

# Western Seminary

presents

## **MCS 510**

# **Building Blocks for Powerful Coaching**

Proverbs 20:5

The purposes of a man's heart are deep waters,  
But a man of understanding draws them out.

**Authors:**

**Linda Miller • Jane Creswell**

# **Building Blocks for Powerful Coaching**

## **Authors**

Linda Miller  
Jane Creswell

## **Other Contributors**

International Coach Federation  
Jerry Essary  
Jennifer Ellison  
Chad Hall  
Ken Kessler  
Kathryn McElveen

Scriptures were taken from the HOLY BIBLE NEW INTERNATIONAL VERSION. NIV Copyright 1973, 1987, 1984 by International Bible Society. Used by permission of Zondervan Publishing House All rights reserved

© 2005 Linda Miller, MCC and Jane Creswell, MCC for Coach Approach Ministries. All rights reserved.

These materials represent the proprietary intellectual property of Linda Miller, MCC and Jane Creswell, MCC and Coach Approach Ministries and are protected under international copyright law. Students are granted permission to use this material in their ministry efforts as long as the copyright statements remain in tact. These materials may not be used for commercial purposes.

---

# **OVERVIEW**

---

# **Purpose & Outcomes**

## **Purpose**

To introduce the foundational concepts of coaching to be used in the context of ministry

## **Outcomes**

By completing this class, you will be able to

- Define and distinguish coaching skills and process for use in ministry
- Apply basic coaching concepts in coaching others with an attitude of serving
- Address situations from a variety of perspectives for the benefit of the person being coached (PBC)

## **ICF Competencies**

### Section C: Communicating Effectively

Active listening

Powerful questioning

Direct communication

### Section D: Facilitating Learning and Results

Creating awareness

Designing actions

# What is a Coach?



# Context for Coaching Within Ministry

Coaching can take place in many kinds of relationships and can be either formalized or informal.

**Formal coaching relationships** (short or long term)

**Informal coaching relationships** (as a part of brief conversations)

**Language for “the person being coached”**

- Client
- Partner
- Coachee
- PBC (person being coached)

**Male/Female coaching relationships** (how will you approach this dynamic)

**Coaching conversations as distinct from other conversations** (being aware of and staying in the role of coach)

**Telephone vs. Face to Face** (effective coaching can occur over the phone)

# 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

---

## Definitions of Christian Coaching

Christ's vision and mission  
Scriptural principles  
Christ's presence  
+ High standard of excellence as a trained coach  
Christian Coaching

*Christian coaching in the postmodern world needs to step beyond the boundaries of control established by past Christendom. Openness to mystery, receptivity to the irrational and unexpected, and readiness to be seized, shaken, and stirred by an ultimately unknowable God are not virtues in which Christendom churches normally excel.*

-Thomas G. Bandy, *Coaching Change*

*Coaching develops character, life skills, spiritual pathways and the embracing of new life transforming truths.*

-Edward H. Hammett, *Reframing Spiritual Formation*

# Key Distinctions

	Coaching	Consulting	Counseling	Pastoral Counseling	Spiritual Direction	Mentoring	Discipling
Where expertise resides							
Assumptions about other person							
Listening for...							
Purpose of questions							
Past/present/future orientation							
Results							

## Distinctions of Coach vs. Christian Coach

Coach	Christian Coach
<p>Focused on the client and focuses the client on themselves.</p>	<p>The higher level of this is that we are called to "be", Christ is the one who does the work. <b>Philippians 2:13, John 15:5</b></p>
<p>Works with client to see importance of extreme self-care.</p>	<p>Focuses additionally on serving God with an attitude of surrender and obedience. <b>John 14:23, Luke 9:23-24, Phil 2:4-8</b></p>
<p>Utilizes various concepts to convey the message that attraction comes from "cleaning up" how you live life. Such concepts include:</p> <ul style="list-style-type: none"> <li>• Being toleration free</li> <li>• Having reserves of everything</li> <li>• Raising standards</li> <li>• Acknowledging needs</li> <li>• Strengthening strengths</li> </ul>	<p>Depends on more than synchronicity of circumstances to know that they are on the right track. They depend on prayer, scripture, the church (church = Christian community and not institution), and circumstances to know the will of God. Living based on circumstances alone places the burden of navigation through life solely on our ability to notice all of what's going on around us. Left to our own understanding, we will often misinterpret this data. Constantly pays attention to what God is calling them to do. <b>Proverbs 3:5-6</b></p>
<p>Most effective when remaining unattached to the outcomes associated with a client and living in the present.</p>	<p>Additionally, acknowledges that as long as God knows where I am, He can cause anyone in the world to know where I am .... Christ's system of power networking!</p>
<p>Believes that focusing on attraction, living in the present and strengthening personal foundation contribute to "flow" and "the universe" coming to you.</p>	<p>A higher level of effortlessness is taking Jesus up on His offer to share His yoke, which is easy and makes the burden light. It involves the strongest kind of personal foundation which is a personal relationship with Jesus Christ. <b>Matthew 11:29</b></p>
<p>Questions that may be asked of a client:</p> <ul style="list-style-type: none"> <li>• What are your goals? What is your plan to get there?</li> <li>• What is it that you really want?</li> <li>• What shifts do you have to make to get there?</li> </ul>	<p>The higher level of this is that we are called to "be", Christ is the one who does the work. <b>Philippians 2:13, John 15:5</b></p>
<p>Conversations with client include working to define Mission, Vision and Purpose of the client's life.</p>	<p>Focuses additionally on serving God with an attitude of surrender and obedience. <b>John 14:23, Luke 9:23-24, Phil 2:4-8</b></p>

