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Does Anyone Really Buy Coaching?
by Bill Copper, PCC

If you’re like most of the coaches I know, you’ve wrestled with the question of how to sell your coaching services. We can be pretty excited about the process, our competencies, and the prospect of getting hired by leaders or organizations. Most of us, however, find a real disconnect between our enthusiasm and that of our potential clients.

How do we get those leaders, or their companies/ministries to hire us as coaches?

Focus on Outcomes

In our organization we are finding that clients don’t buy coaching. What organizations and their leaders are looking for are the outcomes that derive from coaching. They aren’t willing to spend the money nor the time required to engage in a coaching relationship just for the sake of being coached – they must be able to make a connection between the coaching and some preferred outcome(s).

While we have found that most organizations don’t buy coaching, we have also found that most coaches don’t have good language for expressing the outcomes that could be expected from coaching. Coaches are excellent at explaining how the coaching will work, what clients can expect from us as a coach, and how we expect them to behave during the coaching relationship. However coaches don’t do a very good job of helping clients see what might result from working with us in a coaching engagement.

Honoring Your Message

So how does one go about communicating the benefits from coaching? How can you help your clients see what they can expect as a result of hiring you as their coach?

Here are a few tips on honing your message to give yourself the best chance at getting hired by that top leader or organization:

• First, you need to be really clear yourself of the potential outcomes from coaching. What have you gained from being coached? What are some specific outcomes your clients are seeing as a result of your coaching engagements? If you aren’t able to identify these, you sure won’t be able to communicate them with your clients.
• Second, identify the three or four recurring themes that keep showing up in your coaching relationships and think about how you could express those as a benefit to potential clients. What personal, professional, or spiritual gains have you and your clients made that you believe other potential clients would be willing to pay for? The more specific you can be in this step, the more likely you’ll be able to communicate these potential benefits to prospective clients.

• Next, think about how you could package some coaching, assessment, and consulting services to help your clients attain these benefits. How many sessions would it take for your client to attain her/his goals? What would happen in each session? What assessments/exercises would be involved? While we know that the entire coaching relationship can’t be fully planned out in advance, your clients will feel more comfortable if they have an idea of what will take place along the way of your coaching relationship than if you simply tell them “You’ll come each time with a topic and we’ll work on it.”

• Finally, determine how you’ll market these “coaching packages” to those who would most likely see the benefit. What types of leader will see the value in your coaching solutions? What types of organizations do they lead? How do you get your message to them? How can you express the benefits in terms of a monetary value?

Until we are able to help our clients see the valuable outcomes that will come from working with us, we are destined to keep banging our heads against the wall wondering why we aren’t getting hired. No one buys “coaching” anymore.

Bill Copper, PCC serves as a coach to ministry and business professionals and serves as the Executive Director for Coach Approach Ministries.
Jesus as Coach: How Christ Used Powerful Coaching Questions to Transform Hearts and Change the World
by David J. Boisselle, M.HR, M.Ed

Jesus Christ was known by many names and titles, including Master, Teacher, and Rabbi. I submit that He could also be known as Coach. Now, I realize that Coach sounds somewhat sacrilegious, as we typically associate that title with sports. Yet, does not Jesus fit leadership coach Tony Stoltzfus’s definition of “coach?”

*Coaches are change experts who help leaders take responsibility for their lives and act to maximize their own potential.*

Was not Jesus Christ all about change – a change of heart?

“I will give you a new heart and put a new spirit within you; I will take the heart of stone out of your flesh and give you a heart of flesh.” (Ez 36:26)

“But you shall receive power when the Holy Spirit has come upon you; and you shall be witnesses to Me in Jerusalem, and in all Judea and Samaria, and to the end of the earth.” (Acts 1:8)

“I say to you that likewise there will be more joy in heaven over one sinner who repents than over ninety-nine just persons who need no repentance.” (Lk 15:7)

“Behold, I make all things new.” (Rev 20:14)

All coaches must master the art of “ask[ing] questions instead of giving advice,” Stoltzfus says. “Quite simply, questions hold the power to cause us to think, create answers we believe in, and motivate us to act on our ideas. Asking moves us beyond passive acceptance of what others say, or staying stuck in present circumstances, to aggressively applying our creative ability to the problem.” Furthermore, says Stoltzfus, “this asking approach [not only] changes the relationship, it also changes you.”

OD consultant Tom Crane advises us to “remember your ‘ABCs’” – Ask Before Coaching.

Jesus used powerful questions in his ministry. In his book, *The Questions of Jesus: Challenging Ourselves to Discover Life’s Great Answers* (2004), Jesuit priest John Dear found 307 questions by Jesus in the Bible. Furthermore, noted Richard Rohr, O.F.M., in his forward to the book, Jesus directly answered only three of the 183 questions that He Himself was asked.
asked in the Gospels. Says Fr. Dear, "[Jesus] is like Socrates, teaching the crowds by asking questions. He teaches [coaches] his disciples using the technique of the question as a way to break open their hearts and their narrow minds to the meaning of life and the mystery of God."  

Jesus was a coach, and asked coaching questions. When asked a question, he often responded with a question – what we call today the Socratic Method. Jesus used parables as a coaching technique to stimulate critical thinking in His followers by engaging His listeners in a scenario or asking them questions outright at the beginning of a parable:

"Suppose one of you" (Lk 11:5; 14:28; 15:4; and 17:7); “Which of you fathers?” (Mt 7:9; Lk 11:11); and others, notes Simon Kistemaker of Reformed Theological Seminary in Orlando.

John Ortberg, pastor of Menlo Park Presbyterian Church, says that “Jesus taught to change lives.” Christ was not interested solely in transfer of information; rather, He was intent on spiritual transformation. Jesus’ method was to respond to a question with a question. When asked by a man with a withered hand, “Is it lawful to heal on the Sabbath?” Christ responded, “What man is there among you who has one sheep, and if it falls into a pit on the Sabbath, will not lay hold of it and lift it out?” (Mt 12:10-11). Jesus could have responded directly, quoting from the law, but elected to get the man to think, to become transformed in his thinking. Christ as teacher and coach was focused on long-term improvement (salvation), not short-term success.

The Parable of the Good Samaritan is a case in point, for it is riddled (no pun intended) with questions, both to and from Jesus. A “certain young lawyer stood up and tested” Jesus, asking “Teacher, what shall I do to inherit eternal life?” To which Jesus responded, “What is written in the law? What is your reading of it?” (Lk 10:25-26). Philip Esler of St. Mary’s College calls this dialogue a “‘challenge’, the opening gambit in the social dynamic of ‘challenge and response’ known to us from the Mediterranean culture…The lawyer hopes that Jesus will give an unsatisfactory answer to the question, or at least one inferior to that which he, the lawyer, will be able to produce.” When the lawyer responded to Jesus that the law called for him to “‘love the Lord your God…and your neighbor as yourself,’” Jesus affirmed the lawyer’s knowledge of the

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law, saying, “do this and you will live.” Yet when the lawyer continued, “And who is my neighbor?” Jesus told the parable of the Samaritan man who was the sole passerby of three to show compassion to a roadside mugging victim of another tribe. Seeking to end the discussion with the lawyer, Jesus asked, “So which of these three do you think was neighbor to him who fell among the thieves?” To which the lawyer replied, “He who showed mercy on him.” Jesus then said to him, “Go and do likewise.” Jesus closed with a “sting,” says Esler, because it “suggests that the lawyer may not be fulfilling these commandments and may not have life, meaning life in the present, not necessarily the eternal life of v. 25.”

