






## **P328 Coaching to Empower Others for Strategic Growth**

3 credits. Prerequisites: G149 Foundations of Leadership.

 Mississauga Campus  Livestream  Video on Demand

January 13 - April 17, 2025  
Winter 2025  
Monday, 3pm-6pm ET  
(2pm-5pm SK\*, time change mid semester)

Jair Guerrero, MDiv  
pjair@newlifebrampton.ca

*Please note: This course requires reading and writing before the first class.*

### **Course Goals**

#### **Course Description**

This course will introduce students to coaching as a skill. The purpose of this skill is to empower individuals and teams to achieve their desired growth and development. An important part of this coaching skill will be for each student to develop deeper levels of self-awareness and personal participation in a team environment.

#### **Relationship to MCS-Horizon's Mission**

Coaching is important for leadership. Coaching skills are essential for pastoral ministry as well as other kinds of people development roles. In this course, there will be opportunity for focus on coaching and empowering others for specific areas of ministry (e.g., board development, worship arts, youth, etc.).

#### **Core Competencies and Learning Outcomes**



To demonstrate competency in *Ministry Development*, students will:

1. Describe the basic principles of coaching within the context of personal experience.
  - *Assessment:* Reading and Reflection, Additional Reading Summary
2. Describe the basic principles of team health within the context of personal experience.
  - *Assessment:* Team Participation Reflection
3. Implement a model for coaching individuals or small groups in order to facilitate group strategic development and enhance individual development.
  - *Assessment:* Coaching Design and Implementation



To demonstrate competency in **Contextual Awareness**, the student will:

4. Evaluate his or her personal capacity to implement a coaching model accurately and effectively.
  - *Assessment:* Coaching Reflection Paper, Coaching Design and Implementation
5. Assess his or her self-awareness as a team participant.
  - *Assessment:* Team Participation Reflection

## Course Work

### Required Reading

Webb, Keith E. *The Coach Model for Christian Leaders*. Revised and Expanded Edition. New York: Morgan James Faith, 2019. (ISBN: 978-1642793574). \*\*Note: Revised and Expanded edition. DTL: <https://thetdl.on.worldcat.org/oclc/1139150724>

### Selected Reading (250 pages of reading required from this list):

Crane, Thomas G. *The Heart of Coaching*. Second Edition. San Diego, CA: FTA, 2002. ISBN-10: 0966087437 ISBN-13: 978-0966087437

Eurich, Tasha. *Insight: Why We're Not as Self-Aware as We Think, and How Seeing Ourselves Clearly Helps Us Succeed at Work and in Life*. New York: Crown Business, 2017. ISBN-10: 0451496817 ISBN-13: 978-0451496812

Flaherty, James. *Coaching: Evoking Excellence in Others*. Third Edition London: Butterworth-Heinemann Ltd, 2010. ISBN-13: 978-1856178167

Grant, Adam. *Give and Take: Why Helping Others Drives Our Success*. New York: Penguin, 2013. ISBN-10: 0670026557 ISBN-13: 978-0670026555

Hargrove, Robert. *Masterful Coaching*. Third edition. San Francisco, CA: Jossey-Bass, 2008. ISBN-10: 0470290354 ISBN-13: 978-0470290354

Homan & Miller. *Coaching in Organizations*. CreateSpace Independent Publishing Platform, 2013. ISBN-10: 1484801660 ISBN-13: 978-1484801666

Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco, CA: Jossey Bass, 2002. ISBN-10: 0787960756 ISBN-13: 978-0787960759

Lombardi, Luciano. *Coaching Changes Everything*. Brantford, ON: ADP Printing, 2015. ISBN-13: 9780994737403

Wilson, Judith and Michelle Gislason. *Coaching Skills for Nonprofit Managers and Leaders*. San Francisco, CA: Jossey-Bass, 2009. ISBN-10: 0470401303 ISBN-13: 978-0470401309

\*\*While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the [Digital Theological Library](#) upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

