

# BRIERCREST

## LE 703 Coaching, Mentoring and Group Facilitation Spring 2020

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Course Dates: May 4-8, 2020

3 Credit Hours

### COURSE DESCRIPTION

This course offers a careful study and demonstration of individual and group coaching, mentoring and facilitation processes that are useful for influencing individuals and groups toward strategic and improved direction, growth, and development. Instruction, conversations, demonstrations, and role plays will be used to ensure that each student perceives the benefits, strategies, processes and skills of coaching within and beyond leadership and organizational relationships and settings. The course will establish the sense that leadership at its best is a form of individual coaching and group facilitation. Some students may wish to develop their coaching competencies as a specialization with added courses and/or training.

### COURSE INTEGRATION

This course should serve to assist all students enrolled in gaining a sense of how they might improve their one-on-one conversations with anyone they wish to connect with, reach, coach or advise on their journey of life, service and/or faith. Jesus was a model of how to have such conversations. The course is designed to enable students to engage in group conversations and processes that bring diverse groups toward a common purpose and direction and a set of shared values, dreams, goals and actions. It is designed to bring individuals and groups toward a shared path and dream with a high degree of success so essential to the accomplishment of missional serving and living in community.

### COURSE TEXTS

**Required for reading and integrative reading report with choice of one or the other where this is identified.**

Ferguson, Dave & Warren Bird. *Hero Maker: Five Essential Practices for Leaders to Multiply Leaders*. Zondervan, 2018. ISBN 978-0-310-58893-1. **OR** Rainer Mittelstaedt, *Ministering Forward; Mentoring Tomorrow's Christian Leaders*, Winnipeg: Word Alive Press, 2017. ISBN 978-1-4866-1500-1.

Stoltzfus, Tony. *Coaching Questions: A Coaches Guide to Powerful Asking Skills*. Virginia Beach: Tony Stoltzfus, 2008. ISBN 978-0-9794-1636-1. **OR** Michael Bungay Stanier. *The Coaching Habit Say less, ask more & change the way you lead forever*. 2016. ISBN 978-0-9784407-4-9.

- Stoltzfus, Tony. *Leadership Coaching: The Disciplines Skills, and Heart of Christian Coaching*. Scotts Valley, CA.: Createspace, 2005. ISBN 13: 9781419610509. **OR** Paul Stanley & Robert Clinton, *Connecting: The Mentoring Relationships You Need to Succeed in Life*. Nav. Press, 1992. ISBN 978-0-89109-638-2.
- Kinlaw, Dennis, Cindy Coe & Amy Zehnder. *Coaching for Commitment. 3<sup>rd</sup> Edition*. Pfeifer, 2013. ISBN 978-1-118-71707-3.
- Scott, Kim. *Radical Candor*. St. Martin Press, 2017 ISBN 9781250103505. **OR** Douglas Stone & Sheila Heen. *Thanks for the Feedback*. Penguin, 2013. ISBN 978-0-670-01466-8.
- Ernst, Ron. *Real Time Coaching: How To Make Minute By Minute Decisions That Unleash The Power In Your People*. Carmel, IN: Leadership Horizons, 2009. ISBN 0-9668868-2-8. **OR** Douglas Ward and Sharon Simmonds, *Great Mentoring for Real Life Change*. Arrow Leadership: resourceatarrowleadership.org, 2019.
- Whitney, Diana, Amanda Trosten-Bloom & Kae Rader. *Appreciative Leadership*. McGraw Hill, 2010. ISBN: 978-0071177114068. **OR** Jackie Stavros & Cheri Torres, *Conversations worth Having*. Paperback Berrett-Koehler, 2018. ISBN 13: 978-1523094011.