Jesus’ colloquy with the young lawyer in the Parable of the Good Samaritan is a classic example of the Socratic Method, whereby the student (the young lawyer) “comes either to the desired knowledge by answering the questions or to a deeper awareness of the limits of knowledge.” Jesus did not “tell” the young lawyer what to do; rather, He asked questions to get the man to think, to create answers he could believe in, and motivate himself to act on his ideas. Jesus was all about effecting eternal change in his followers, and He used powerful questions and parables to evoke such change. Jesus was, indeed, a Coach. Perhaps we Christian leadership coaches can take a page out of His playbook?

David Boisselle is a retired naval officer now serving as Director of Military & Veterans Affairs at Regent University in Virginia Beach, where he is also a candidate for Doctor of Strategic Leadership.
Coaching at End of Life: Blazing a New Frontier

by Kathy Skinner,

Coaching is making a difference in all sorts of circumstances these days, and one of the most valuable and progressive applications of coaching is with those who are losing family members. End of Life (EOL) Coaching deals with life's final transition.

Bob, a middle-aged man, wanted me to meet with his mom and share the salvation message with her. His hope was that she would accept Christ, ensuring she would go to heaven when she died. Bob is a strong Christian with bedrock faith when it comes to caring for his family. Seven years ago, he and his wife Linda retired early to care for his mom as her health declined. They sold their home of 25 years and moved into his mom's little home to care for her. His mom, Ruth, is now 103 years old - they had no idea she would live so long. She was a progressive woman in every sense of the word. She was a Harvard graduate with a brilliant mind and was a "well-put together woman." According to Bob, she was a woman who had it "all together." But now her health was failing her physically and cognitively. She had a variety of ailments including advanced Alzheimer's disease.

Bob had two goals related to helping his mom experience a peaceful and comfortable death on hospice: (1) manage her pain and agitation; and (2) see her receive Jesus as her Lord and Savior.

Creating a Safe Place

Most of my meetings were with Bob and his wife Linda, since Ruth was usually sleeping when I came to visit. As an End of Life Coach, it was most important to create a safe place for Bob and Linda to share their deepest thoughts and feelings. This was first accomplished by honoring and valuing their faith. Foundationally, it was this that allowed them to open up and trust me, especially for Bob. His faith informed all his decisions and was primary in taking an early retirement to care for his mom in her final years. I looked for opportunities to support his faith and validate his decisions. Recognizing that he was understood by someone sharing his faith and values, Bob relaxed and became more open and responsive.

Deep Listening

Through deep listening and being present, I learned each of their life stories. From Bob, I learned that Ruth spent her life as
an advocate for less fortunate children and directed an orphanage. Bob received Christ in his late 20's and was concerned that his faith often created tension within his family. As a result, he continually worked on trying to overcome this obstacle by building bridges with his family. Now, with his mom on hospice, he was experiencing an array of thoughts and feelings. In particular, grief, as he watched his mom's slow decline as she approached death. He felt exhausted and fatigued.

**Powerful Questions**

By asking thought-provoking questions, I learned that Bob believed it was his responsibility to insure his mom accepted Christ. He believed that God required him to "get mom saved." We explored this belief and discussed how mom responded when approached with Bob's agenda to "get mom saved". We compared this to her receptivity when he massaged her hands and spoke appreciatively towards her. As we discussed it, subtle mindsets and beliefs surfaced. Without being told what to think or how to act or how to feel, Bob was able to sort through his own beliefs and theology. This led to an epiphany of sorts for him. He realized there was an unexplainable peace and sense of God's presence when he focused on unconditionally loving his mom and performing simple acts like massaging her tired hands or thanking her for all she had done.

**What is End of Life Coaching?**

The International Coaching 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 it 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

The End-of-Life (EOL) coach follows these principles and seeks to honor the client as the expert in his/her life. The EOL coach has the privilege to walk alongside an individual and their loved ones as they face the last chapter of life here on earth.

**Purpose of EOL Coaching**

9From the ICF's website: http://coachfederation.org/need/landing.cfm?ItemNumber=978
I am convinced our society has a great need for EOL coaches. There are opportunities everyday in our communities, workplaces and churches where people face some form of grief and loss. EOL coaches can partner with them on their journey, providing support, encouragement and a safe haven. As J. Val Hastings, founder of Coaching4Clergy states, "Coaching isn't about fixing people, or solving problems; coaching is a developmental or discovery-based process. Similar to athletic coaches, we further develop the skill and talent already inherent in the people we coach." 10 In most cases, people have everything within them to deal with their own mortality and death. However, many do not know how to access these inner resources. Many people also believe they cannot handle end of life issues well. They struggle with feeling inadequate and are embarrassed by the emotional roller coaster they experience. End-of-Life coaches are trained in grief. They accompany the dying in a voyage of self-discovery and reassure them that what they are experiencing is normal. As with any coaching relationship, people often find strength and stability in the partnership. That is why EOL coaching is vitally important. They support both the dying and grieving by building and providing a safe relationship where thoughts, feelings and concerns can be shared. By listening intently, asking powerful questions, and providing reassurance, the End-of-Life coach can cultivate an environment to help the dying and grieving person to express what they are experiencing and what they desire to bring about.

Death is a normal part of life. People who are dying, and their grieving loved ones, do not need to be fixed; they need someone to come alongside and take them from good to great. This often means a comfortable, peaceful death which may be evidenced through the following: healthy grieving and mourning, acceptance of loss and change, personal reflection and spiritual discovery, healing of relationships and reconnection with God. Most of us find it difficult to achieve the great potential that lies within us. We need someone to stand with, believe in, and encourage us when life seems overwhelming. EOL coaches will listen to your story, support your decisions, and be there when you feel like giving up. Sometimes the EOL coach is the dying's greatest advocate and cheerleader to the very end.

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The Foundation: Building Blocks of Coaching

Christian Coaching Magazine | christiancoachingmag.com
"They are like a man building a house, who dug down deep and laid the foundation on rock. When a flood came, the torrent struck that house but could not shake it, because it was well built." (Jesus) Luke 6:48

Foundations are not always visible, yet they are required for strength and structural stability. As coaches, we recognize the importance of implementing the eight building blocks to establish a framework for a stable foundation. In his book, "Coaching at End of Life", Dr. Eisenhauer lists the eight building blocks as:

1. Deep Listening
2. Powerful Questioning
3. Artful Language
4. Action and Accountability
5. The Coaching Relationship
6. The Coaching Agreement
7. Creating New Awareness
8. Direct Communication

Dr. Eisenhauer also provides eight supporting building blocks for coaching the dying. They are summarized below:

1. Provide a Safe Place - Providing a safe and supportive environment is basic to the coaching relationship, however, it is stressed here because the need is amplified for the dying.

2. Be Present (walking with them) - The most important ministry an EOL coach can provide for the dying, their loved ones and caregivers, is the ministry of presence. Before the coach can be truly present, one must work through their own issues related to death and dying. Being present allows for stillness and silence. It can also create an awareness of God's abiding presence working in a dying person's life and in the coach's life also.