## Course Assignments and Activities

### 1. *Reading and Reflection* (15%).

Carefully read the course textbook (Webb). The book is not difficult to read and should only take you about 3 hours to complete. After reading the text, prepare a two-page reading report (approx. 600 words). This paper should summarize the content of the book and discuss how the key ideas and principles of the book might be applied in your own ministry, work, or other context. Also, please include observations about how the text is relevant or irrelevant to your church, work or other context. It should be clear from this paper that you have a good understanding of the approach to coaching contained in the course textbook. Please also be prepared for in-class discussion of the material in the textbook. It is very important that you make many specific references to the textbook and that they be properly documented (please use footnotes, not endnotes or parenthetical references). Undocumented use of a source will be considered plagiarism.

- Related learning outcome: #1
- **Assignment length:** 2 pages.
- **Due date:** January 20, 2025 at 3pm ET.

### 2. *Team Participation Reflection* (15%).

During the class, each student will be a part of a team that will prepare a role play/demonstration in response to a case study that will be provided showing how a particular coaching or mentoring strategy could be applied to the given situation. You will complete a self-assessment of your team role after the class by writing a two-page paper assessing your participation as part of your team. This paper will be based on the in-class discussion of *The Five Dysfunctions of a Team* (Lencioni), personal self-awareness related to *Insight* (Eurich), and your proclivity to be a *Giver or Taker* (Grant). More specifics related to this assignment will be given in class.

VOD Students will be assigned to a group of other VOD Students by the professor. They will meet over Zoom or another synchronous platform to practice the case study, just like the live students will do during class. VOD Students don't have to watch the live students do the case study; rather, they should skip this part of the video and use this time to meet with their assigned group to do the case study.

- Related learning outcomes: #2, 5
- **Assignment length:** 2 pages.

- **Due date:** January 24, 2025.

### 3. *Additional Reading Summary* (15%).

Read 250 pages from the “Selected Reading” textbook list in this syllabus (see above). Write a two-page summary of the reading including specific pages read and full bibliographic material. Include at least one highlight from each source you read, areas of agreement/disagreement with the author(s), and how the material will influence the student’s coaching ministry. Document this with footnotes.

- Related learning outcome: #1
- **Assignment length:** 2 pages.
- **Due date:** February 13, 2025.

### 4. *Coaching Reflection Paper* (25%).

Students will be assigned a coaching partner during class. This “dyad” relationship will be the context for coaching exercises during the class as well as work after the class is complete. After the class, you will complete six 30-minute coaching sessions with your coach “dyad” partner. Each student will be the coach for three sessions and coachee for the other three. Make sure there is a minimum of 7 days between sessions. After the six sessions are complete, please write a two-page reflection paper on the experience identifying your own growth as a coach as well as the impact of the coaching on your life, work, and ministry. Include location, dates and times for each coaching session – put these on the title page for this paper. Make sure to discuss your proficiency with the Webb C.O.A.C.H. model.

VOD Students, your professor will assign you another VOD student as a partner. VOD students can stop the recording whenever the live students are about to do coaching exercises in the class. Use the time you will save from not having to watch these portions of the lecture to meet with another VOD student via a synchronous platform to do the coaching exercises explained on the video. These exercises must be completed BEFORE you do the 30-minute coaching sessions as described above and write the paper.

- Related learning outcome: #4
- **Assignment length:** 2 pages.
- **Due date:** March 13, 2025.

### 5. *Coaching Design and Implementation* (30%).

Identify an individual who will agree to be coached by you. Using the Webb C.O.A.C.H. model, schedule and complete three coaching sessions with this person. Make sure to have at least seven days between coaching sessions. It is ideal if this person is part of your work or ministry context. The person *may not* be a student in this class, a close friend, or a family member. Coach sessions should be 30 to 45 minutes in length. After this part of the assignment is complete, please write a 3-5 page paper based on the following outline:

- Give the specific date, time, location and length for each coach session – put these on the title page for this paper.
- Describe the preparation you did to be ready for each coach session
- Describe how effective you were at following the C.O.A.C.H. model (Webb) –how effectively did you follow and use the model?