**Some Suggested Preparatory but Optional Reading that will be referenced in class:**

- Hargrove, Robert. *Masterful Coaching: Extraordinary Results by Impacting and the Way They Think and Work Together. 2<sup>nd</sup> ed.* San Francisco: Jossey-Bass, 2004. ISBN 0-7879-6084-5.
- Cordeiro, Wayne. *The Divine Mentor: Growing Your Faith As You Sit At The Feet of The Savior*. Bloomington, MN: Bethany House, 2007. ISBN 13-978-0-7642-0475-3.
- Forman, Rowland, Jeff Jones, & Bruce Miller. *The Leadership Baton: An Intentional Strategy for Developing Leaders for the Church*. Grand Rapids, Michigan: Zondervan, 2004.
- Bell, Chip R. *Managers As Mentors: Building Partnerships for Learning*. San Francisco: Barrett-Koehler, 1996.
- Collins, Gary. *Christian Coaching: Helping Others Turn Potentiality into Reality*. Revised ed. Nav Press, 2009. ISBN 978-1-60006-361-9.
- Cook, Marshall. *Effective Coaching: Briefcase Books*. Toronto: McGraw Hill, 1999. ISBN 0-07-071864-4.
- Goldsmith, Marshall, Laurence Lyons, and Alyssa Freas, eds. *Coaching for Leadership*. Etobicoke: John Wiley & Sons, 2002.
- Herrington, Jim, R. Robert Creech, and Trisha Taylor. *The Leader's Journey: Accepting the Call to Personal and Congregational Transformation*. San Francisco: CA: Jossey-Bass, 2003.
- Hendricks, Howard and William. *As Iron Sharpens Iron: Building Character in a Mentoring Relationship*. Chicago: Moody Press, 1995.

McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco, CA: Jossey-Bass, 2000.

Rogers, Jenny. *Coaching Skills: A Handbook*. Second Edition. Toronto: McGraw Hill. ISBN 978-0-335-2252-7.

Scott, Susan. *Fierce Conversations: Achieving Success one Conversation at A Time*. New York: Berkley Books, 2002. ISBN 0-670-03124-0.

Stanley, Andy. *The Next Generation Leader: Essentials for Those Who Will Shape the Future*. Sisters, OR: Multnomah, 2003.

Starr, Julie. *The Coaching Manual: The Definitive Guide to the Process, Principles, and Skills Of Personal Coaching*. 3<sup>rd</sup> edition. Toronto: Pearson, 2011. ISBN 978-0-273-74058-2.

Stoltzfus, Tony. *Coaching Questions: A Coach's Guide to Powerful Asking Questions*. Virginia Beach: Tony Stoltzfus, 2008. ISBN 978-0-9794-1636-1.

Wagner, Rodd and Gale Muller. *Power of Two: How to Make the Most of Your Partnerships at Work*. New York: Gallup Press, 2009. ISBN 978-1-59562-029-3.

Wiseman, Liz with Greg Mckeowin. *Multipliers: How the Best Leaders Make Everyone Smarter*. New York: Harper Collins, 2010. ISBN 978-0-06-196439-8.

Wright, Susan, and Carol MacKinnon. *Leadership Alchemy: The Magic of the Leader Coach*. Toronto: TCP Publications, 2003. ISBN 0-9733260-0-X.

Wright, Walter. *Mentoring: The Promise of Relational Leadership*. Waynesboro, GA: Paternoster, 2004. ISBN 1-84227-293-4.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

## COURSE OUTCOMES

### A. Cognitive

1. The participant will understand the concepts and distinctions between mentoring, tutoring, counselling and modeling.
2. The participant will become aware of the similarities and contrast between compliance, motivation and commitment.
3. The participant will design and/or refine a system for coaching (individuals and small groups) to facilitate leadership development.

4. The participant will evaluate the expectations of leadership (and its components) sufficiently to grasp the critical aspects of mentoring.
5. The participant will synthesize the components of leadership and leadership development to the extent where he/she can readily use these concepts in a variety of situations.
6. The participant will understand the concepts sufficiently to apply them to a slice of reality.
7. The participant will reflect on the function of mentoring in formal and informal roles for short-term and long-term impact and gains.