3. Tell Their Story - The EOL coach should invite people to tell their life story; most people love to do this. These memories are treasured and sacred to the dying. They find the process healing and refreshing. Their story is whatever is present to them at that moment. They are sharing the deepest parts of themselves with you. Their life review is where they find meaning, reflecting on past and present times. Through listening actively, being curious and asking powerful questions, the EOL coach can help make this a meaningful time for the dying.
4. **The Most Precious Possession** - As the dying realize how little time they have left on earth, they often begin releasing things of lesser importance. They want to focus their increasingly limited time and energy on what is most significant to them. Usually, their most cherished possession is their relationships with the people in their lives, their family and friends. EOL coaches will benefit greatly as they carefully listen to the dying talk about the people in their lives.

5. **Share "The Five Things"** - The EOL coach will often share the "Five Things" with the dying and their loved ones. They can choose to respond however they desire. The Five Things are adapted from the book, "The Four Things That Matter Most", by Ira Byock, MD. They are:
   1. Please forgive me.
   2. I forgive you.
   3. Thank you.
   4. I love you.
   5. Good bye (many have included this as the fifth thing)

6. **This Is Normal** - People who are dying have never died before. They do not know what is normal or what to expect. Family and caregivers are often at a loss and do not know what is to be expected during the dying process. We want to assure them that what they are experiencing is normal. Fear and anxiety are normal responses when going through something for the first time. We often wonder if we are doing it right. This is especially true at end of life. The dying, their family and caregivers, want to know how they should respond. An EOL coach who understands the dying process can provide a great source of support and comfort to the dying and their loved ones at this time.

7. **Be the Student, Not the Expert** - Our attitude as an EOL coach is to take the role of a learner, not the authority. The coaching posture is: "Help me understand what you are experiencing." A student attitude helps the "coachee" feel safe and more willing to open up. Be the student to the dying; they will teach you about living.

8. **Hold to Hope** - The EOL coach will share and encourage hope, but cannot do so until the first seven building blocks have been effectively implemented. It is not the responsibility of the EOL coach to produce, give, or push their own form of hope onto the coachee. Instead, the coach has the profound occasion to help
the dying find the hope that is already in them and keep it alive.

**What Happens After I Die?**

The EOL coach does not press his own views regarding the afterlife. A coach will always meet the dying where they are, get to know them, show genuine concern and affirm them. When the dying know that the coach is safe, they will begin to go deeper. An EOL coach might ask, "What do you think will happen to you after you die?"

Once this question is settled, the dying are often ready to leave this earth. Their body is tired and their eternal preparations are completed. Death is a welcome relief.

**Meeting the Goal**

Before she died, Bob's mom prayed with his wife Linda and accepted Christ. Ruth's death was a very peaceful experience. Bob held her hand as she slipped out of her earthly body. I watched as Bob went through a transformation. He moved from having to be responsible and "in control" to being "in God's love" towards His mom. It was beautiful to witness.

**Conclusion**

Coaching the dying and their loved ones at end of life is a wonderful privilege. When people invite me into their homes and grant permission to companion them during this process, it is a profound experience. It is tremendously rewarding to share in their end of life journey and see them move through grief to acceptance and peace.

For more information about being certified as an End-of-Life Coach, you can visit [http://coachingatendoflife.com](http://coachingatendoflife.com).

**Kathy Skinner** is a Hospice Chaplain and End of Life Coach.
Designing the Perfect Home Office for the Coach  
by Dr. Calvin Habig, ACC

Some of us came to coaching from an organizational setting such as a church, ministry or company. In those environments we had an office and we made the most of it. But now many of us find ourselves working from home – making use of the proverbial home office.

While working from home has its advantages, it also can prove challenging for coaches. So it’s worth asking, “What is needed in a coach’s home office?”

Part of the design of a home office will arise out of answering several questions:

- How often will you work from home?
- What work will you be doing?
- Do you need to meet clients or vendors?
- Do you share your office or home with others?
- Do you need to separate work and home?

As a part of writing this article, I threw out the question to several online coaching groups: from Yahoo Groups to LinkedIn Groups. The response was great and pretty varied (depending on the temperament and needs of each coach).

**A designated workspace**

All agreed that a designed workspace was important – not only for the sake of being well organized, but also as a means of separating work and home life. If you are in the U.S. and plan to take a home office deduction on your taxes, a designated workspace is absolutely essential. This space must be totally free from distractions and interruptions. That includes minimal background noise. Whether you are meeting clients in person, or meeting them electronically, absolute private is essential. Depending on your living arrangements, you may even need to make this a lockable room, or at least a room with a lockable closet or file cabinet. This guarantees (as much as possible) the security and confidentiality of your notes.

**Somewhere specific within that place for you to work**

With that office space you will need to configure some sort of acceptable working space. For most, that will look like a large

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12 Most of the following groupings of supplies come primarily from the article by Andrea Coutu referenced above.
work desk and comfortable chair. A full-spectrum desk lamp was mentioned by a couple of people (both who live in the Pacific Northwest, as I do, where there are extended periods of clouds & gloom). A workspace may not be limited to sitting at a desk, however. If you are “a walker”, enough space to walk around your office or workspace is needed to be able to give undistracted attention to your client.

While “coaches” for centuries have gotten by fine without a computer, in our modern world and with the development of coaching as a specific profession, a high-speed computer seems essential. A laptop is convenient; a desktop is less expensive. If you use a laptop, an extra monitor, full-size keyboard and cordless mouse are extremely helpful on the eyes and hands when there are longer sessions at the computer.

As with any computer system, there are peripherals that are pretty essential—a surge protector and battery backup, especially if you live in an area prone to losing power. Some sort of computer data backup system, whether it is located on a local external drive with regular automated backups, or an off-site commercial system similar to CrashPlan or Carbonite is also essential.

Some general office supplies are necessary/useful for most of us: a Printer/Scanner/Fax, printer paper, a stapler, paper clips, stamps, letterhead and envelopes as well as some type of inbox/outbox whether physical or virtual. Several years ago I learned from productivity guru David Allen the importance of a label maker—for making files consistently readable & professional looking. The label marker comes in useful also on computer discs, office supplies & storage cabinets.

A way to connect with business contacts

Of course the whole purpose of a home office is not for us…it is so that we can connect with and be of best service to our clients.

If you meet clients in your office, seating space for the clients to sit is also good! It is best if the seating is flexible, both depending on the needs of the client as well as depending on whether or not you include more than one person in your coaching sessions. A whiteboard with colored markers aids in mind-mapping, brainstorming, or diagramming. The same can be said for large sheets of newsprint that can be hung up around the room. (In that case, masking tape should be added to the general office supplies above!)
Because part of my coaching service is providing public speaking/preaching critiques for some of my clients, some way for more than one person to simultaneously view a video or DVD is important. That would not be true for many other coaches.

Most coaches do not meet their clients in their home office, but meet with them through some sort of telephonic or internet connection. Therefore the means to do that is essential: a land-line telephone with a cordless second phone or second line. The last thing a coach needs is their teenage child trying to make calls on the home phone while the coach is in the middle of a coaching session! A second phone (an extension) is also useful so that you can pick up a phone from anywhere in the house (and also to switch to if batteries get drained from use). I say a land-line because while cell-phone service is greatly improved, it is still has times of service difficulties and problems with clarity. Additionally, my own cell service has a monthly limit on minutes. It gets very expensive if I got over on my monthly minutes! A landline usually takes care of this problem.

Because I take some notes while I coach (I recognize that many coaches do not) a hands-free headphone set (with mute function) is absolutely essential. It is difficult enough for me to get through one complete coaching call holding the phone up to my head, without even thinking of multiple coaching sessions in a row!

