

P328 Coaching to Empower Others for Strategic Growth

3 credits. Prerequisites: G149 Foundations of Leadership.

👤 Saskatoon Campus 'A' Livestream

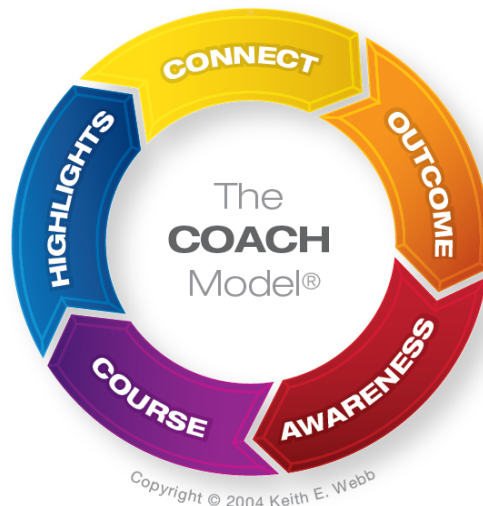
January 12 – February 20, 2026

Term C (*note breaks on Academic Calendar*)

Monday and Wednesday: 9am – noon SK (10am – 1pm ET)

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Please note: There is a reading assignment due at 9AM on the first day of class. There is also another assignment due within the first week of 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 Horizon and MCS's Missions

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

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).

DTL: <https://thedtl.on.worldcat.org/oclc/1139150724>.

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

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: 978-0451496812.

DTL: <https://thedtl.on.worldcat.org/oclc/987021900>.

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

DTL: <https://thedtl.on.worldcat.org/oclc/1031967474>.

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

DTL: <https://thedtl.on.worldcat.org/oclc/155844315>.

**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

**Make sure you are planning for Assignment #4 and #5 as soon as the class begins.*

1. Pre-Class Reading and Reflection (15%)

Prior to the class, carefully read the course textbook (Webb). The book is not a difficult 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 not relevant 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. A minimum of 5 properly documented references to the textbook are required for this assignment (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 12 at 9AM.

2. Additional Reading Summary (15%)

Read 250 pages from the “Selected Reading” list in this syllabus (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:** January 18, 2026.

3. Assessing Team Assignment (25%)

During the course, 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.

- Related learning outcomes: #2, 3, 5
- **Assignment length:** 2 pages.
- **Due date:** February 8, 2026.

4. Coaching Reflection Paper (20%)

Students will be assigned a coaching partner during the class. This “dyad” relationship will be the context for coaching exercises during 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

the coachee for the other three. These need to happen between January 21 and February 6. Make sure there are a minimum of 5 days between the three sessions where you are the coach. After the six sessions are complete, please write a two-page reflection paper on the experience. Answer the following questions first for yourself:

- How well did I follow the C.O.A.C.H. model?
- How strong were my questions?
- How well did I avoid closed (yes/no) or “why” questions?
- What was evidence of my growth as a coach over the sessions?

Then answer these question assessing your dyad partner:

- How well did your partner follow the C.O.A.C.H. model?
- How strong were your partner’s questions?
- How well did your partner avoid closed (yes/no) or “why” questions?
- What was evidence of your partner’s growth as a coach over the sessions?

Clearly state on the title page the location, dates and times for each coaching session.

- Related learning outcome: #4
- **Assignment length:** 2 pages.
- **Due date:** February 10, 2026

5. Coaching Design and Implementation (25%)

Identify an individual who will agree to be coached by you. Using the Webb C.O.A.C.H. model, schedule and complete two coaching sessions with this person. These must happen between January 28 and February 16. 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). Include discussion about your use of strong questions, contracting and active listening.
- What were specific takeaways for each session for your coachee (don’t break confidence with this – state generally).
- 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 the name of the individual you will coach and the anticipated dates and times for the 2 coaching sessions by January 28. This will need to be subsequently approved by the professor.

More detail regarding this assignment will be given in class.

- Related learning outcomes: #3, 4
- **Assignment length:** 3-5 pages.
- **Due date for initial post on Populi:** January 28, 2026
- **Due date for paper:** February 18, 2026. ***Students will have until February 27, 2026 to complete revisions (for this assignment only).*

Estimate of Time Investment (individual time investments may vary)

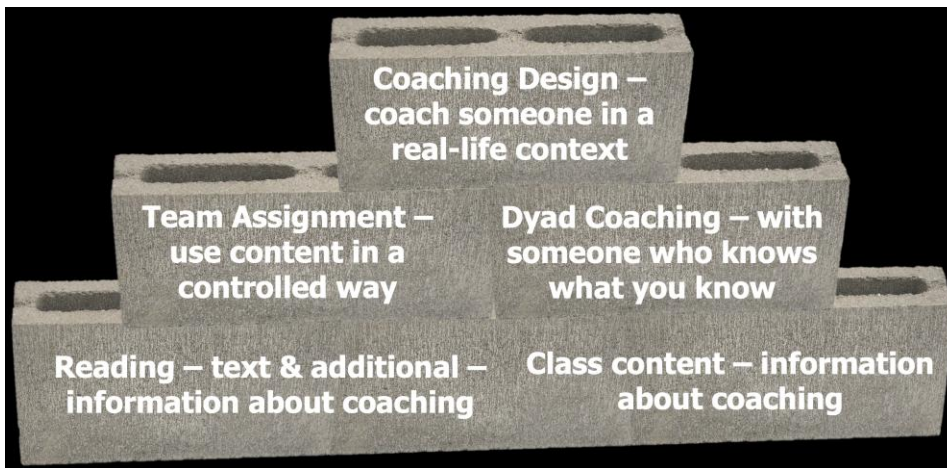
1. Pre-Class Reading and Reflection	10 hours	January 12	15%
Class time and Team assignment	30 hours		
2. Additional Reading	10 hours	January 18	15%
3. Assessing Team Assignment	10 hours	February 8	25%
4. Coaching and Reflection Paper	15 hours	February 10	20%
5. Coaching Design/Implementation			
Initial Post	1 hour	January 28	
Paper	14 hours	February 18	25%
Total = ~90 hrs			100%

All assignments are due at **11:59pm SK** unless otherwise indicated.

Assessment Rubrics

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

Course Building Blocks



Tentative Course Detail/Components

- 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.
 - i. Work through each of the 5 stages
 - ii. Readiness for coaching
- The person of the coach/mentor
 - i. Signature presence
 - ii. Principle center
 - iii. The tension of the urgent and important
 - iv. Four dimensions of renewal

- v. Insight – self-awareness
- Team dynamics
 - i. 5 Dysfunctions of a Team
 - ii. 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
-
- Revision Week is Feb 16-20. Your instructor will request revisions on assignments before revision week.
 - No assignments will be accepted after February 20, 2026 with the exception of the Coaching Design assignment (see above).

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. 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 Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by

submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

***Professor's Note:** Students are expected to submit work by the due dates. Timeliness of work is an important life and ministry competency. For this class, no extensions will be granted. Late work may be accepted with very good reasons only (late work will not be accepted after final dates for initial and resubmissions). Please communicate with the professor or Adjunct Faculty Advisor as soon as you know an assignment might be late.*

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.

Horizon and MCS's 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. Assignments that do not meet competency will receive a 0. 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.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good 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 Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

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, in order 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

Horizon and MCS encourage 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.

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