<p>Focuses on "being" and lets the client do the work.</p>	<p>Additionally, acknowledges that as long as God knows where I am, He can cause anyone in the world to know where I am .... Christ's system of power networking!</p>
<p>Focuses on serving the client's best interest.</p>	<p>A higher level of effortlessness is taking Jesus up on His offer to share His yoke, which is easy and makes the burden light. It involves the strongest kind of personal foundation which is a personal relationship with Jesus Christ. <b>Matthew 11:29</b></p>
<p>Looks for synchronicities in life for clues that they and their clients are on the right track. Constantly pays attention to the "messages" and "lessons" of life.</p>	<p>The higher level of this is that we are called to "be", Christ is the one who does the work. <b>Philippians 2:13, John 15:5</b></p>
<p>Understands that being the hub of a network is important for building their coaching practice and for providing resources for clients.</p>	<p>Focuses additionally on serving God with an attitude of surrender and obedience. <b>John 14:23, Luke 9:23-24, Phil 2:4-8</b></p>
<p>Has keen desire for self and clients to experience the effortlessness that comes from life when you are authentically living your passion and have a very strong personal foundation.</p>	<p>Depends on more than synchronicity of circumstances to know that they are on the right track. They depend on prayer, scripture, the church (church = Christian community and not institution), and circumstances to know the will of God. Living based on circumstances alone places the burden of navigation through life solely on our ability to notice all of what's going on around us. Left to our own understanding, we will often misinterpret this data. Constantly pays attention to what God is calling them to do. <b>Proverbs 3:5-6</b></p>

## **Role of Ministry Leaders**

What are the top challenges for ministry leaders?

What are the overall objectives of ministry leaders, from a high level perspective?

Based on what you know about coaching, how can coaching impact the challenges and objectives?

---

# **COACHING PROCESS**

---

# 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

---

# **COACHING SKILLS**

---

# Coaching Skills

## Input Skills:

- Listen
- Observe
- Receive insight from Holy Spirit

## Output Skills:

- Ask Powerful Questions
- Encourage
- Deliver Concise Messages

## **Input Skills: Listening**

- Be fully engaged and focused!
- Avoid distractions
- Don't interrupt
- Use casual phrases
- Paraphrase what's said
- Listen and learn, following the conversation and clarifying briefly as needed

# Scriptural Examples of Listening

## Coaches are masterful listeners

**Masterful:** (adj.) having or reflecting the technical, artistic, or intellectual power and skill of a master (n., qualified to teach apprentices).

-- Adapted from *Webster's Dictionary*

**Masterful:** (adj.) having or reflecting the skills of the Master (n., Jesus Christ).

-- Adapted from *The Holy Bible*

## Examples of Listening

From *The Leadership Bible* on Communication.

**James 1:19**

**Proverbs 18:13**

**Proverbs 18:2**

**Psalm 19:1-11**

**James 3:1-16**

# Listening Checklist

## Situational Context

What's this about?

How are they behaving?

What does their speaking style reveal?

What's missing?

Are they coachable?

## Personal Context

What do they need most?

Goal Oriented?

Potential barriers to progress?

Values?

What personal resources are available?

Personal development?

Professional strengths?

Motivated by: positives vs. negatives?

## Better Listening Next Time?

## **Output Skills: Encouraging**

Encouragement can be accomplished by:

- Supporting with words
- Approving the excellent
- Speaking hope
- Empowering
- Using “and” more than “but”
- Seeing potential
- Blessing

# Scriptural Examples of Encouraging

## **Ephesians 4:29**

Do not let any unwholesome talk come out of your mouths, but only what is helpful for building other up according to their needs, that it may benefit those who listen.

## **Colossians 4:6**

Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone

## **2 Corinthians 1:3–5**

Praise be to the God and Father of our Lord Jesus Christ, the Father of compassion and the God of all comfort, who comforts us in all our troubles, so that we can comfort those in any trouble with the comfort we ourselves have received from God.

## **Ruth 1:16**

“Don’t urge me to leave you or to turn back from you. Where you go, I will go. Where you stay, I will stay. Your people will be my people and your God my God.”

## **Joshua 1:9**

Have I not commanded you? Be strong and courageous. Do not be terrified; do not be discouraged, for the LORD your God will be with you wherever you go.

## **Nehemiah 4:14**

After I looked things over, I stood up and said to the nobles, the officials and the rest of the people, “Don’t be afraid of them. Remember the Lord, who is great and awesome, and fight for your brothers, your sons and your daughters, your wives and your homes.”

