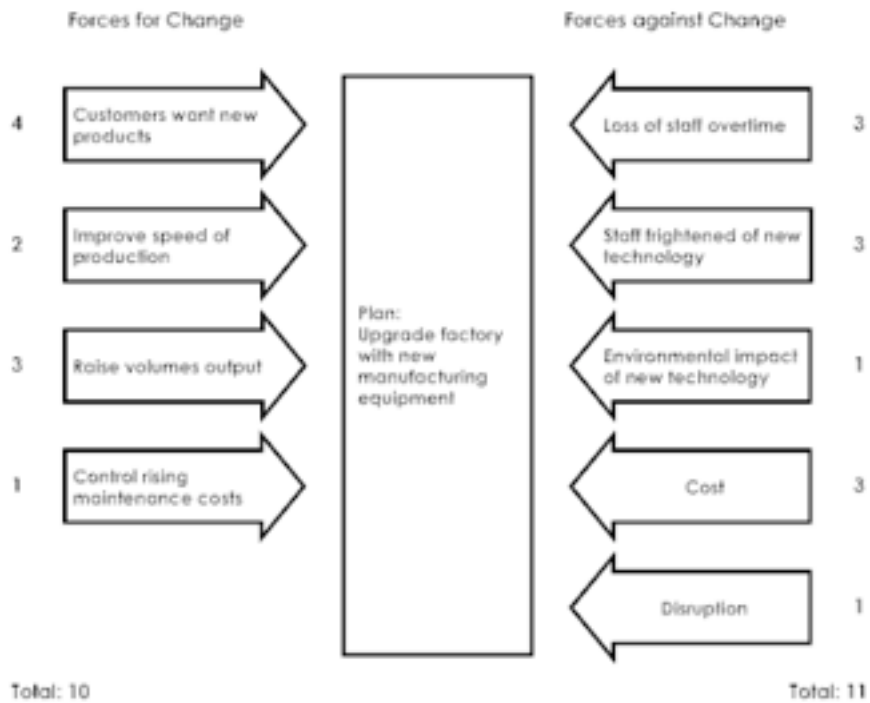
Two simple processes for use when coaching team meetings:

X → Y by Z

- X** = Where the team is now (current reality)
- Y** = Where the team wants to be (future reality, goal, etc.)
- = The distance or gap between X and Y
- Z** = The behaviors, decisions, work, actions that it will take to make the move

This process is especially helpful when purpose involves planning, goal setting, etc.

Force Field Analysis



This process is especially useful when the team faces an important decision.

TOOLS FOR COACHING TEAMS

Coaching Teams Using Assessments

Myers-Briggs Type Indicator (Team)

- Identify team's strengths and resources, as well as its potential weaknesses
- Maximize the natural advantages that result from the similarities and differences from team members
- Work around – or minimize- potential weak spots
- Identify an action plan with specific behaviors to help improve team effectiveness

Five Dysfunctions Assessment (Team)

- An in-depth team assessment of team's strengths and weaknesses
- An action plan for improving the way the team works
- An overview of the practical tools required to build and maintain a cohesive team
- A clearer understanding of team's purpose and role within the organization

Thomas-Kilman Conflict Styles (Team)

- Identifies five conflict-handling modes— competing, collaborating, compromising, avoiding, and accommodating—along two dimensions, assertiveness and cooperativeness
- Applications include: Conflict management, team building, leadership development, retention

Others??

Action Planning

What have been your key insights about Coaching Teams?

What teams might you coach?

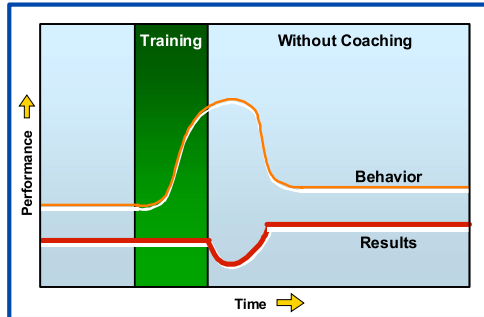
What are your next steps?

Notes

MORE RESOURCES FOR COACHING TEAMS

ASTD Research on Coaching

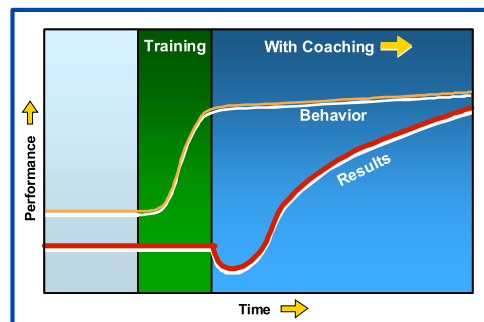
Research on Coaching



“Coaching is the most effective way to reinforce new behaviors and skills.”