**B. Affective**

1. The participant will warm up to the coaching model sufficiently to use it in formal and informal contexts.
2. The participant will have increased patience in moving people toward resolution, recognizing it is a later step in the process of moving people toward commitment.
3. The participant will embrace the coaching model emotionally, as well as grasping it cognitively.
4. The participant will enjoy practice of the process to the extent where he/she will practice it beyond course requirements.
5. The participant will feel more comfortable about their task of influencing others to grow/change/develop in performance related, group related and person related skills.
6. The participant will feel confident enough of the necessity and process of mentoring that he/she will lay a plan for real life use.
7. The participant will feel comfortable enough about the processes to use them in formal and informal roles.

**C. Service Competencies and Skills**

1. The participant will observe the coaching process and experience its benefits.
2. The participant will be able to adopt the broad components of the coaching process, and utilize these in his/her own life and work.
3. The participant will be able to adapt the process within her/her own context.
4. The participant will be able to use the coaching process skills without reference to notes/notebook/textbook by the end of the course.
5. The participant will be able to teach the process to others.
6. The participant will be able to plan for and implement several levels of mentoring.
7. The participant will be able to apply the principles and processes in formal and informal roles.

**COURSE OUTLINE AND CONTENT**

Time	Topics of Discussion/Focus	Supporting Assignments
Day 1	<b>Unit I: The Concepts &amp; Conditions of Coaching/Mentoring/Facilitation</b> A. Course Agenda Review/Focus & Student Personal Agendas B. Leadership as Coaching/Mentoring C. Coaching/Mentoring Philosophy & Concepts	a. Prepare to present your personal vision for 360 degree coaching/mentoring as a part of your own personal introduction to the class

Time	Topics of Discussion/Focus	Supporting Assignments
	<p>D. Leadership as Coaching Mentoring Conditions (contrasted with management for control)</p> <ul style="list-style-type: none"> <li>• Understandings</li> <li>• Attitudes</li> <li>• Ultimate Goal(s)</li> <li>• Environment</li> <li>• Qualities</li> <li>• Benefits</li> <li>• Secrets</li> <li>• Outcomes</li> <li>• "Satisfactions"</li> </ul> <p>E. Coaching/Mentoring Sequence and Progression</p> <p>F. Facilitation understanding, processes &amp; benefits</p> <p>G. Coaching/Mentoring Successes??</p> <p>H. "Hero Making" dream essentials?</p> <p>I. Coaching, mentoring &amp; facilitation for "hero makers"</p>	<p>b. Review one Gospel and prepare to share key insights on Jesus as a coach/mentor who produced life and world change through His influence on those he coached.</p> <p>c. Review your textbook readings and prepare to define terms such as:</p> <ul style="list-style-type: none"> <li>• Coaching</li> <li>• Mentoring</li> <li>• Tutoring</li> <li>• Counselling</li> <li>• Confronting</li> <li>• Challenging</li> </ul> <p>d. Review your readings from the Ernst, Stoltzfus and other textbooks and we will coach the best of the fundamentals of coaching/mentoring from you.</p> <p>f. Reflect on personal, biblical, examples and stories of persons who demonstrated mentoring.</p> <p>g. Reflect on how to become a hero-maker (Ferguson &amp; Bird)</p>
Day 2	<p><b>Unit II: Coaching/Mentoring Types</b></p> <p>A. Coaching/Mentoring Freedom</p> <p>B. Coaching/Mentoring Functions</p> <p>C. Coaching/Mentoring Continuum</p> <p>D. Coaching/Mentoring Types</p> <ul style="list-style-type: none"> <li>• As Discipler</li> <li>• As Spiritual Guide</li> <li>• As Coach</li> <li>• As Counselor</li> <li>• As Teacher</li> <li>• As Tutor</li> <li>• As Sponsor</li> <li>• As Current Model (Contemporary Model)</li> <li>• As Past Model (Historical Model)</li> <li>• As Divine Contact</li> </ul> <p>E. Ideal Coaching/Mentoring Constellation</p> <p>F. Coaching Mentoring hero-making or??</p> <p>G. Primary Coaching/Mentoring Targets</p>	<p>a. Reflect on your level of openness to being impacted by others.</p> <p>b. Think about people you have coached/mentored and the strategies you used.</p> <p>c. List all the methods you have used to mentor/coach another.</p> <p>d. Prepare to be part of a group that does impromptu role plays and demonstrate the best case of ...</p> <p>e. Reflect on the kinds of change you have wanted help with and the kinds of change you have felt a need to give to others.</p> <p>f. Have a thorough understanding and readiness to present the concepts and methods provided in the Clinton &amp; Stanley textbook soft copies sent. Also Reflective insights from Wayne Cordeiro (<i>Divine Mentoring</i>) in the recommended reading section.</p>

