

BRIERCREST

LE 703 Coaching, Mentoring and Group Facilitation Winter 2024

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Course Dates: January 15-19, 2024
On campus modular course

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

Book Summary Articles for Ferguson, Dave, and Warren Bird. *Hero Maker: Five Essential Practices for Leaders to Multiply Leaders*. ITPE edition. Grand Rapids, MI: Zondervan, 2018.

Download and read both the book summary and the handouts for this book here:

<https://davekraft.org/wp-content/uploads/Hero-Maker.pdf>

<https://d3iqwsq19z4qvn.cloudfront.net/wp-content/uploads/sites/2/2018/08/16221933/Hero-Maker.pdf>

Wiseman, Liz. *Multipliers, Revised and Updated: How the Best Leaders Make Everyone Smarter*. Revised ed. New York, NY: Harper Business, 2017. ISBN: 978-0-06-266307-8 (384p)

Choose ONE from EACH group of 3 below to read and prepare to be a “class expert” on – this will be discussed on the first day of class.

COACHING:

Stoltzfus, Tony. *Leadership Coaching: The Disciplines Skills, and Heart of Christian Coaching*. Scotts Valley, CA.: Createspace, 2005. ISBN: 9781419610509. (286p) **OR** Webb, Keith E. *The Coach Model for Christian Leaders: Powerful Leadership Skills for Solving Problems, Reaching Goals, and Developing Others*. Illustrated edition. New York, NY: Morgan James Faith, 2019. ISBN: 978-1-64279-357-4. (210p) **OR** Stanier, M. B. *The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever*. Page Two Books, Inc, 2019. ISBN: 978-0-9784407-4-9. (213p)

MENTORING:

Paul Stanley & Robert Clinton, *Connecting: The Mentoring Relationships You Need to Succeed in Life*. Nav. Press, 1992. ISBN: 978-0-89109-638-2. (256p) **OR** Campbell, Regi. *Mentor Like Jesus*. Nashville, TN: B&H Books, 2009. ISBN: 978-0-8054-4811-5. (164p) **OR** Anderson, Keith R., and Randy Reese. *Spiritual Mentoring: A Guide for Seeking and Giving Direction*. 1st edition. Downers Grove, IL: Intervarsity Press, 1999. ISBN: 978-0-8308-2210-2. (170p)

TEAM FACILITATION:

Wright, Alan. *Spiritual Dimensions of Team*. Illustrated edition. Saint Louis, MO: Chalice Press, 2010. ISBN: 978-0-8272-3471-0. (129p) **OR** Edmondson, Amy C. *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy* (1st edition). Jossey-Bass, 2012. ISBN: 978-0-7879-7093-2. (287p) **OR** Henry, Todd. *Herding Tigers: Be the Leader That Creative People Need*. Portfolio. 2018. ISBN: 978-0-7352-1171-1. (239p)

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>) and their myBriercrest.ca email account.

COURSE OUTCOMES

1. Orientation regarding the various approaches to developing people, leading to the capacity to choose the most effective posture and approach for each situation.
2. Awareness of the reality of power dynamics, leading to the ability to manage one's own power to facilitate the growth of others through coaching and team facilitation.
3. Inventorying and appreciating the richness of one's own journey, leading to the willingness and ability to share this wealth for the benefit of others through mentoring.
4. Practicing the skills of coaching and group facilitation in class to develop initial confidence and competence.
5. Development of a posture, practice, and plan for sharing experience, wisdom, power, and encouragement through the variety of approaches covered in class.

COURSE OUTLINE AND CONTENT

	Monday	Tuesday	Wednesday	Thursday	Friday
9	Welcome and gratitude exercise	Check in and review	Check in and review	Check in and review	Check in and review
10	Introduction to and overview of MALM – values, outcomes, syllabus review	Listening Prayer Exercise	Listening Prayer Exercise	Listening Prayer Exercise	Listening Prayer Exercise
10:30-12	Personal class connection Becoming a Disciple Multiplier	Coaching Overview Course Text Co-teaching Guest Presenter	Mentoring Overview Course Text Co-teaching	Group Facilitation Overview Course Text Co-teaching	What else? Integration
Lunch					
1-2	Personal Investment Postures	Guest Presenter	Guest Presenter	Guest Presenter	
2-3:30	Attentive Presence Practice	Coaching Group Work	Personal Curriculum Building and Reflection	Group Problem-solving	
3:30-4:30			Group Work	Coaching Practice	

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

1. Read one text from each group of either/or choices and submit an integrative reading report by the deadline indicated. The report should identify memorable insights, reflect on the value, application and use of concepts and models. I will be looking for evidence of a thoughtful reading of each one of the books 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 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 and 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.