## **Hebrews 3:13**

But encourage one another daily, as long as it is called Today, so that none of you may be hardened by sin's deceitfulness.

## **Input Skills: Observing**

- Content that's being shared
- Context that surrounds the content
- Unspoken messages
- What the person knows
- Determining meaning from all these sources that give clues to creating awareness

# Scriptural Examples of Observing

Jesus often modeled drawing meaning from context, unspoken messages

## **Mark 10:17-22**

As Jesus started on his way, a man ran up to him and fell on his knees before him.

"Good teacher," he asked, "what must I do to inherit eternal life?"

"Why do you call me good?" Jesus answered. "No one is good--except God alone. You know the commandments: 'Do not murder, do not commit adultery, do not steal, do not give false testimony, do not defraud, honor your father and mother.'"

"Teacher," he declared, "all these I have kept since I was a boy."

Jesus looked at him and loved him. "One thing you lack," he said. "Go, sell everything you have and give to the poor, and you will have treasure in heaven. Then come, follow me." At this the man's face fell. He went away sad, because he had great wealth.

## **Luke 7:37-50**

When a woman who had lived a sinful life in that town learned that Jesus was eating at the Pharisee's house, she brought an alabaster jar of perfume, and as she stood behind him at his feet weeping, she began to wet his feet with her tears. Then she wiped them with her hair, kissed them and poured perfume on them.

When the Pharisee who had invited him saw this, he said to himself, "If this man were a prophet, he would know who is touching him and what kind of woman she is—that she is a sinner."

Jesus answered him, "Simon, I have something to tell you."

"Tell me, teacher," he said.

"Two men owed money to a certain moneylender. One owed him five hundred denarii, and the other fifty. Neither of them had the money to pay him back, so he canceled the debts of both. Now which of them will love him more?"

Simon replied, "I suppose the one who had the bigger debt canceled."

"You have judged correctly," Jesus said. Then he turned toward the woman and said to Simon, "Do you see this woman? I came into your house. You did not give me any water for my feet, but she wet my feet with her tears and wiped them with her hair. You did not give me a kiss, but this woman, from the time I entered, has not stopped kissing my feet. You did not put oil on my head, but she has poured perfume on my feet. Therefore, I tell you, her many sins have been forgiven—for she loved much. But he who has been forgiven little loves little."

Then Jesus said to her, "Your sins are forgiven."

The other guests began to say among themselves, "Who is this who even forgives sins?"

Jesus said to the woman, "Your faith has saved you; go in peace."

## Output Skills: Asking Powerful Questions

There are two basic kinds of questions - open and closed.

**Closed questions** produce "yes," a "no" or brief answer.

**Open questions** encourage the sharing of ideas and information.

Focused questions can help others to:

- Gain Information
- Promote personal discovery in the PBC
- Generate options
- Uncover obstacles
- Determine next steps

# Examples of Powerful Questions

## Two Favorite Questions:

- What would be most useful to you during this conversation?
- What do you need right now?

## Other Sample Questions:

- What have you done thus far that can inform you in moving forward?
- What are you thinking about as a next step?
- What consequences might there be?
- What other options are you considering?
- What resources will you need to accomplish the task?
- Who can you talk to about this?
- How might you compensate for the risks?
- What else?

## Other Questions:

# Scriptural Examples of Powerful Questions

## Questions of Jesus

John 8:10

"Woman, where are they? Has no one condemned you?"

John 5:6

"Do you want to get well?"

Mark 5:30

"Who touched my clothes?"

Matthew 20:32

"What do you want me to do for you?"

Luke 24:17

"What are you discussing together as you walk along?"

# **Input Skills: Receiving Insight from Holy Spirit**

## Tips for Receiving Insight from Holy Spirit

- Creating an environment in which you and the PBC can hear from the Lord
- Being in the spirit of prayer
- Hearing from God
- Discerning what and how to share
- Responding to what you're hearing

## **Scriptures on Receiving Insight from Holy Spirit**

John 16:7-15

But I tell you the truth: It is for your good that I am going away. Unless I go away, the Counselor will not come to you; but if I go, I will send him to you. When he comes, he will convict the world of guilt in regard to sin and righteousness and judgment: in regard to sin, because men do not believe in me; in regard to righteousness, because I am going to the Father, where you can see me no longer; and in regard to judgment, because the prince of this world now stands condemned.

I have much more to say to you, more than you can now bear. But when he, the Spirit of truth, comes, he will guide you into all truth. He will not speak on his own; he will speak only what he hears, and he will tell you what is yet to come. He will bring glory to me by taking from what is mine and making it known to you. All that belongs to the Father is mine. That is why I said the Spirit will take from what is mine and make it known to you.

## **Output Skills: Delivering Concise Messages**

Concise messages are based on:

- Listening
- Observing
- Insight from the Holy Spirit
- Useful information
- Desired outcomes

Concise messages are delivered in bullet form (rather than paragraph form, 7 words or less), followed by silence.