In our time, a high speed internet connection (and usually wireless capability) is needed by almost all coaches. Whether it is communicating by e-mail, using an online Client Management Service, using VOIP services or Skype, there is a need for fast and reliable internet connectivity.

An alternate way to connect is helpful when one type of connection fails. I was using Skype with one client and the Skype connection was very poor. Even though it was an international call, the client suggested the she call me by telephone so we could continue the session (which we did).

While less and less business is done by fax, making sure that your printer/copier has fax capability can help on the occasion that you need fax capability (like receiving session prep forms from clients before sessions).

A calendar (digital or paper or both) is essential for running any kind of client load. Those that allow the client to pick and book their own times online (within coach-determined constraints) are also useful in maintaining client flow.

A conference bridge with a high speed recording quality (like www.freeconferencing.com) is needed by most coaches,
whether it is used in group coaching, or simply to record sessions for the client or for accreditation purposes.

Of course while it technically isn’t necessary as a WAY to connect with clients, an easily visible clock in some format is essential to keep the coaching sessions within time boundaries.

**A system for managing and storing records**

A fourth requirement for the coaching home office is some manner of managing and storing records. A note taking tool, whether it is a simple yellow notepad or digital solutions such as Microsoft-OneNote, Evernote, or a CMS system like Coaching Console. If paper records are kept, some sort of organized (and secure) filing cabinet/system is essential. At the other end of the client note flow, all coaches need some sort of shredding/records destruction method (and policy!)

**A few things to make your office seem comfortable**

I discovered the importance of this last principle recently. My office was arranged so that I looked at a wall, the office was cluttered with my “piling system,” brightly painted and not ventilated well. I found myself spending less and less time there (plus my desk chair was horribly uncomfortable!)

It was only after the persistent urging of my wife (to get my work out of the family room) that we remade the office. My desk looks outside onto a pleasant view, the office is clean and well organized, and the room was painted to a more calming color. Because I need lots of hydration both to speak (and to listen) well, a 5 gallon water dispenser is within rolling distance to my (new) office chair!

Other coaches suggested the option of meeting outside (like a private deck), colors or decorations that help us be in peak state and a good sound system to play music. (One coach also recommended a sufficient supply of Jack Daniels Whiskey and Captain Morgan Rum, but that is a totally different issue!)

The last issue on the recommended list (that doesn’t seem to fit into any of the above categories) is a home business permit, if needed. Check with your local municipality or attorney to see if such is needed for you.

**Conclusion**

As stated earlier, leaders who filled the function of coach have for centuries done coaching without most or any of these tools. But as coaching develops as a recognized profession, it is
important that we have and use the tools at our disposal. For most of us those look like:

- A designated workspace
- Somewhere specific within that place for you to work
- A way to connect with business contacts.
- A system for managing and storing records
- A few things to make your office seem comfortable

Our purpose is not to keep the office supply stores in business or impress others with the high-tech nature of our office, but it is to do the very best work that we can for our clients and to have the organizational tools necessary so that our coaching doesn’t consume our personal life as well as our professional life!

**Dr. Cal Habig** is a certified coach working with values-driven leaders and organizations. He lives near Portland, OR and can be found online at [http://www.valuedrivenleaders.com](http://www.valuedrivenleaders.com).

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**Coaching Believers Toward Christ-likeness**

by Dr. Thomas McMinn, ACC

Brentwood Baptist Church, Brentwood, Tennessee, adopted Mentoring Relationships as a discipleship strategy in the JourneyOn Discipleship ministry. This strategy recognizes four stages on a continuum: exploring; beginning; close to Christ; and Christ-centered. Various methodologies are used within these stages to enhance the believer's spiritual next steps in moving toward Christ-likeness. Christian coaching by trained volunteer Christian coaches is one of the ways the church identified to assist believers in moving toward Christ-likeness. (Other ways identified are spiritual direction, spiritual friend and Christian mentoring.)

Christian coaching works for Brentwood Baptist when a believer is stuck in his or her spiritual journey or needs assistance in understanding and clarifying God’s call to ministry or service. In other words, coaching helps a believer reach his or her full potential in life and ministry. The Christian coaching helps the ministerial church staff members by clarifying the spiritual and strategic journey in the ministry setting.

Several years ago, Tim Holcomb, mentoring relationship minister (part-time) and I had a cooperative vision to bring
volunteer Christian coaching into the local church culture. We developed a strategy to inform and educate the church staff and key leadership. A year later, mentoring relationships was designated as part of the church’s discipleship strategy for the next five years. This was the GREEN light we needed. We met over several months outlining next steps. We coached each other and organized a mentoring team to help in the development of what Christian coaching should look like in the local church setting.

First, we identified the desire for this ministry within the church members. On a Saturday morning, approximately sixty church members gathered to discover mentoring and coaching as a ministry for our church. We discussed how Christian coaching could impact the Christian walk of a believer. Jane Creswell presented the definition of coaching and helped us see the possibilities and opportunities for the future. Second, for the next six months, the church Christian coaching ministry was designed by a team of church members who were already involved in mentoring and/or professional coaching. This volunteer team designed and launched the Mentoring Relationship strategy for the church. A webpage was designed for the church website to house all the information and application processes. Third, the volunteer team created a promotional strategy by providing Sunday bulletin notices, inserts and videos. A promotional slide was added to show on the many monitors throughout the church buildings. Several presentations were made to key leadership teams in the church.

**How the Volunteer Christian Coaching Ministry Works**

There is a five-step vetting process for volunteer Christian coaches: Application; Interview; Match; Contact; Evaluation. The application process is on the church website www.brentwoodbaptist.com/mentorrelationships. The application helps the volunteer learn about coaching and determine if he/she is ready to become a Volunteer Christian Coach. The application process not only contains a detailed form with references, but, includes an e-book for the person to study before the interview, a minister of the church or key leader interviews to determine theological and church relationship, and clarity of the application information. Training for the Volunteer Christian Coach is provided several times during the year with one-on-one practice coaching as part of the training. After training, the Volunteer Christian Coach is matched to a person who has requested a coach.

As Volunteer Christian Coaches move through the training process and coach believers, church staff and key leaders in
the church identify those persons who would be candidates for CCLC provided by CAM. These individuals, then, become trainers for future Volunteer Christian Coach.

**Benefits of Volunteer Christian Coaching**

Christian Coaching in the church setting multiplies believers in ministry service. Brentwood Baptist has many campuses throughout middle Tennessee. From these trained Volunteer Christian Coaches, selection is made to lead and administrate the process on these campuses. The opportunity and challenge is there to assist believers in their spiritual journey toward Christ-likeness. Identifying future Volunteer Christian Coaches and discovering possible opportunities for service will be an ongoing process for God’s Kingdom work and ministry through Brentwood Baptist.

For more information contact **Tom McMinn** or Tim Holcomb at Brentwood Baptist Church, 7777 Concord Road, Brentwood, Tennessee. (brentwoodbaptist.com/mentorrelationships)
Presenting a Model Using Life Coaching for Recruitment and Retention in Academic, Non-profit and Mission Arenas
by Holley Clough

Introduction
This article indicates the presentation of a formal model viable for Christian institutions, non-profit mission organizations and businesses. This model was formally presented at the 2014 Annual Conference for the Christian Adult Higher Education Association. The model proposes that transformational life coaching allows adults being coached to respond to movement within their spirit while facing to academic re-engagement, workplace change or mission development. The incorporation of life coaching as a strategic process fosters growth developmentally through advancement goals that interweave academic proficiency, cultural engagement and spiritual formation with real life integration. Life coaching aligns mission statements of school and workplace to adults being coached. Adults can acquire wisdom as a result of the understanding and knowledge that they have gained from life long experiential learning. As students make plans to acquire additional knowledge and understanding, they are seeking to increase their wisdom, which leads to transformative character development. Life coaching assists in transformational change and establishes a unique role through recruitment and retention, and workplace development. This progression is a very natural transition that helps the person being coached grow and become integrated with the institution or organization.