Time	Topics of Discussion/Focus	Supporting Assignments
	H. Coaching/Mentoring through the Susan Scott (Fierce Conversations) I. <i>Great Mentoring for Real Life Change?</i>	g. Be ready to discuss <i>The Hero Maker and/or Ministering Forward</i>
Day 3 & 4	<b>Unit III: Coaching Mentoring &amp; Group Facilitation Processes</b> A. Coaching Process I: To Influence Growth (Growth in Behavior/Attitudes/Knowledge) <ul style="list-style-type: none"> <li>• Purpose(s)</li> <li>• Stages</li> <li>• Skills</li> <li>• Experiences</li> <li>• Tools/Techniques</li> </ul> B. Coaching Process II: To Influence Change (to correct) (Correction of Behavior, attitudes, knowledge, skills) <ul style="list-style-type: none"> <li>• Purpose(s)</li> <li>• Stages</li> <li>• Experiences</li> <li>• Skills</li> <li>• Tools/Techniques</li> </ul> C. Coaching Process III: To Influence Change of Person/Character <ul style="list-style-type: none"> <li>• Purpose(s)</li> <li>• Stages</li> <li>• Experiences</li> <li>• Skills</li> <li>• Tools/Techniques</li> </ul> D. Coaching/Facilitation Process IV: To influence and bring change in groups and group processes. <ul style="list-style-type: none"> <li>• Purpose(s)</li> <li>• Stages</li> <li>• Experiences</li> <li>• Skills</li> <li>• Tools/Techniques</li> </ul> E. Coaching/Mentoring for <i>Necessary Endings</i> : <ul style="list-style-type: none"> <li>• Purpose(s)</li> <li>• Stages</li> <li>• Skills</li> <li>• Experiences</li> <li>• Tools/Techniques</li> </ul>	a. Carefully review readings with special attention to coaching processes toward coaching that is- <ul style="list-style-type: none"> <li>- Appreciative</li> <li>- For the wise/hungry</li> <li>- For the foolish</li> <li>- For the dangerous</li> <li>- For teams, groups and a crowd</li> </ul> b. Reflect on the teacher or person who helped you grow most and try to determine reasons why. c. Reflect on your own readiness or resistance to learning from parents and persons in authority and seek to identify why you were ready at times and resisted at other times and implications. d. Reflect on the persons who have needed recoveries in your life and the failure rate. e. Reflect on the people you have in mind as possible successors in your context. f. Reflect on the Ernst readings and ways of applying these in your setting g. Stoltzfus Question awareness and use will be in focus. h. Stanier <i>Coaching Habit</i> question exercises

Time	Topics of Discussion/Focus	Supporting Assignments
Day 5	<b>Unit IV: Coaching/Mentoring Action Plan &amp; Contract (Group Facilitation application &amp; presentation)</b> A. Coaching Mentoring Plan to Plan B. Coaching/Mentoring Mission, Vision & Purposes C. Coaching/Mentoring Status Analysis & Major Issues D. Coaching/Mentoring Strategic Initiatives E. Coaching/Mentoring Operational Action Plan F. Coaching/Mentoring Outcomes G. Coaching/Mentoring Contract H. Coaching and facilitation of groups and comparison to individual and group application	a. Reflect on how to contextualize all of what you have gleaned on the subject of coaching/mentoring, and on how you might implement the philosophy and concepts into your context. <ul style="list-style-type: none"> <li>• Personal</li> <li>• Programmatic</li> <li>• Organizational</li> <li>• Structural</li> </ul> b. Be ready to discuss any of the other books you chose from the recommended reading section. c. Conversations on Appreciative Inquiry resources and textbooks