## **Scriptural Examples of Concise Messages**

John 16:31-33

"You believe at last!" Jesus answered. "But a time is coming, and has come, when you will be scattered, each to his own home. You will leave me all alone. Yet I am not alone, for my Father is with me.

"I have told you these things, so that in me you may have peace. In this world you will have trouble. But take heart! I have overcome the world."

Luke 19:5

When Jesus reached the spot, he looked up and said to him, "Zacchaeus, come down immediately. I must stay at your house today."

Matthew 24:4

Jesus answered: "Watch out that no one deceives you."

## Ratio of Input Skills to Output Skills



Output

Input

Where are you on this continuum?

## Were You Born to Coach?

Read each statement and respond as objectively as possible	Not quite true	Already true
1. I have been listening intently, asking pointed questions and encouraging others as a preferred way of interacting with people all my life.		
2. I always respond this way (see #1) ...it extends beyond work life. I often do it in addition to my current job, sometimes even instead of performing well in my current job.		
3. I can see the benefit of and enjoy having structured conversations in order for others to take effective intentional action.		
4. I am inclined to make fine distinctions in language to clarify meaning.		
5. I naturally put my own agenda aside in deference to the person I'm talking to.		
6. I naturally see patterns in behavior that others don't see.		
7. I recognize and can share trends that result in others being more effective.		
8. I naturally value and prefer to invest in people and relationships rather than in equipment, tasks or projects.		
9. I have a keen awareness for underlying strengths, for what is not said, and for possibilities that are not yet realized.		
10. I have a natural fascination for human interaction and am a student of human behavior (this might include reading, seminars, etc. and is not limited to formal education or degrees).		