Transformational Pattern for Coaching
Coaches of adults acquire spiritual wisdom through a theological framework derived from Luke 10:1-24. In this passage Jesus sets the pattern for coaching that leads disciples into transformational character development. Christian advising is explored with a coach approach to accomplish missional goals by addressing the following: Coaching is inspired by the Holy Spirit; Coaching establishes Christ-centered trust delivered by the academic advisor or coach; Coaching is driven by the person being coached; God’s authority has a role in coaching; and Coaching encourages a student or worker to establish accountable life goals.

Jesus’ pattern provides a unique context for transformation. As advisors are trained as coaches, they gain an increased awareness of their transformational impact as a disciple of Christ through utilizing coaching techniques. This awareness provides an avenue toward the development of the advisor
into a more mature disciple through the following rationale. First, God provides wisdom for preparation (Luke 10:1-4). Second, growth is enhanced with the peaceful power of the Spirit (Luke 10:5-11). Third, action in the work of God promotes the Kingdom of God (Luke 10:1-8, 10:19-21). This same pattern applies to those working in Christian non-profits and business workers deployed into the mission field or workforce.

Jesus was on a missional journey to the cross. It is during this journey that He delivered His mission, to promote the Kingdom of God, to the disciples through training and teaching them. Luke 10:1-24 is the second sending of the disciples, numbering seventy-two. These seventy-two disciples were sent out two by two to proclaim the mission of God (Luke 10:1). They were going out as advisors prepared ahead of time for the challenges they would face in the assigned villages. As they did this, the disciples were adding to the number of Christ followers, thereby increasing the Kingdom of God by coming alongside the villagers.

God Provides Transformational Identity

Christian advisors as coaches are professing disciples of Christ, living their mission and calling vocationally. George Barna states,

The marks of a true modern day disciple, then, are simple:

- Disciples experience a changed future through their acceptance of Jesus Christ as Savior and of the Christian faith as their defining philosophy of life.
- Disciples undergo a changed lifestyle that is manifested through Christ-oriented values, goals, perspectives, activities and relationships.
- Disciples mature into a changed worldview, attributable to a deeper comprehension of the true meaning and impact of Christianity. Truth becomes an entirely God-driven reality to a disciple. Pursuing the truths of God becomes the disciple’s lifelong quest.  

This definition of a disciple and the process of maturation is in agreement with that experienced by the seventy-two disciples as recorded in Luke 10:1-24. This maturation process is played out through proclamation of the Kingdom of God under the umbrella of Christian colleges and universities today. Christian colleges and universities, as well as mission

organizations and faith-based businesses are looking to reach out missionally as they hire personnel who are believers in Christ. A common practice within Christian institutions is to require a signed faith statement by which employees agree to perform the tasks of the assigned position. Dietrich Bonhoeffer says, “Christianity without the living Christ is inevitably Christianity without discipleship, and Christianity without discipleship is always Christianity without Christ.”

Christian discipleship is an element of academic advising and missional working. For example, Christian academic advisors are advising students “with the Holy Spirit alongside” as Jesus did for the disciples in Luke 10:2.

Accomplishment of Transformational Mission with Coach Approach Advising

In relationship with the disciples, Jesus took the time to provide what was needed for them to be successful in their missional task at hand. The disciples, as messengers, had very specific instructions laid out in front of them. They were to speak into the villagers’ lives by being present with them in their homes and their community. As revealed by Jesus in Luke 10:2-4 the disciples knew their strengths, and they imparted them to others. Jesus modeled coaching to the disciples by training them to be present with the villagers in partnership while depending solely on God (Luke 10:4-9).

Coaching, as defined by the International Coach Federation, is “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.” All people, whether in Jesus’ time or in modern day, need relational support, knowledge of strengths, and thinking partners.

In the Christian institution arena, academic advisors are to function within the student oriented developmental tasks of their specific job responsibilities and to answer the larger calling of mission. In academics, non-profits, or missions, focus on this mutual learning is increased through self-awareness and personal missional awareness. “Keeping life in focus requires a mental exercise to achieve clarity. Clarity in life involves knowing who you are and what you are called to do. For this you have to know what your strengths are and how those strengths can be used in your calling.” Identifying strengths and embracing a coaching mindset from a strengths-based initiative aids an academic advisor and Christian worker in his or her role of developing adults.

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This mission to promote the Kingdom of God becomes a lifelong quest as modeled by Jesus, inspired by the Holy Spirit. Jesus prepares His disciples with the truth of what is to come and how to be prepared. The response to this preparation is driven by the disciples in their decision to receive or reject the message. Jesus’ wise delivery is imparted through modern day Christian academic advisors and workers by this same model: The mission of the Kingdom of God is delivered by the academic advisor or worker, driven by the person being coached, and inspired by the Holy Spirit. Christian academic advisors and workers are reaching out into a mission field that is much the same as “the Lord’s Harvest Field” referred to in Luke 10:2.

Accomplishment of Transformational Mission through Accountable Goals

This same spiritual transformation within the Kingdom of God can be near on Christian university campuses, the mission field or workplace, through the spiritual disciplines of prayer and accountability residing within an adult student academic advisor or worker. These spiritual disciplines are some of the most effective tools for focusing on adults in regard to addressing educational barriers.

Keeping life in focus is a conscious act of alignment; aligning actions, thoughts, attitudes and language to be congruent with the clarity gained around calling and strengths. Achieving and maintaining focus involves getting specific about what you will and will not do – what you will do today as well as what you will do a year from now, developing priorities for both the long term and the short term.”

The advisor or worker, who is accountable to the university or workplace, also provides accountability by helping them to create goals that address these barriers. “A goal is (defined as) the object or aim of an action, for example to attain a specific standard of proficiency, usually within a specified time limit.”

“Coaching is about taking action. Coaches speak of ‘coaching to the gap,’ the ‘gap’ being the difference between where you are now and where God has called you to be. . . . Coaching supports people taking consistent and daily action to follow and be accountable to the life to which God has called them.”

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18 Ibid, 53
Coaching, in contrast (from mentoring, discipleship, consulting, managing, and spiritual formation) is about drawing from what is inside the person and helping to flesh it out to their outer person. . . . Rather than an expert, the role of a coach is to be a facilitator, a prober/questioner, a clarifier, an encourager, a challenger, an accountability partner and ultimately a conduit for the Holy Spirit.21

“Having a Christ-centered coach can help infuse the process with courage to keep you going, to encourage you to keep searching for God’s instructions and keep taking the actions that would keep you on the God sized path.”22 Establishment of trust for this God-sized path, as modeled by Jesus in Luke 10:1-24, is a key factor in goal development and accountability to goal completion. “As we grow in trust and allow others to speak truth into our life, we become more aligned with our passions, talents, giftedness, and usefulness. We begin to function more and more according to who God created us to be. We start to live a life on mission for Christ and His kingdom.”23 Advisors use coaching to work through students’ life barriers by establishing measurable accountable goals for achieving a standard of proficiency.