- What were specific takeaways for each session for your coachee (don't break confidence with this – state these in generalities)
- Identify at least one area of your own personal growth or self-awareness related to coaching. Explain how this new knowledge will help you to become a better coach.
- Post on Populi by March 11 with the name of the individual you will coach and the anticipated dates and times for the 3 coaching sessions. This will need to be subsequently approved by the professor.
- Related learning outcomes: #3, 4
- **Assignment length:** 3-5 pages.
- **Due date for initial post on Populi:** March 11, 2025.
- **Due date for paper:** April 11, 2025.

### **Video-on-Demand (VOD) Student Requirements**

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD Students have the same and different assignment due dates. Adjusted due dates are as below:
  - Team Participation Reflection: due January 29.
  - Coaching Reflection: due March 19.
- VOD Students will submit a 2-3-minute video report to Padlet that 1) affirms they have watched the required recording for the last seven days, 2) summarizes one thing they learned that week that will help them reach the course learning outcomes, and 3) explain at least one question they had after watching the class recording. Students will watch the lectures according to the following schedule:
  - Week 1 Lecture & Report due by 11:59pm on Sat Jan 18, 2025
  - Week 2 Lecture & Report due by 11:59pm on Sat Jan 25, 2025
  - Week 3 Lecture & Report due by 11:59pm on Sat Feb 1, 2025
  - Week 4 Lecture & Report due by 11:59pm on Sat Feb 8, 2025
  - Week 5 Lecture & Report due by 11:59pm on Sat Feb 15, 2025
  - Week 6 Lecture & Report due by 11:59pm on Sat Mar 15, 2025
  - Week 7 Lecture & Report due by 11:59pm on Sat Mar 22, 2025
  - Week 8 Lecture & Report due by 11:59pm on Sat Mar 29, 2025
  - Week 9 Lecture & Report due by 11:59pm on Sat April 5, 2025
  - Week 10 Lecture & Report due by 11:59pm on \*Fri April 11, 2024

In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

**Estimate of Time Investment** (individual time investments may vary)

Classroom time	30 hrs	N/A	<b>Assignment Weighting</b>	
1. Pre-Class Reading and Reflection	10 hrs	Jan 20		15%
2. Team Participation Reflection/Report	10 hrs	In class/Jan 24		15%
3. Additional Reading Summary	10 hrs	Feb 13		15%
5. Coaching Reflection Paper	10 hrs	Mar 13		25%
5. Coaching Design and Implementation	20 hrs	Mar 11, Apr 11		30%
Total =	90 hours			

- All assignments are due at 11:59pm *ET* unless otherwise indicated.
- First submissions of assignments will not be accepted after April 11, 2025
- **Revision Week April 14-17\*** Your instructor may also request revisions on some assignments before revision week. **\*(April 18=Good Friday)**
- **No resubmission of assignments will be accepted after April 17, 2025**

**Assessment Rubrics**

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

**Class Schedule**

Mon Jan 13	Class 1
Mon Jan 20	Class 2
Mon Jan 27	Class 3
Mon Feb 3	Class 4
Mon Feb 10	Class 5
<b>Feb 17</b>	<b>No Class Family Day</b>
<b>Feb 24</b>	<b>No Class Reading Week</b>
<b>Mar 3</b>	<b>No Class Module Week</b>
Mon Mar 10	Class 6
Mon Mar 17	Class 7
Mon Mar 24	Class 8
Mon Mar 31	Class 9
Mon Apr 7	Class 10

## **Course Outline**

- Introduction to the course
  - i. Definitions: coaching, mentoring, counseling, consulting
  - ii. Purpose of the Course
  - iii. Current interest
  - iv. Biblical Foundation
  - v. Hindrances and benefits to coaching and mentoring
- The C.O.A.C.H.
  - vi. Work through each of the 5 stages
  - vii. Readiness for coaching
- The person of the coach/mentor
  - viii. Signature presence
  - ix. Principle center
  - x. The tension of the urgent and important
  - xi. Four dimensions of renewal
  - xii. Insight – self-awareness
- Team dynamics
  - xiii. 5 Dysfunctions of a Team
  - xiv. Givers and Takers
- The *Trust Account*
- Coaching and intimacy
- Coaching across genders
- Spiritual coaching and mentoring
- Coaching and being coached will be part of all aspects of this course