# **What does it take to be a Coach?**

---

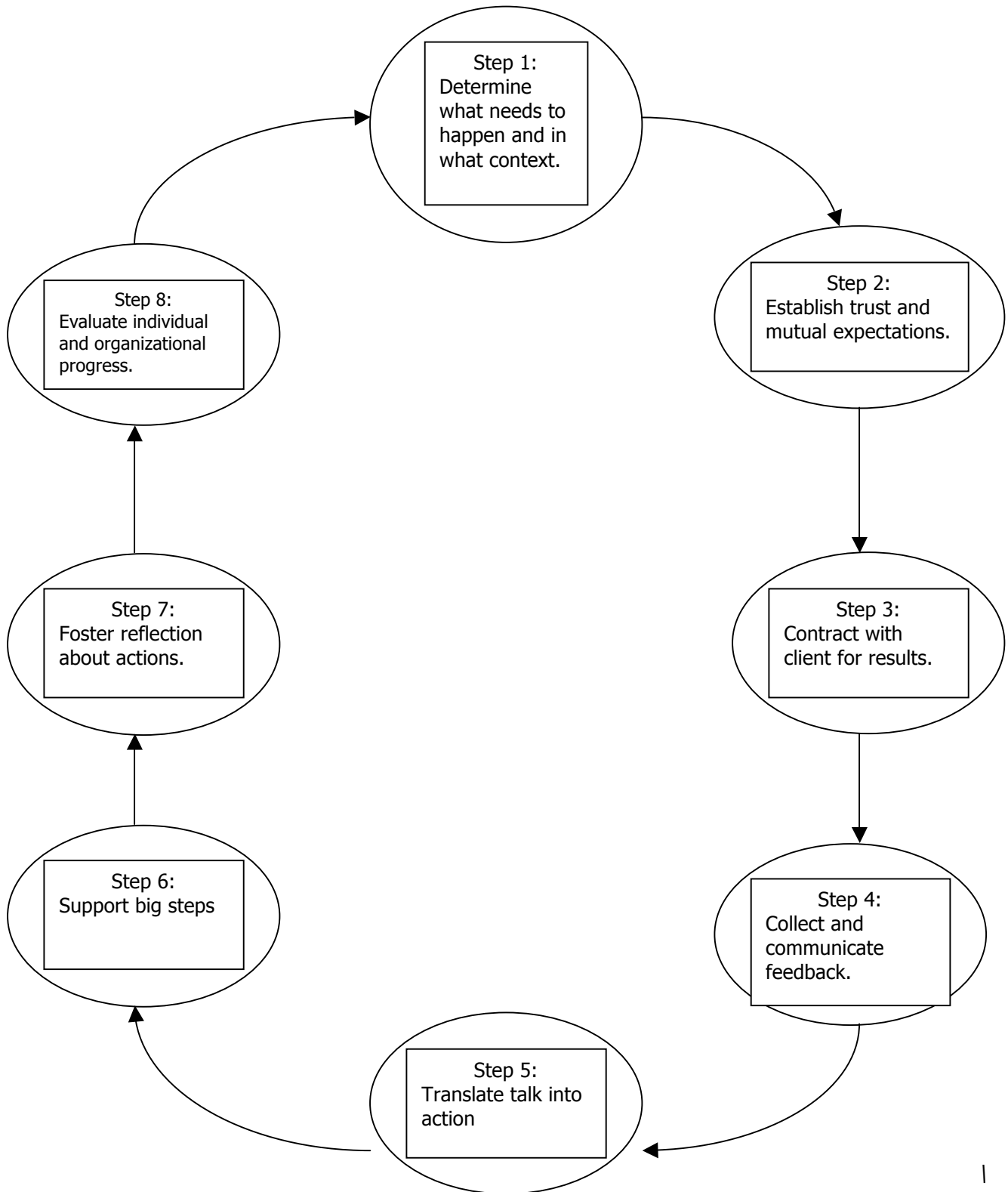
# **COACHING MODELS**

---

# Steps of Coaching Conversation

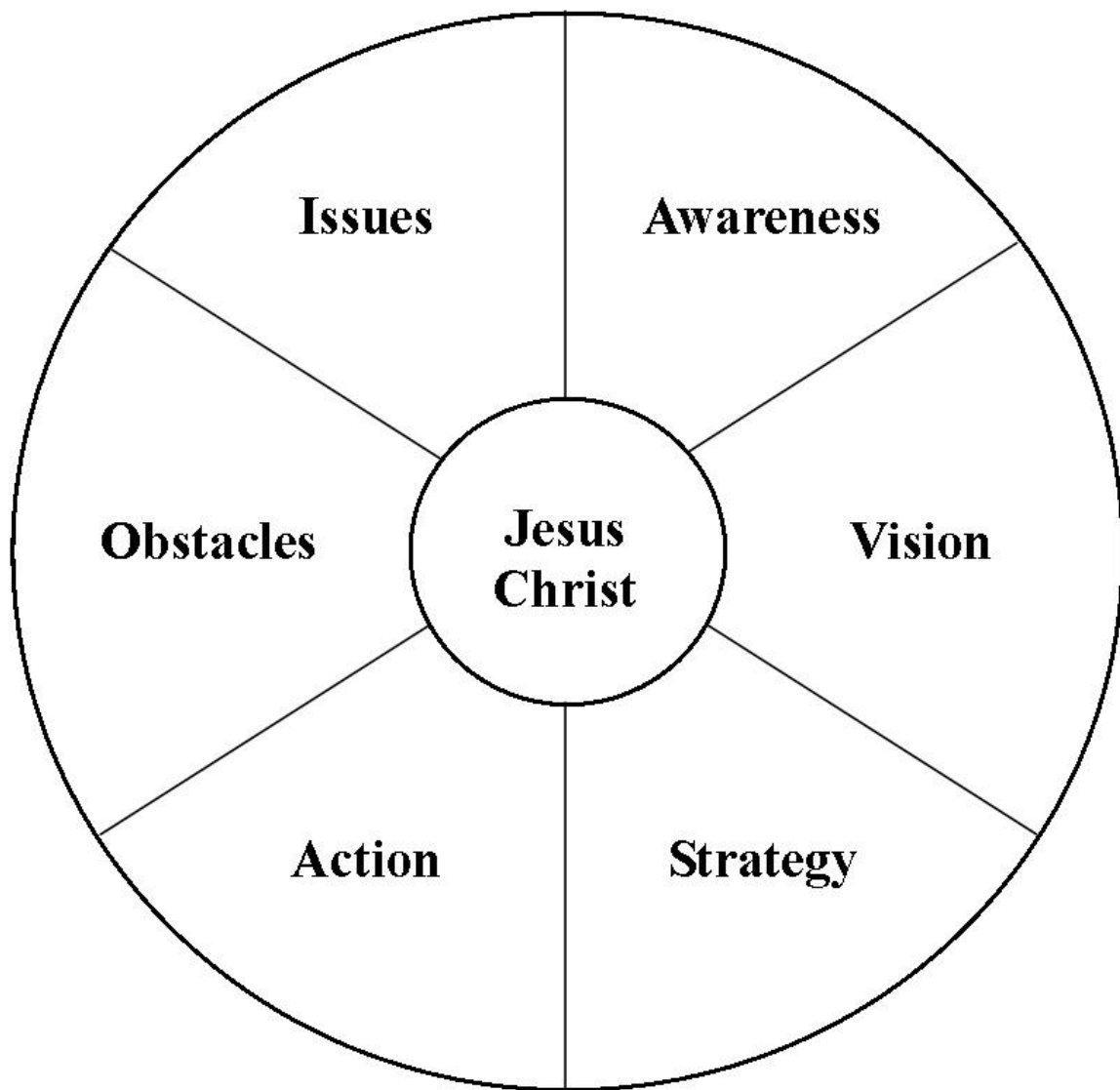
1. Establish Focus
2. Discover Possibilities
3. Plan the Action
4. Remove Barriers
5. Recap

# Eight Steps of Action Coaching



*Action Coaching* by David Dotlich and Peter Cairo

# Mental Road Map



# **GROW**

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.

