



## LE 703 Coaching, Mentoring and Group Facilitation Fall 2025

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Course Dates: August 25-29, 2025  
Course Delivery Method: Online/In-Person (Hybrid)

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

1. 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)
2. Kegan, R., & Lahey, L. L. (2002). *How the way we talk can change the way we work: Seven languages for transformation*. John Wiley & Sons.

Choose ONE book or article from EACH category (Coaching, Mentoring and Facilitation) 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**

O'Connor, J. A., Lages, A., & Taylor & Francis EBA. (2019). *Coaching the brain: practical applications of neuroscience to coaching* (First edition.).

**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*. 1<sup>st</sup> 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.

**SEMINARY-WIDE OUTCOMES**

Students will graduate:

1. Describing and demonstrating evangelical faith and values.
2. Preparing to serve God's kingdom in its diversity. Describe God, God's kingdom, and your calling (vocational sensitivity) within it, including the types of contexts and people you feel best prepared to serve.
3. Participating in the action of our Triune God through formation of the soul (i.e., virtue and spiritual integrity), mind (academic rigor), and strength (vocation).

**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	Personal Introductions	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	Mentoring Overview  Course Text Co-teaching	Group Facilitation Overview Course Text Co-teaching	Integration & Celebration
Lunch					
1-2	Personal Investment Postures	Guest Presenter	Guest Presenter	Guest Presenter	
2-3:30	Coaching Standards <a href="https://coachingfederation.org/credentialing/coaching-competencies/icf-core-competencies/">https://coachingfederation.org/credentialing/coaching-competencies/icf-core-competencies/</a>	Coaching Group Work	Personal Curriculum Building and	Group Problem-solving	
		Reflection	Reflection		
3:30-4:30	Reflection		Group Work	Coaching Practice	

**ASSIGNMENTS**

Please submit all written assignments to Canvas.

***Pre-Course Assignments:***

1. Read one text from EACH of the coaching, mentoring and facilitation lists (above) 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:** August 24, 2025

**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:** August 24, 2025

**Value:** 25% of course grade

***Mid-Course Assignments:***

1. 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.

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

**Value:** 25% of grade

***Post-Course Assignment:***

Each student will provide three experiences of mentoring, coaching or group facilitation in their context. They will then write a post-course paper that outlines the purposes/goals, plan, and agreements developed with their 'coachee', 'mentee' or group. The paper will provide an opportunity to reflect on what they did and how it went. It will also include key insights and learnings from the process illustrating how these interact with what was learned in the readings and in class.

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

**Evaluative Criteria:** design and delivery of offerings, thoughtful reflection on the experience, synthesis of readings and class discussion as they apply to this experience

**Due Date:** October 24, 2025

**Value:** 25% of course grade

**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.

#### ***Modular Course Schedules***

Modular 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 without instructor authorization 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.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these

formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. 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**

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