### *Other*

- Spiritual pathways (Thomas, *Sacred Pathways*), spiritual gifts discussion
- Coaching people in life transitions
- Community Building /stages of community

## **Academic Policies**

### **General Assignment Guidelines**

Please see the MCS-Horizon Format Guide for assignment submission, grammar, and formatting guidelines.

### **Late Assignments and Extensions**

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* on Populi and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline. If one assignment is submitted more than five days late, the student will fail the course.

### Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

### Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### MCS-Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated <b>excellent</b> achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM			C+	2.3	67-69/68
-----	--	--	----	-----	----------



	Beginning to meet expectations	Student was <b>beginning to meet</b> one or more learning outcomes.	C	2.0	63-66
			C-	1.7	60-62
NY M	Not yet meeting expectations	Student made <b>insufficient progress</b> toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's, and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

### Accessible Learning Services Information

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success ([wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu)), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator ([library@horizon.edu](mailto:library@horizon.edu)).

### Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to

attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

### **Use of Technology**

MCS-Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

### **Bibliography**

Covey, Stephen R. *The Seven Habits of Highly Effective People: Restoring the Character Ethic*. New York: Fireside, 1989.

Crane, Thomas G. *The Heart of Coaching*. San Diego, CA: FTA, 2007.

Deegon, Arthur X. *Coaching: A Management Skill for Improving Individual Performance*. New York: Addison-Wesley, 1988.

Eurich, Tasha. *Insight: Why We're Not as Self-Aware as We Think, and How Seeing Ourselves Clearly Helps Us Succeed at Work and in Life*. New York, NY: Crown Business, 2017.

Flaherty, James. *Coaching: Evoking Excellence in Others*. London: Butterworth-Heinemann Ltd, 2011.

- Flaxman, E. *The Power of Mentoring*. New York: One Plus One, 1990.
- Grant, Adam. *Give and Take: Why Helping Others Drives Our Success*. New York: Penguin, 2013.
- Hargrove, Robert. *Masterful Coaching*. Third edition. San Francisco, CA: Jossey-Bass, 2008.
- Homan & Miller. *Coaching in Organizations*. CreateSpace Independent Publishing Platform, 2013.
- Kimsey-House, Henry, Karen Kimsey-House, Phillip Sandahl, Laura Whitworth. *Co-Active Coaching: The Proven Framework for Transformative Conversations at Work and in Life*. Boston, MA: Nicholas Brealey Publishing, 2018.
- Kinlaw, Dennis. *Coaching for Commitment*. San Diego: Pfeiffer, 1989.
- Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco, CA: Jossey Bass, 2002.
- Lombardi, Luciano. *Coaching Changes Everything*. Brantford, ON: ADP Printing, 2015.
- MacMillan, Pat. *The Performance Factor: Unlocking The Secrets Of Teamwork*. Nashville, TN: Broadman and Holman, 2001.
- Maxwell, John C. *The 17 Indisputable Laws of Teamwork: Embrace Them and Empower Your Team*. Nashville: Thomas Nelson, 2001.
- Michael, Natalie. *The Duck and the Butterfly: Coaching Questions for Leaders at Work*. Trifold Publishing, 2017.
- Scott, Susan. *Fierce Conversations*. Berkley, 2004
- Webb, Keith E. *The Coach Model for Christian Leaders*. Active Results LLC, 2012.
- Whitmore, John. *Coaching for Performance*. Nicholas Brealy Pub Co, 2009.
- Wilson, Judith and Michelle Gislason. *Coaching Skills for Nonprofit Managers and Leaders*. San Francisco, CA: Jossey-Bass, 2009.
- Zemke, Ron & Kristin Anderson. *Coaching: Knock Your Socks Off Service*. New York: AMACOM, 1997.