Length: 7-10 pages (1750-2500 words)

Due date: January 12, 2024 (prior to the start of class)

Evaluative criteria: APA formatting, clear grammar and sentence structure, overall paper structure (see above), comprehension of key concepts, personal and contextual reflection/application.

Value: 25% of course grade

2. Please reflect on the people in your life who intentionally or accidentally invested in your journey, helping 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 (either formal positional or informal age seniority over you or below you). 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. Write a 5-7 page paper reflecting on several key people who have impacted you, the roles they played in their life and the approaches they used, either effective or ineffective. Prepare to share an "executive summary" of this report as you introduce yourself the first day of class.

Length: 5-7 pages (1250-1750 words)

Evaluative criteria: APA formatting, clear grammar and sentence structure, depth of vulnerability and insight in personal reflection, evidence of learning from past experiences.

Due date: January 15, 2024

Value: 25% of course grade

Mid-Course Assignments:

3. Each participant will be assigned to a group for the duration of the class and will meet four times in a Team Conferencing setting throughout the class to practice coaching, being coached and observing classmates. Each student will be given the chance to participate in group coaching on the final day. Evaluation will be based on the quality of active listening, incorporation of course materials and questions, and insightfulness of feedback for other students.

Due date: January 19, 2024

Evaluative criteria: attendance, quality of engagement with lectures and class discussions, contribution to group work.

Value: 25% of grade

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, or 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.

Length: 5-8 pages (1250-2000 words)

Due date: March 15, 2024

Evaluative criteria: APA formatting, clear grammar and sentence structure, integration of key concepts and resources addressed in class, evidence of personal reflection and appropriate contextual application.

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

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent 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 (1) 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.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. 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.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

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

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI (e.g., ChatGPT) without instructor authorization in the preparation and/or submission of their assignments violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately. Students are responsible to ensure they are using their sources with transparency and honesty. For more details, consult the [Seminary Calendar](#). In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

BIBLIOGRAPHY and Recommended Reading

Barton, Ruth Haley. *Pursuing God's Will Together: A Discernment Practice for Leadership Groups*, n.d.

———. *Strengthening the Soul of Your Leadership*. Downers Grove, IL: Intervarsity Press, 2008.

Bell, Chip R. *Managers As Mentors: Building Partnerships for Learning*. 3rd Third Edition. San Francisco, CA: Berrett-Koehler Publishers, 2013.

Blanchard, Ken, and Phil Hodges. *Lead Like Jesus Revisited: Lessons From the Greatest Leadership Role Model of All Time*. Revised edition. Nashville, TN: Thomas Nelson, 2016.

Breen, Mike. *Building a Discipling Culture, 3rd Edition*. Dayton, OH: 3dm International, 2017.

Campbell, Regi. *Mentor Like Jesus*. Nashville, TN: B&H Books, 2009.

Cladis, George. *Leading the Team-Based Church: How Pastors and Church Staffs Can Grow Together into a Powerful Fellowship of Leaders*. 1st edition. San Francisco, CA: Jossey-Bass, 1999.