Accomplishment of Transformational Mission through the Trinity, Community, and the Advisor

As evidenced by Luke 10:12-24, an advisor is to be conformed to the image of Christ, looking to “do what is good” (Tit. 2:14, 1 Pet. 2:12). Jesus said, “So let your light shine before men that they may see your good deeds and praise your Father in Heaven” (Matt 5:16). Christian academic advisors and workers can influence transformation through the coaching. These areas of transformation include faith, gifts, strengths, skills, and missional awareness.

Christ followers are to be publicly engaged because transformation occurs as individuals within communities live out the good news of the kingdom. One day Christ will appear and we will be like him . . . (1 John 3:2) and the work God has been doing will be complete. (Rom 8:29-30, Phil 1:6). There will be a final conformity of the believer’s life and character to the life and character of Jesus Christ.24

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21 Ibid, 268.
24 Ibid, 49
It is important to note that not all Christian universities, missions or businesses require students to hold to a Christian faith statement. "When coaches work with secular people, often these people are, for the first time, doing what they were created to do and they are finding great joy in their work. But they don’t realize God’s hand in creating them with a unique set of strengths and abilities that are a perfect fit for God’s plan for their life!" This situation provides the opportunity to live faith through being an example of faith and to be messengers to the world as exemplified in Luke 10:1-24.

Advisors and workers are equipped for mission through awareness of Jesus power and clear vision. Through this missional awareness, three modern principles can be drawn from Luke 10:1-24: first, God provides wisdom for the preparation, second, growth is enhanced with the peaceful power of the Spirit and third, action in the work of God promotes the Kingdom of God. A coach approach should be used to provide a guide who will come alongside to help understand prior life experience and how that plays into academic and challenging pursuits. Advising relationships are partnerships utilizing coaching to promote a student’s successful recruitment and retention.

God’s Transformational Kingdom Purpose Delivered Through Coaching

“Coaching is an ongoing partnership between a coach and a person being coached that is focused on the person taking action toward the realization of their visions, goals and desires." Student or worker driven coaching portrays the value of a student being recognized as being made in God’s image (Gen 1:27), making independent choices free from being dictated by an academic advisor or worker.

Broadly speaking, coaching can be understood as a generic methodology used to improve the skills and performance of, and enhance the development of, individuals. It is a systemized process by which individuals are helped to explore issues, set goals, develop action plans and then act, monitor and evaluate their performance in order to better reach their goals, and the coach’s role is to facilitate and guide the coachee through this process. . . . "Life coaching takes a holistic approach in which the client spends time examining and evaluating their life, and then

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systematically making life-enhancing changes with the support of a coach.”

Christian academic advisors or workers, in turn, have a personal relationship with Jesus Christ. The Kingdom of God is brought near as authentic inspired disciples of Jesus Christ, indwelt by the Holy Spirit through the relationship of coaching. Holy Spirit inspired transformational character development resulting in spiritual formation is a choice. “In the final analysis, there is nothing we can do to transform ourselves into persons who love and serve as Jesus did except make ourselves available for God to do that work of transforming grace in our lives.”

The character qualities of justice, mercy, and humility are identified in Micah 6:8: “He has showed you, O man, what is good. And what does the Lord require of you? To act justly and love mercy and to walk humbly with your God.” These qualities are the fundamental qualities necessary to accomplish the greatest commandments, namely, to “love the Lord your God with all you heart, and with all your soul and with all your mind” and to “love your neighbor as yourself” (Matt. 22:37, 39).

In a Christian educational setting or workplace, this transformational learning fulfills the call of God. This calling is a missional outreach of “engagement with the world in response to God” delivered by the advisor or worker as an ambassador for God’s Kingdom purpose (2 Cor. 5:20).

For example, a study of nontraditional college students conducted by Stanford University researchers recently found significant results from coaching. Students who were randomly assigned to a coach were more likely to persist, and were more likely to be attending the university 1 year after the coaching had ended. Coaching also proved a more cost-effective method of achieving retention and completion gains when compared with previously studied interventions such as increased financial aid.

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31 Eric P. Bettinger and Rachel B. Baker, “The Effects of Student Coaching: An Evaluation of a Randomized Experiment in Student Advising,” (2013):1, accessed November 22, 2013. A review of the literature suggests limited empirical work and a gap in research for adult undergraduate students returning to higher education “and their student identity role.” “This study [by Kasworm] suggests that future research should explore the facets of adult co-construction of various life roles identities and how those identities influence their engagement in learning and action, their sense of power, place, and personhood.” It has also been suggested, “Coaching psychology as a psychological sub-discipline is well on the way to developing a coherent area of research and practice. It now needs to develop and formalize a body of teachable knowledge that can sustain and advance this new and vibrant area of behavioral science.”
There is a gap in the literature regarding retention of adult students in adult accelerated degree completion programs. This study proposes that a seamless coaching model from recruiting to retention will address this gap. This project draws on case study analysis of adult degree completion programs within Christian higher education institutions to create a reproducible model for using life coaching for academic recruitment and retention. This model will train academic advisors and workers from Christian institutions to develop increased wisdom, missional direction, and awareness of the power of the Holy Spirit and to grow in their ability to design an action plan and goals, including promotion of goal achievement. This training is critical in light of the fact that "[i]n an era when college retention is receiving increased attention in public policy and the media, our (the Stanford University article on The Effects of Student Coaching: An Evaluation of a Randomized Experiment in Student Advising) provides strong evidence that college coaching is one strategy that can improve retention and graduation rates." It is fundamentally missional in these Christian institutions, and other Christian non-profits, that goal setting should be coached by an advisor or worker performing as a thinking partner. It is the premise of this project that the process of setting a goal oriented action plan is a faith based initiative and is paramount in helping the student or person being coached, to determine the Holy Spirit’s direction for vocation and calling. It is a tremendous opportunity to discerningly use scripture to enable the process. Several elements play into the application of coaching with presence: listening develops relationship, questioning provides processing opportunity, reframing experiences opens possibilities, paraphrasing allows clarification, focusing moves toward refinement of ideas concluding with concrete action steps of implementing goals; these provide encouragement for sustaining goal accomplishment and praying for enlightenment by Holy Spirit. The discovery questions and disciplined silence encourage the student’s goal setting implementation. An advisor or worker using coaching establishes trust, creating approachability for anything that might come up later. Life coaching provides a bridge from the life of the person being coached to the institution or organization.

**Conclusion**

The results of this Doctor of Ministry project were successful in accomplishing the purpose of training academic advisors, both faculty and staff level, to develop awareness of adult student needs and differences in advisement practices and to demonstrate an increased capacity to practice a recruitment and retention process using coaching techniques. The positive response to this project during the preparation phase, including approval by the five institutional review boards, the interviews of personnel, and the presentation of the training at the Christian Adult Higher Education Association, indicate a need for further development in the area of missional coaching and self-awareness of academic advisors in order to increase academic retention. This model is being extended into mission agencies and non-profits for recruitment and retention purposes. The follow through results apply to management and retention of workplace personnel and missional participants.

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Coaching for Leadership Development in Ministry
by Amy Olson

In the past few decades the coaching field has been exploding with new areas of expertise such as health coaching, executive coaching, life coaching and many other disciplines. This has led many people to ask pertinent questions such as what is coaching? What are the benefits of coaching? Is coaching for anyone or who should be coached? Is coaching important for leadership development? Can coaching be used in ministry? This article will address all of these questions as well as give insight on the future direction of coaching. To begin this journey of coaching exploration, we must first start with the question- what is coaching?