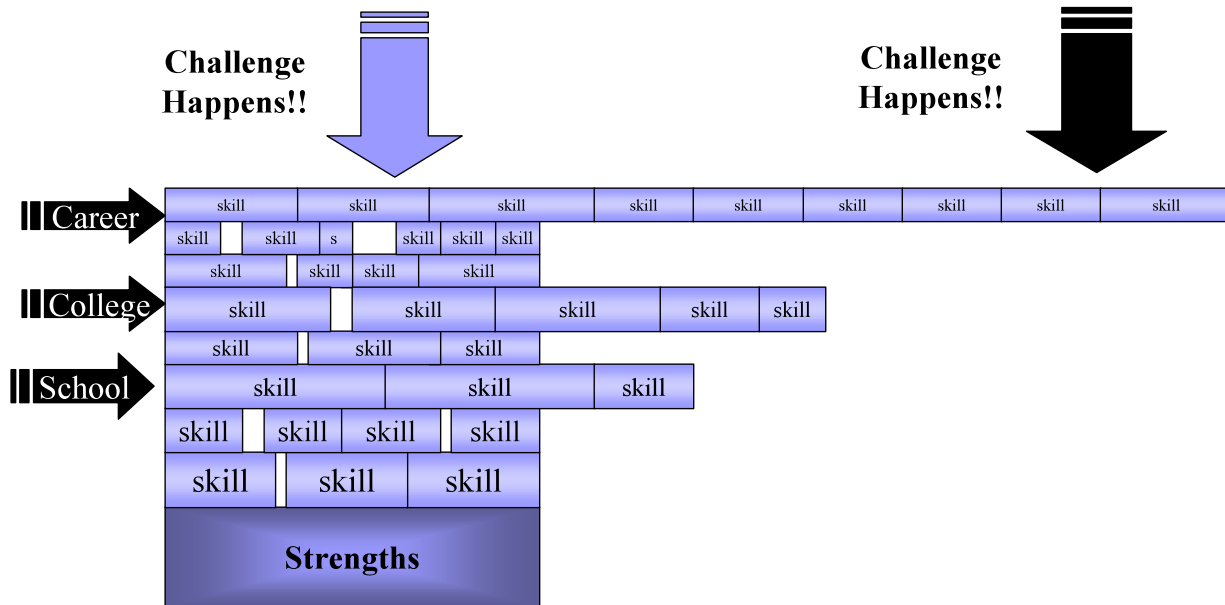
W – What is to be done, when, by whom and the will to do it.

## Realizing Potential

$$P = p - i$$

**Performance = potential – interference**

# Strengths vs. Skills Model



# Getting Started in a Congregation or Ministry Setting

Script what you might say when starting to discuss a coaching relationship.

Be sure to include the following:

- Purpose or objectives for the coaching
- Confidentiality
- Honesty, feedback
- Logistics and operating guidelines
- Scheduling
- Fees or value proposition
- What's appropriate in a coaching relationship and what's not
- Responsibilities – yours and the PBC's
- Expectations
- Determining if you're the right coach
- What to do if you're not the right coach
- Legal issues

# **World Café – Competencies and Scriptures**

# Final Skills Practice

Competencies:

Areas for improvement:

# Notes

---

# RESOURCES

---

# 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

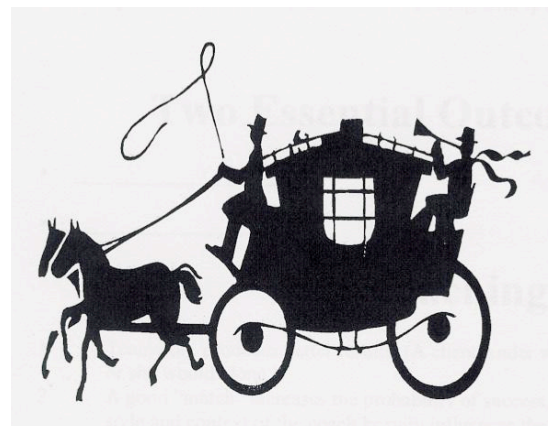
- Establishing Trust and Intimacy with the Client
- Coaching Presence

## 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



# **ICF Certification Requirements**

## **Associate Certified Coach (ACC) Requirements**

- 60 hours of coach specific training
- 100 hours of client coaching experience –documented
- 2 Reference letters from qualified coaches
- Coached/mentored by MCC or PCC for minimum of 10 hours
- 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 for minimum of 10 hours
- 2 Reference letters from qualified coaches
- 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 for at least 10 hours
- Documented contribution to coaching profession
- 3 Reference letters from qualified coaches
- Exam

# Glossary of Coaching Terms

Like any technology, the field of coaching has developed a vocabulary all its own. We are providing some basic definitions that you may encounter in your "coaching education" and understanding. *(These are materials created by Christian Leadership Coaching.)*

**Assessment:** A measurement process or tool of the performance, knowledge, learning, or other measurable qualities of a person, position, or named subject that has either taken place or can take place. Usually measured against stated outcomes.

**Attainment Testing:** Tool to measure what a person knows or can do, and is usually related to the stated goals of a course or training the person has undertaken.

**Awareness Training:** Training used to disseminate information that provides an individual with the basic knowledge/understanding of a policy, program, or system.

**Certification:** A process by which an organization grants recognition of competence to an individual who has met a set of pre-determined standards specified by the organization. These standards include number of hours of training, number of hours of coaching, written and oral examinations.