Neil Rackham, *Training and Development Journal*

Adapted from *Training and Development Journal*



From The Leadership Bible: The Trinity as a Team

The Scriptures offer many examples of teams and team concepts. The Leadership Bible, in particular, has developed comprehensive material on the subject. Not only is the idea of the Trinity presented as the perfect team, but other principles are covered along with Bible Study material. A summary of this material and personal study on the subject is given below:

The Trinity

While we don't understand how God can be one while existing as three distinct persons, we do understand that the Trinity exists as a perfect team. Each member knows his role, and together they are one. While we frail, mortal human beings cannot experience such perfect unity, it's the standard we're to strive for.

Whenever a team is pulling together, we say, "They've really got spirit." That sense of unity is a taste of what God wants to give every team. The whole idea of a team flows from the very nature of God. The Father, Son, and Holy Spirit all work together in harmony. Could our desire to experience "teamwork" be evidence of the fact that we bear God's image? He alone is able to help us relate to him and to one another as the members of the Trinity relate to one another.

This isn't something that happens naturally. If truth be told, we're all a little like the men on the island, or like James and John -- more concerned with ourselves than with others. That's why we must carry out servant leadership and be ready to ask God to help our team submit personal agendas for the sake of the team and the dream the team is pursuing.

Strong teams functioning at their best reflect similarities to the relationship that exists within the divine Trinity. When a team works together in an other-centered manner, it mirrors the creativity and mutual regard that is derived from God himself. Turn to Ephesians 1:3-14 and notice how the three persons of the Trinity work in perfect harmony to accomplish our salvation.

More About The Trinity

The concept of the Triune God reflecting TEAMism is also contained in the book *Leading the Team Based Church* by George Cladis. In this book, the author develops a strong theological basis around team dynamics as reflected in the Trinity.

From the Leadership Bible: Nehemiah's Team

Highlights of Nehemiah's Team:

- A Cause Is Needed
- Passion Is Essential
- Planning Is Embraced
- God Is Involved
- Position Helps
- Obstacles Are Overcome
- Fear Is Mitigated
- The Task Is Clear
- The Work Is Defined
- The People Are Engaged
- Wrong Is Made Right

From the Leadership Bible: The Apostles as a Team

From Mark 3: 13 – 19

A team is capable of accomplishing things that no individual, no matter how multi-talented, could do alone. To function well, a team must be committed to a common vision and purpose, and it must be willing to work in unity for the improvement of the whole rather than the advancement of any one member. But even the most 'perfect' team, one designed and selected by Jesus Himself, can have members who are not committed to the cause. In spite of this, amazing things can be accomplished by those members who are committed.

From the Leadership Bible: The Body as a Team

Living and being together exemplify the Christian life. Ministering to authentic need is part of 'body life' as well as operation from individual gifting and strengths. The passages from Acts 2:44-47 and I Corinthians 12:12-31 reveal the common and distinct elements of Biblical teams.

- Together
- Distinct
 - Different Gifts
 - Different Service
 - Different Expressions
- Unit
- Every Part Important

RESOURCES

Overview of Coaching Competencies

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- Powerful Questioning
- Direct Communication

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- Creating Awareness
- Designing Actions
- Planning and Goal Setting
- Managing Progress and Accountability

ICF Certification Requirements

Associate Certified Coach (ACC) Requirements

- 60 hours of coach specific training
- 100 hours of client coaching experience –documented
- 2 Letters of reference from a MCC or PCC
- Coached/mentored by MCC or PCC
- Live oral exam

Professional Certified Coach (PCC) Requirements

- 125 hours of coach specific training
- 750 hours of client coaching experience – documented
- Coached/mentored by MCC or PCC
- 2 letters of reference from an MCC or PCC
- Written exam, recorded exam, and live oral exam

Master Certified Coach (MCC) Requirements

- 200 hours of coach specific training
- 2500 hours of client coaching experience –documented
- Coached/mentored by MCC or PCC
- Documented contribution to coaching profession
- 3 letters of reference from an MCC
- Written exam, recorded exam, and live oral exam