What is Coaching?

My doctoral professor once shared that coaching had two mothers: psychology or counseling and organization behavior, more specifically performance improvement. Contemporary coaching is a “cross-disciplinary methodology” used to promote both organizational and individual change. Its roots emerge from the 1960s Human Potential Movement (HPM) and the emergence of positive psychology. During this time, various self-development methodologies emerged such as personal growth workshops, encounter groups, and community living experiments where people explored their understanding of social reality and self-awareness. HPM was based on eclectic pragmatic utilitarianism philosophy of “use whatever works, and if it works, do more of it”. Unfortunately, this anti-intellectualism left the early development of coaching closed to scientific objectivity and research mainly incorporating self-directed learning. However, coaching has been evolving over the past decades and as it continues to grow, organizations such as the International Coach Federation (ICF), European Mentoring and Coaching Council (EMCC), Christian Coaches Network, and the Association of Coaching are making strides to place greater emphasis on research, methodologies, and defining core constructs of coaching.

37 Ibid., 753.
38 Ibid.
39 Ibid., 764.
The multidisciplinary approach in coaching is both a strength and a weakness. The diversity of professional backgrounds such as consultants, managers, teachers, and psychologists allows coaches to draw on a wide range of educational disciplines and approaches to inform practice. This is also a weakness, as no one profession “owns” coaching making it challenging to set standards such as ethical conduct and licensing requirements as well as define coaching.41 Perhaps one of the best ways to understand what coaching entails is to describe what coaching is not; coaching is not counseling, mentoring, discipling or consulting.

Since psychology and many of the “counseling” fields are based on the same premises of human behavior and enhancing well-being and performance in a person’s life, it could easily be confused with counseling, mentoring, discipling or even consulting.42 However, there is a distinction between the disciplines. Counseling focuses more on helping people get well, coaching works with “healthy people” who want to develop or improve their lives.43 Mentoring typically involves a more senior individual imparting wisdom, counsel or opportunities to a more junior person.44 Whereas, coaching draws out the abilities that God has put in that person.45 In other words, coaching is helping the person learn instead of teaching them.46 Discipleship is more focused than mentoring or coaching, as it centers on teaching biblical truths and spiritual development that allows people to grow in Christ.47 Consulting involves analyzing a situation and giving expert advice, while coaching does not involve giving expert advice or solutions but instead involves listening, asking insightful questions, and guiding a person to make his or her own decisions and taking actions to reach those goals.48

41 Palmer and Whybrow, Handbook of Coaching Psychology, Loc 785.
42 Ibid.
44 Ibid., 10.
45 Ibid.
48 Ibid., Loc 132-139.
Table 1 is created from the work of Collins and Stoltzfus and provides a further comparison of these approaches.

**Table 1. Concise Comparison of Approaches**

<table>
<thead>
<tr>
<th>Coaching</th>
<th>Counseling</th>
<th>Mentoring</th>
<th>Discipleship</th>
<th>Consulting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on helping people learn through their own God- given abilities and resources</td>
<td>Focuses on overcoming problems, conflicts, etc.</td>
<td>Focuses on teaching people</td>
<td>Focuses on teaching biblical truths for spiritual development</td>
<td>Focuses on providing expertise and solutions to issues</td>
</tr>
<tr>
<td>Enables people to reach goals, stimulates to make their own decisions and judgments</td>
<td>Diagnosis and fixes what is wrong; provides expertise, advise and strategies to solve issues</td>
<td>Imparts wisdom, counsel, and opportunities to junior person</td>
<td>Provides instruction and guidance</td>
<td>Emphasis on imparting information through instruction and tutoring</td>
</tr>
<tr>
<td>Focuses on present and future possibilities (i.e. turning dreams to reality, getting “unstuck”, reaching goals, etc.)</td>
<td>Focuses on causes of issues from the past and on bringing stability and healing</td>
<td>Uses support and accountability to develop people towards a better future</td>
<td>May use various methodologies such as coaching, mentoring or counseling to help Christians grow</td>
<td>Analyze existing practices and problems and makes suggestions for improvement and future development</td>
</tr>
</tbody>
</table>
Although Table 1 is not a comprehensive list of skills or methodologies, clarifying similarities and distinctions between coaching and other approaches helps to shed light on the definition of coaching as well as who can benefit from coaching. According to Collins, coaching is “the art and practice of enabling individuals and groups to move from where they are to where they want to be.”49 Despite some people not understanding or knowing of its existence, coaching has helped numerous people in various professions and areas of life expand their vision, increase their skills, take steps towards their goals, and transform their learning into results for organizations.50,51 Coaching can help individuals and leaders move forward when they are seemingly “stuck” or just want to reach their potential. Thus, coaching can be a vital approach in leadership development.

Coaching for Leadership Development

There is a great need for effective leaders with good character, as leaders are the key to organizational success.52,53 Coaching aids people in reaching goals and their development. Thus, leadership coaching is an effective way to build capability, capacity, and complexity with leaders in organizations.54 Coaching may not be appropriate in all situations. For example, if a person needs help healing from a past situation. This would be more suitable for counseling as previously discussed. However, in regards to coaching being important to leaders, all effective leaders should continuously strive to develop their skills.55 In this aspect, coaching is an effective method for development or setting new goals. Coaching is also appropriate in other circumstances such as increased complexity, organizational demands, behavioral changes, and other significant transitions.56

Furthermore, if leadership development were not important for leaders, businesses would not spend so much money on

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49 Ibid., Loc 90.
50 Ibid.
54 Wildflower and Brennan, The Handbook of Knowledge, 143.
56 Douglas Riddle, Leadership Coaching: When It’s Right and When You’re Ready (Greensboro, NC: Center for Creative Leadership, 2008), 8. Accessed May 30, 2014 http://dbt.ebscohost.com.library.regent.edu/ehost/viewer/ebook/bms?fmt=txt&sid=300dceyMs9QCo4t7sid=242id9c-c505-4e2-845-86a39ac34e95@sessionmpy1t10&vde=1&amp;fmt=EBB&pid=bp_58&rd=0
leadership development. According to the American Society of Training and Development, businesses spend over $170 billion on leadership training and development that often fails.  

Myatt explains that leadership trainings are based on “best practices” and assume that specific processes, techniques, and systems are the correct way to do things. However, there is a distinction between training and mentoring, developing, and coaching. Training acclimates to the status quo, while coaching to develop leaders focuses on uniqueness. Thus, the approach leaders take to develop will depend on whether their development is successful or not.

Moreover, according to the Center for Creative Leadership, “coaching is leading”. Leaders with coaching skills are able to motivate work with peers and superiors that enhance relationships and productivity. Coaching is an effective means to assist leaders in reaching their fullest potential and to impart that growth to followers. This applies to any organization including churches and ministry.

Coaching in Ministry

There are numerous scriptures that challenge the believer to continue to grow and develop. The talents parable in Matthew 25:15-46 is a good example demonstrating the importance of development. In this pericope, Jesus called the servant wicked because he did not grow or develop the talents he was given. Additional scriptures that discuss growth and development include Ephesians 4:14-15, 2 Peter 3:18, Philippians 1:9; and 2 Peter 3:18. Coaching aligns with these biblical principles, as coaches are change agents that help people act to maximize their own potential and take responsibility for their lives.