**Master Certified Coach (MCC):** An International Coaching Federation (ICF) designation. Highest certification offered by ICF - advanced level.

**Professional Certified Coach (PCC):** An International Coaching Federation (ICF) designation. This designation is a level below the designation of MCC (above), and is the first level of credential.

**Coach:** A person who gives honest feedback and support, inspires, challenges, facilitates growth and change, and partners with another person to achieve stated goals. A coach may perform these functions on a personal or professional level.

**External Coach:** A coach who is contracted from the "outside", by an individual, corporation or organization, to come "inside" to provide coaching services. The external coach may or may not have technical experience in the client's industry or field, but WILL have experience in dealing with conditions and goals related to that industry or field, as well as with the people issues involved. An external coach may negotiate an ongoing general coaching contract, or one which specifies a limited period of time, dealing with stated issues.

**Internal Coach:** A coach who has been trained to perform the functions of coach within and for an organization, and is a paid employee of that organization or corporation. The internal coach may or may not have other specified job duties in addition to coaching within the organization. The internal coach can be either a full-time or part-time employee.

**Coach Approach:** A way of relating and behaving that is based on coaching a person or team, instead of “managing” or teaching, etc.

**Coaching:** The process of being a coach, performing the functions detailed under “coach.” The goal of coaching is the development, growth and success of those being coached.

**Corporate Coaching:** Coaching within and with an entire corporation or different divisions, departments/teams within the corporation or organization.

**Executive Coaching:** Coaching at the executive level either with a single individual or with complete teams of individuals either within an organization or corporation, or as a unique individual relationship outside the organization’s boundaries.

**Personal Coaching:** Coaching with an individual, working on personal issues with a client.

**Career Coaching:** Coaching that focuses on work and career transitions, or issues around careers.

**Performance Coaching:** Coaching that is generally done within an organization or corporation, focusing on the skills and competencies required for optimum performance to meet expectations.

**Coaching Culture:** A culture cultivated within an organization or corporation that embraces the competencies and attitude of coaching.

**Cognitive:** The mental processes of perception, memory, judgment, and reasoning, as contrasted with emotional and volitional processes. Cognitive also refers to attempts to identify a perspective or theory in contrast to emphasizing observable behavior.

**Conflict Management:** The art of managing conflict effectively. Nearly all projects encounter conflict. The object of successful conflict management is to handle conflicts so that the result is positive rather than destructive.

**Counseling:** A means of assisting persons to resolve and overcome personal (and sometimes professional) problems using standardized behavioral psychological methods. A coach is not a counselor. In addition to “problem-solving” a coach maximizes the person’s potential. A coach works with a person to move confidently forward in life, not just over or around a hurdle. A counselor may inadvertently foster dependency. A coach empowers individuals for flight. (Note: Some people benefit from counseling instead of coaching.)

**Development:** The training and nurturing of people to acquire new horizons, technologies, or viewpoints, enabling leaders to guide their organizations onto new expectations by being proactive rather than reactive. It enables workers to create better products, faster services, and more competitive organizations. It is learning for ultimate

growth of the individual, but may not be related to a specific present or future job or function.

**Evaluation:** The process of gathering information in order to make informed decisions. It is broader than testing, and includes both subjective (opinion) input and objective (fact) input. Evaluation can take many forms including tests, assessments, and self-reflection.

**Expert:** A person whose knowledge, skill, and experience is specialized and extensive, especially as the result of much practical experience.

**Facilitator:** A person who makes it easier for others to learn and grow, or assists in and directs the implementation of processes, programs, and plans. A facilitator determines the best way to make information available to the people involved by providing the knowledge, systems, or materials which enable persons to perform a task more effectively. This is done by listening, asking questions, providing ideas, suggesting alternatives, and identifying possible resources. A good facilitator is adept and experienced with people and people issues.

**Feedback:** Providing information about the nature of an action and its result in relation to some criterion of acceptability. It provides the flow of information back to a person so that actual performance can be compared with planned performance. Feedback can be positive, constructive, or neutral.

**International Coach Federation (ICF):** The largest and foremost professional association which accredits coaching schools and certifies individuals in coaching. ([www.coachfederation.org](http://www.coachfederation.org))

**Intervention:** The ability to mediate effectively with individuals, groups or teams in order to facilitate the achievement of a specific outcome. It may be understood as a dynamic interpersonal process performed with a clear purpose whereby the coach may have to communicate, teach, lead and/or manage.

**Lifelong Learning:** The concept of continuous personal development through personal (self-actualized) learning.

**Mentor:** A wise and trusted advisor. Three mentoring roles can exist in a work context:

**Mainstream Mentor:** someone who acts as a guide, adviser and counselor at various stages in someone's career destined for a senior position.

**Professional Qualification Mentor:** someone required by a professional association to be appointed to guide a student through a program of study, leading to a professional qualification.

**Vocational Qualification Mentor:** someone appointed to guide a candidate through a program of development and the accumulation of evidence to prove competence to a standard.