- Cloud, Henry. *Boundaries*. Revised edition. Grand Rapids, MI: Zondervan Trade Books, 2002.
- . *Boundaries for Leaders: Results, Relationships, and Being Ridiculously in Charge*. New York, NY: HarperBusiness, 2013.
- Cloud, Henry, and John Townsend. *How People Grow: What the Bible Reveals About Personal Growth*. Grand Rapids, MI: Zondervan, 2004.
- Cole, Kadi. *Developing Female Leaders: Navigate the Minefields and Release the Potential of Women in Your Church*. Nashville, TN: Thomas Nelson, 2019.
- Collins, Gary. *Christian Coaching, Second Edition: Helping Others Turn Potential into Reality*. 2nd ed. Colorado Springs, CO: The Navigators, 2009.
- Cook, Marshall. *Effective Coaching*. 1st edition. New York, NY: McGraw-Hill, 1998.
- Cordeiro, Wayne. *Doing Church As A Team, Rev. And Updated Ed.* 1st edition. Minneapolis, MN: Bethany House Publishers, 2004.
- . *The Divine Mentor*. 1st edition. Grand Rapids, MI: Bethany House Publishers, 2008.
- Dirks, Morris. *Forming The Leader's Soul: An Invitation to Spiritual Direction*. 1st edition. Washington, DC: SoulFormation, 2013.
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- Ferguson, Dave, Warren Bird, and J. D. Greear. *Hero Maker: Five Essential Practices for Leaders to Multiply Leaders*. Illustrated edition. Grand Rapids, MI: Zondervan, 2018.
- Forman, Rowland, Jeff Jones, and Bruce Miller. *The Leadership Baton: An Intentional Strategy for Developing Leaders in Your Church*. Grand Rapids, MI: Inspiro, 2004.
- Goldsmith, Marshall, Laurence S. Lyons, and Sarah McArthur. *Coaching for Leadership: Writings on Leadership from the World's Greatest Coaches*. 3rd edition. San Francisco, CA: Pfeiffer, 2012.
- Hargrove, Robert. *Masterful Coaching*. 3rd edition. San Francisco, CA: Pfeiffer, 2008.
- Henderson, D. Michael. *John Wesley's Class Meeting: A Model for Making Disciples*. Nappanee, IN: Rafiki Books, 2016.
- Hendricks, Howard G., and William D. Hendricks. *As Iron Sharpens Iron: Building Character in a Mentoring Relationship*. 1st edition. Chicago, IL: Moody Publishers, 1999.
- Herrington. *Leader's Journey*. 2nd ed. Grand Rapids, MI: Baker Academic, 2020.
- Hersey, Paul, Kenneth Blanchard, and Dewey Johnson. *Management of Organizational Behavior*. 10th edition. Boston, MA: Pearson, 2012.
- Hudson, Fredric M. *The Handbook of Coaching: A Comprehensive Resource Guide for Managers, Executives, Consultants, and Human Resource Professionals*. 1st edition. San Francisco, CA: Jossey-Bass Publisher, 1999.

- Hull, Bill. *The Disciple-Making Pastor: Leading Others On The Journey Of Faith*. Revised And Expanded edition. Grand Rapids, MI: Baker Books, 2007.
- Institute, Arbinge. *Leadership and Self-Deception: Getting Out of the Box*. Second Edition edition. San Francisco, CA: Berrett-Koehler Publishers, 2009.
- Johnson, David, and Jeffrey Vanvonderen. *Subtle Power Of Spiritual Abuse, The*. Repackaged Edition edition. Minneapolis, MN: Bethany House Publishers, 2012.
- Kinlaw, Dennis C., Cindy Coe, and Amy Zehnder. *Coaching for Commitment: Coaching Skills Inventory (CSI) Self*. 3rd edition. San Francisco, CA: Pfeiffer, 2007.
- Lencioni, Patrick M. *Overcoming the Five Dysfunctions of a Team: A Field Guide for Leaders, Managers, and Facilitators*. 1st edition. San Francisco, CA: Jossey-Bass, 2005.
- . *The Advantage: Why Organizational Health Trumps Everything Else In Business*. 1 edition. San Francisco, CA: Jossey-Bass, 2012.
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- McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. 2 edition. San Francisco, CA: Jossey-Bass, 2011.
- Mittelstaedt, R. *Ministering Forward*. Winnipeg, MB: Word Alive Press, 2017.
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- Mulholland, M. Robert Jr. *Invitation to a Journey*. Downers Grove, IL: IVP Books, 1993.
- Nouwen, Henri. *The Wounded Healer: Ministry in Contemporary Society*. Trade PB edition. Toronto, ON: Image, 1979.
- Osborne, Larry. *Sticky Teams: Keeping Your Leadership Team and Staff on the Same Page*. Grand Rapids, MI: Zondervan, 2010.
- Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzler. *Crucial Conversations Tools for Talking When Stakes Are High, Second Edition*. 2 edition. New York, NY: McGraw-Hill Education, 2011.
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