Despite our awareness of scripture concerning the importance of development, there is a tremendous need for leadership development in the church today. Many churches face a decline in attendance, which directly affects what leaders are available and willing to take on ministry roles. There are numerous reasons for this including a postmodern society, unrealistic expectations, untapped potential, systems not

58 Ibid.
59 Ibid.
61 Ibid.
62 Stoltzfus, Leadership Coaching, 6.
geared towards adult learning, and lack of leadership.\textsuperscript{64,65} Furthermore, there is an instinctively longing for authentic relationships and a sense of self-understanding, identity, direction, and clarity of purpose in today’s culture.\textsuperscript{66} Thus, the church must aggressively respond to these needs by focusing on leadership training and development.\textsuperscript{67} Coaching is a great approach to work towards meeting these needs, as it focuses on relationships, self-awareness and development. In fact, Simon conducted a study of emerging postmodern leaders and found that coaching was an effective method to leadership development.\textsuperscript{68} Furthermore, Gangel concludes coaching is not only effective for individuals but also ministry teams in Christian organizations.\textsuperscript{69} Coaching in ministry can help to develop leaders, reach goals, find clarity and focus, cultivate strengths, instill confidence, and foster learning and progress along with numerous other benefits.\textsuperscript{70}

\textsuperscript{64}Ibid.  
\textsuperscript{66}Ibid., 14.  
\textsuperscript{67}Ibid.  
\textsuperscript{68}Ibid., 19.  
\textsuperscript{70}Creswell, Christ Centered Coaching, 5-9.

Future of Coaching

There are several benefits to coaching for leadership development in any organization. Coaching helps to develop people and unlock potential that leads to increased productivity, reliability, efficiency, and profitability.\textsuperscript{71} However, in order to achieve these results current managers, leaders, and pastors will need to give up the old “command-and-control” approach and embrace a coaching method that empowers people to reach their fullest potential.\textsuperscript{72} As the field of coaching continues to develop, its benefits will become better known and accepted.\textsuperscript{73} Resources, tools, and coaching models will continue to improve for leadership development. Organizations will begin to not only invest in coaching for senior leadership development, but also train senior leaders in coaching methods as a way to more effectively and efficiently lead employees.\textsuperscript{74}

Many organizations and individuals ask about the return on investment (ROI) in coaching. While this is hard to measure, there have been numerous studies that indicate a positive financial impact in addition to improvements in performance

\textsuperscript{71}Collins, Helping Others Turn Potential into Reality, Loc.4014.  
\textsuperscript{72}Ibid., Loc 4025.  
\textsuperscript{73}Ibid., Loc 4032.  
\textsuperscript{74}Ibid., 4043
and working relationships. In fact, reports indicate as much as five to seven times the initial investment. For example, a Manchester group study showed a 5.7% ROI, 67% improvement in teamwork, and 71% improvement in relationships with superiors. Fortune magazine reports in a nine-month, $18,000 coaching program that executives rated a return on value at an average of $108,000. The benefits of coaching are clear and thus, the future outlook is promising.

Conclusion

An understanding of what coaching entails and how it differs from other similar disciplines provides answers to how coaching is used in ministry and for leadership development. Coaching is an effective approach for leadership development as it evokes excellence in others. It is successfully used in organizations and churches to facilitate leadership growth and to help people reach their goals. The relationship-based and empowering approach makes it a powerful technique to impact postmodern individuals in ministry. Coaching can also help to mitigate the decline in church attendance and leadership by creating authentic relationships and a sense of self-understanding, identity, direction, and clarity of purpose that so many in today’s society desire. As the coaching profession continues to evolve, resources and technologies will prove to be beneficial in leadership development enhancing individual growth, leader-follower relations, and organizational success.

76 Ibid.
77 Ibid.
Five Lessons from Positive Psychology
by Chad Hall, MCC

The goal of most psychology is to fix what is broken. This is why the *Diagnostic and Statistical Manual of Mental Disorders* describes in such detail what can go wrong with a person. And there is a lot that can go wrong, from depression and anxiety to ADHD and personality disorders.

But what about helping things go right? That’s where positive psychology comes in. Positive psychology is the branch of psychology that uses research to better understand what constitutes a fulfilling life and what interventions can help a person achieve a fulfilling life. Positive psychology moves psychology from a medical model toward a strengths model to help people lead happier, more fulfilling lives. Instead of focusing on what’s wrong and alleviating ailments, positive psychology focuses on what’s right and expanding effectiveness. As you might have guessed, the emphasis and approach of positive psychology overlaps quite nicely with coaching, including Christian coaching.

For the past few years, I have studied positive psychology in order to understand how coaches can make applications from the field. I’ve found the field to be ripe with insights and application, including these six lessons.

1. **There is such a thing as well-being.** For most of the first century psychology was practiced, the aim was pretty low: basically to alleviate some of the suffering people experienced. Men like Sigmund Freud believed that the best we could do is minimize misery, but that’s like saying a healthy person is someone who is free from sickness. Very little effort was given to helping people soar. In the past two decades psychologists like Martin Seligman have described and defined not just what can go wrong with people, but what can (and does) go right. Well-being is not simply the absence of problems; it is the presence of observable realities such as positive emotions and a sense of purpose. Some aspects of well-being are subjective, while others are objective, observable and measurable. Many of our coaching clients, whether they are aware of it or not, enter the coaching relationship because they want one or more of the elements of well-being.

2. **Well-being is more than a feeling.** For the first decade of the positive psychology movement there was a lot of focus on happiness. As the movement matured, the description of well-being expanded. While happiness (positive emotion) is still a vital aspect of the good life, it’s not enough to simply feel happy.
Humans flourish when we live fully into our design for meaningful work and meaningful relationships, when we set goals and achieve them, and when we have a sense of purpose that extends beyond ourselves. These other elements of well-being effect and are effected by our emotions, but all of this goes far beyond happiness as a mood.

3. **Aiming for good can alleviate much that is bad.** For over a decade, I taught coaching students that coaching is for healthy people who want to experience higher levels of success and that coaching was not for people seeking a path out of anxiety, depression, or the blues. I was only half right. The truth is that when coaches help people clarify what the good life is and start living into it, people who are mildly depressed can step out of depression and into flourishing. An image from space might help here. If a person is stuck on planet pain, coaching cannot give them the boost necessary to reach escape velocity and exit the strong gravitational pull that has resulted from deep trauma or severe depression. But if a person is beginning to circle planet pain, coaching can help them avoid crashing by escaping the gravitational field; we do this by helping them move toward that which is positive.

They escape the pull of depression by recognizing and being pulled toward a planet with a stronger and more positive gravity.

4. **Positivity can have a cascading effect.** One of the more interesting findings from the field of positive psychology is that positivity is not just experienced at a personal level. Positivity is experienced and can be measured in teams, companies, and even nations. In the same way sickness and disease can spread among a population, so can negativity or positivity. Positive psychology interventions have been used to boost well-being in schools, corporations, and even the army. In these communities where well-being expands, the corporate goals and purposes get achieved more effectively than in negative communities.

5. **Well-being is mostly collateral.** There are many old sayings to the effect that if you chase happiness it will elude you, but if you turn your attention to other things, happiness will come softly and subtly. Positive psychology supports the philosophy behind such sayings. We experience well-being not because we pursue it, but because we pursue the elements that help create it. Elements such as positive emotional attitude, relationships, meaningful work, achievement
and a sense of purpose are like the fire that produces the heat of happiness. Remove those elements, or replace them with false substitutes such as wealth, popularity, or hedonistic pursuits and you will extinguish the fire and lose the heat.

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