NOTE: A coach is generally not a mentor, except to another coach, or someone within his/her field of experience. A coach is outside the workplace boundaries, specializing in people and the encouragement of personal and professional achievement and goal realization.

**Model:** (1) A person who serves as an example for another person to emulate.  
(2) A representation of a process or system that shows the most important variables in the system in such a way that analysis of the model leads to insights into and understanding of the system.

**Module:** A stand-alone instructional unit that is designed to satisfy one or more learning objectives. A separate component complete within itself that can be taught, measured, and evaluated for a change or even bypassed as a whole. A module consists of one or more lessons.

**Needs Analysis:** A method used to determine specific needs by reviewing tasks, identifying performance factors and objectives, and defining objectives and recommendations.

**Needs Assessment:** Problem identification process that looks at the difference between "what is" and "what should be" for a particular situation. A systematic study that incorporates data and opinions from varied sources in order to create, install and evaluate people, products and services.

**Organizational Development:** This is a large area of expertise, encompassing the ability to conduct overviews, interviews, analyses and any other assessments required to determine the overall structure and function of an organization, including all the inter-dependent parts and how they function together. The purpose of this review is generally to determine where problem areas may exist and then to suggest changes, or to provide expertise to those in start-up businesses. Many executive coaches specialize in this area.

**Performance Analysis:** It is the process by which professionals partner and team up to identify and respond to opportunities and problems, and through study of individuals and the organization, to determine an appropriate cross-functional solution system.

**Strategic Planning:** The process of thinking of and determining specific goals, objectives, and actions to move from one place to another; for industries and organizations of all sizes.

**360-Degree Feedback (or Evaluations, Assessments, Reviews):** Refers to a process in which data is collected from multiple sources or multiple raters surrounding the person being assessed. Respondents may include self, supervisor, reporting

employees, peers, and, in some cases vendors/clients. Applications include performance appraisal, professional development, succession planning, assessing organizational climate, and targeted competency areas specific to the individual being assessed.

**Team Development:** The process of forming and advancing a team to be more effective, and to develop higher functioning relationships.

**Trainer:** A person who directs the growth of learners by making them qualified or proficient in a skill, task, attitude, system, or process. Utilizes coaching, instructing, and facilitating techniques to accomplish the learning objectives.

**Training:** Learning that is provided in order to improve performance (not always job related, but always growth related)

# Bibliography

## Coaching

- Anderson, Dianna, and Merrill Anderson. *Coaching That Counts*. Burlington: Elsevier Butterworth-Heinemann, 2005.
- Bacon, Terry R., and Karen L. Spear. *Adaptive Coaching: The Art and Practice of a Client-Centered Approach to Performance Improvement*. Palo Alto: Davies Black Publishing, 2003.
- Blanchard, Scott, and Madeleine Homan. *Leverage Your Best and Ditch the Rest*. New York: HarperCollins, 2004.
- Crane, Thomas G. *The Heart of Coaching, Second Edition*. San Diego: FTA Press, 2002.
- Creswell, Jane. *The Complete Idiot's Guide to Coaching for Excellence*. Indianapolis: Alpha Books, 2008.
- Dotlich, David, and Peter Cairo. *Action Coaching*. San Francisco: Jossey-Bass Pfeiffer, 1999.
- Hargrove, Robert. *Masterful Coaching*. San Francisco: Jossey-Bass Pfeiffer, 2003.
- Homan, Madeleine, and Linda J. Miller. *Coaching in Organizations: Best Coaching Practices from The Ken Blanchard Companies*. Hoboken: John Wiley & Sons, 2008.
- O'Neil, Mary Beth. *Executive Coaching*. San Francisco: Jossey-Bass Pfeiffer, 2000.
- Rosinski, Philippe. *Coaching Across Cultures*. London: Nicholas Brealey Publishing, 2003.
- Whitmore, John. *Coaching for Performance*. London: Nicholas Brealey Publishing, 1992.
- Whitworth, Laura, Henry Kimsey-House, and Phil Sandahl. *Co-Active Coaching*. Palo Alto: Davies Black Publishing, 1998.

## Christian Coaching

- Hall, Chad and Bill Copper and Kathryn McElveen. *Faith Coaching: A Conversational Approach to Spiritual Formation*. Hickory, NC: Coach Approach Ministries, 2009.
- Creswell, Jane. *Christ-Centered Coaching: 7 Benefits for Ministry Leaders*. St Louis: Chalice Press, 2006.
- Larsen, Kate. *Progress Not Perfection*. Andover: Expert Publishing, Inc., 2006.
- Ogne, Steve and Tim Roeh. *Transformational Coaching: Empowering Leaders in a Changing Ministry World*. Nashville: B&H Books, 2008.
- Miller, Linda J., and Chad W. Hall. *Coaching for Christian Leaders: A Practical Guide*. St Louis: Chalice Press, 2007.
- Stoltzfus, Tony. *Leadership Coaching*. Virginia Beach: Stoltzfus, 2005.
- Whitcomb, Susan Britton. *The Christian's Career Journey*. Indianapolis: JIST Publishing, 2008.