Visit www.coachfederation.org for more detailed and up-to-date requirements

| | ACC® ACTP | ACC® PA | PCC® ACTP | PCC® PA | MCC® |
|-------------------------------|--|--|--|--|--|
| | The Practiced Coach | | The Proven Coach | | The Expert Coach |
| Full Name | Associate Certified Coach- Accredited Coach Training Program | Associate Certified Coach- Portfolio | Professional Certified Coach- Accredited Coach Training Program | Professional Certified Coach- Portfolio | Master Certified Coach |
| Coach Specific Training | Successful completion of certification requirements with an ACTP . | 60 documented hours* of Coach-Specific Training | Successful completion of certification requirements with an ACTP . | 125 documented hours* of Coach-Specific Training | 200 documented hours* of Coach-Specific Training |
| Work with a Mentor Coach | ACTP certification fulfills this requirement | Completion of 10 hours work with a qualified mentor coach | ACTP certification fulfills this requirement | Completion of 10 hours work with a qualified* mentor coach | Completion of 10 hours work with a qualified* mentor coach** |
| Coaching Experience* | <ul style="list-style-type: none"> ◦ Minimum of 100 hours ◦ Minimum of 75 paid hours ◦ Minimum of 8 clients | <ul style="list-style-type: none"> ◦ Minimum of 100 hours ◦ Minimum of 75 paid hours ◦ Minimum of 8 clients | <ul style="list-style-type: none"> ◦ Minimum of 750 hours ◦ Minimum of 675 paid hours ◦ Minimum of 25 clients | <ul style="list-style-type: none"> ◦ Minimum of 750 hours ◦ Minimum of 675 paid hours ◦ Minimum of 25 clients | <ul style="list-style-type: none"> ◦ Minimum of 2500 hours ◦ Minimum of 2250 paid hours ◦ Minimum of 35 clients |
| Coach Reference | 2 Reference Letters from Qualified Coaches* | 2 Reference Letters from Qualified Coaches* | 2 Reference Letters from Qualified Coaches* | 2 Reference Letters from Qualified Coaches* | 3 Reference Letters from Qualified Coaches* |
| Exam Information | Successful completion of the ACTP certification exam | Demonstrates competency in Live Oral Exam | Successful completion of the ACTP certification exam | Demonstrates competency in Written, Live Oral & Recorded Session | Demonstrates competency in Written**, Live Oral & Recorded Session |
| Fees for ICF Members*** | US\$100 | US\$225 Additional US\$75 Exam Fee | US\$300 | US\$425 Additional US\$150 Exam Fee | US\$425 Additional US\$150 Exam Fee |
| Credential Maintenance Cycles | 3 years; 40 CCEUs; 10 Hours of Mentor Coaching | 3 years; 40 CCEUs; 10 Hours of Mentor Coaching | 3 years; 40 CCEUs | 3 years; 40 CCEUs | 3 years; 40 CCEUs |

* For [more information](#), specific formatting and documentation requirements, please consult the appropriate application type.

** Current PCCs are exempt from Written Exam & Mentor Coach Requirements

*** Prices are subject to change; **Non-Members are charged an additional US\$200 per application**

Coaching Courses

MCS 510 – Introduction to Coaching This course provides students a basic foundation for understanding and practicing coaching. Topics covered include: core coaching skills, coaching conversation model, the biblical basis for coaching, and how the student can use coaching in their ministries or workplace. 1 hour.

MCS 511 – Coaching for Change This course provides students the knowledge and skills necessary for coaching people and groups through change. Attention is given to understanding different types of change, how to support people going through transitions, and how to use coaching to initiate positive change. Prerequisite: MCS 510. 1 hour.

MCS 512 – Life and Personal Coaching This course provides students with practical tools that can be used when coaching clients in a wide range of personal, life and family issues. Special attention is given to helping students explore how to start a coaching practice, covering topics such as: marketing, legal and financial considerations, networking, and defining your coaching niche. Prerequisite: MCS 510. 1 hour.

MCS 513 – Coaching Approach to Leading and Managing This course provides students the knowledge and skill necessary for taking a coach approach to working with teams, managing direct reports/volunteers, and leading within a church or other organization. Prerequisite: MCS 510. 1 hour.

MCS 514 – Coaching in Congregations for Spiritual Development This course provides students the knowledge and skills necessary to apply coaching to faith conversations. Attention is given to how a dialogical approach can be effective for evangelism and discipleship, how coaching can be expressed in the ministries of a local church, and the relationship between coaching competencies and Christian practices. Prerequisite: MCS 510. 1 credit hour.

MCS 519 – Coaching Supervision This course allows students the opportunity to coach and be coached in an environment that includes faculty and peer feedback for the purpose of enhancing their ability to coach with greater effectiveness. Special attention is given to student's desires for advancing toward appropriate ICF competency level and the ICF certification process. Course is conducted via telephone. Prerequisites: MCS 510, two other MCS courses, and at least 25 hours of documented coaching experience. 1 hour. May be repeated.

Bibliography and Resources

The Leadership Bible, published by Zondervan

High Performance Teams, by Cynder Niemela and Rachael Lewis

Silos, Politics and Turf Wars, by Patrick Lencioni

The Five Dysfunctions of a Team, by Patrick Lencioni

Death by Meeting, by Patrick Lencioni

Coaching for Performance, by Sir John Whitmore

Leading The Team-Based Church, by George Cladis

Introduction to Type and Coaching, by Sandra Krebs Hirsh and Jane Kise

Introduction to Type and Teams, by Sandra Krebs Hirsh, Elizabeth Hirsh and Katherine Hirsh

The Leadership Challenge, by Jim Kouzes and Berry Pozner

Becoming a Coaching Leader: The Proven Strategy for Building Your Own Team of Champions,
by Daniel Harkavay

Adaptive Coaching: The Art and Practice of Client-centered Approach to Performance
Improvement, by Terry Bacon and Karen Spears