## ASSIGNMENTS

### *Pre-Course Assignments:*

1. Please read the textbooks required for the course carefully; be sure you have read and have submitted an integrative reading report on the textbooks assigned by the deadline indicated and simply send a soft copy to my email address. The report should identify memorable insights, reflect on application and use of, identify the sense of value, and provide evidence of a careful reading of each one of the books assigned/chosen. In addition, be sure you have a strong integrative conclusion regarding the impact of the collection of resources you have read. Addressing each individual book and then providing an integrative conclusion and recommendations on the cumulative readings done will add strength to the project. The maximum length of the cumulative report on the textbooks is 7-10 pages. Also be prepared to share insights & vision for the application of what you have read during in-class time and be ready to identify the choice of the one textbook you would like to be the class expert on.

**Due date:** May 1, 2020 (prior to the start of class)

**Basis of Grade:** Written report and class dialogue using the textbook insights

**Value:** 25% of course grade

2. Please reflect on a circle of people who intentionally or accidentally used coaching and/or mentoring to cause you to grow. Do your best to think of a 360 degree circle around you that represents people who had seniority, others who were peers and still others you had seniority over (again either formal positional or informal age seniority over you or below you). With such a 360 degree circle of persons around you in mind prepare a 5-7 page report on such a mentoring/coaching circle that you have been a part of or if you have not experienced such a circle focus your paper on a plan to establish and benefit from such a



circle. Be sure to think about your personal history as well as your present experience as you have a 360 degree constellation model or mindset guiding you. Prepare to share an "executive summary" of this report as you introduce yourself the first day of class.

**Due date:** April 30, 2020 (So I have a sense of the experience of being coached and/or mentored by each of you. These papers I hope to read before day one of the course.)

**Basis of Grade:** Written report and class group presentation

**Value:** 25% of course grade

### ***Mid-Course Assignments:***

Work in small groups of three people to apply what we are learning on a continuing basis throughout the course. There will be times when what you experiment with will be presented by way of role play. At other times you will merely work in your group setting. Your group and collective class engagement levels will be key to your learning. You will be in this coaching, learning, participation, demonstration and engagement group throughout the week and in fact will be expected to do a short in-class presentation the last day of the class. Please be aware that this team will be coached to draw the best of what you know from readings, experiences and such. The entire course journey will be as coaching focused as possible and your readiness will be important. Keep a daily journal record of your coaching/mentoring/facilitation discoveries daily throughout our days together and submit the journal within one week after our last class day together in addition to being very ready to do a high-quality class demonstration.

**Due date:** May 15, 2020

**Basis of Grade:** Quality of group and full class engagement and/or presentations

**Value:** 25%

### ***Post-Course Assignments:***

Each student is expected to do a post course paper in which they do one of the following:

1. Identify a clear strategic coaching, mentoring & facilitation plan for their future complete with their purpose, values, mission, strategic anchors, priorities/SMART goals for a 3-5 year scenario and a life alignment plan to deliver the plan; **OR**
2. Engage in a minimum of three actual mentoring, coaching, or facilitation experiences and write up the purposes/goals, plan, agreements, execution, recordings (as specified in class) outcome and implications for such future activity for each of the sessions once they have happened; **OR**
3. Establish a contracted assignment approved by your professor.

**Due date:** July 3, 2020

**Basis of Grade:** Quality, creativity, completeness, realism & functionality

**Expected length:** 7-10 pages

**Value:** 25%



## SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

### ***Attendance Policy***

Students are expected to attend 100% of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### ***Course Schedules***

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

### ***Assignment Submission***

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

### ***Return of Graded Assignments***

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

### ***Academic Honesty***

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

### ***Academic Accommodations***

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of the Academic Resource Centre in person (L234 in the Library), by telephone (1-306-756-3230) or by email ([academicresourcecentre@briercrest.ca](mailto:academicresourcecentre@briercrest.ca)). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

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