Presented by: Dr. Phil Maynard
Director, Path 1 Coaching Network/Director, EMC3 Coaching
Day 1

9:00  Welcome/Introductions
9:30  Devotional
10:00 Biblical Foundations/Distinctions
(coaching definitions, biblical foundations, distinctions between coaching and other types of interpersonal investment in a person’s growth)
10:45  Break
11:00  Coaching Skill Set (Listening, Encouraging, Asking Powerful Questions, Responding, and Negotiating Actions)
12:00  Lunch
1:00  Coaching Skill Set (cont’d)/Coaching Practicum
(Skill set: Listening, Encouraging, Asking Powerful Questions, Responding, and Negotiating Actions. The coaching practicum offers the opportunity to put these skills into action)
4:00  Training Day Concludes

Day 2

9:00  Devotional
9:30  Establishing the Coaching Relationship
(Basics of the coaching relationship, covenant agreements, creating a safe environment, coaching presence, ending a coaching relationship)
10:30  Break
10:45  Code of Ethics/Coaching Competencies
11:30  Introduction to Coaching Models
(Coaching Conversation Model, GROW Model)
12:00  Lunch
12:30  Coaching Practicum
(The Coaching Practicum offers the opportunity to continue developing the basic coaching skills while experiencing the Coaching Models)
2:30  Questions & Answers
3:00  Training Day Concludes
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Getting Started
- Centering
- Connecting
- Objectives
- Expectations
- Coaching Demonstration

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- Knowledge Model
- Coaching Applications

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- Presenter Bio
- Additional Training/Support

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In 1975, former tennis champion Timothy Gallwey introduced a new approach to coaching tennis in his book *The Inner Game of Tennis*. He based his teaching method on the belief that a person’s body has an innate ability to learn and to perform. Rather than challenge his students to conform to the style of other talented players, Gallwey chose to ask questions that helped his students increase their awareness of what they were doing on the court.

He believed that when they became more aware, their bodies would instinctively make the appropriate adjustments to improve their game. He was convinced that tennis was best taught by helping people discover their own potential. He wanted to awaken them to the reality that they already possessed all that they needed to arrive at their own desired outcomes.

The term “coaching” is rooted in the concept of transportation. Years ago a person relied on a “carriage” or a “coach” to move from one place to another. The word evolved to describe the role of an athletic trainer who helps athletes advance to the level for which they are striving.

In the 1980’s a financial planner named Thomas Leonard recognized that his clients needed more than financial planning; they need life planning. So using phone coaching Leonard challenged his clients to live fully into their lives. He founded Coach U which is one of the prominent coach training programs available today. Later the Coaches Training Institute was founded and grew into the world’s largest coaching organization.

In the 1990’s coaching gradually started to replace the field of consulting in the corporate world.

In 1995 the International Coaching Federation (ICF) was formed to uphold an industry standard for coaching and code of ethics. ICF offers professional certification for trained coaches.

The 1996 Newsweek cover “Need a Life? Get a Coach” catapulted the field of coaching into the mainstream of society.

In 2000 the Christian Coaches Network was started. Today you can find rows of books on coaching in your local bookstore and over a dozen on Christian Coaching. Seminaries are starting to offer training in coaching for ministry and some denominations are using coaching to help pastors and congregational leaders increase in effectiveness and fulfillment.
Benefits of Coaching

- **Discovery**
  The coach approach is a self-discovery process. Through questions, exploration and challenge, the coachee discovers solutions and implementations independently as the coach promotes discovery throughout the coaching conversation.

- **Expand the Possibilities.**
  The person being coached is challenged to envision many different perspectives and possibilities before committing to a plan of action. Sometimes we get stuck in a perspective.

- **Action**
  Coaching is action-oriented. Action plans and steps provide for progress toward goals and objectives. A coach helps the coachee to become clear about goals and dreams and then to articulate in action-based language.

- **Calculated Risk Taking**
  A coach challenges the person being coached to push the envelope and take risks that are preceded by reflection with preparation. The coach offers a supportive, confidential, and safe relationship for experimentation.

- **Support**
  Throughout the coaching relationship, the coach provides support and encouragement to the person being coached.

- **Accountability**
  A key characteristic of coaching is accountability – not to the coach, but accountability from the person being coached to him/herself.

- A study featured in *Public Personnel Management Journal* reports that managers who underwent a managerial training program showed an increased productivity of 22.4 percent. However, a second group was provided coaching following the training process, and their productivity increased by 88 percent.

- A 2001 study on the impact of executive coaching by Manchester Inc. showed an average return on investment of 5.7 times the initial investment. The study included one hundred executives from Fortune 1000 companies, who gained improvements in productivity, quality, organizational strength, customer service, and shareholder value.

- In the realm of ministry, denominations that have put coaching systems in place have seen their church-planting success rates go from 30 to 50% to 80 to 90%.

*From TransforMissional Coaching* by Steve Ogne and Tim Roehl
Research on Coaching

“Coaching is the most effective way to reinforce new behaviors and skills.” - Neil Rackham, Training and Development Journal

What happens when you return home from an event? How do people respond or react to your new ideas?

Research shows that there is always a dip in results when you return home. People are generally resistant to new ideas. The addition of a coach to work with you over time radically increases both your behavior and your result. Someone to encourage, challenge, and hold you accountable.
Retention from Learning:

When you desire to do something you often know what you do not know and go looking for it whether it is seminary training or home repair skills. When you want to do something (i.e. start a new church) a coach might ask you when have you ever started something new? Something to get you thinking about the experience you already have. All coaching is: Highly Personal, Deeply Intentional and Always Contextual.
Coaching Applications

- **Content free coaching** – pure skills and processes that can be used with any person at any time around any subject (emphasis on knowledge of the discipline of coaching itself)

  Content free – Life Coaching

- **Context rich coaching** – coaching that is sensitive to the context or tied to presented material (such as the use of coaching within a particular organization or for specific situations)

  Context Rich – within a conference, company or specific context.

- **Content-full coaching** – coaching that relates to the use of a specific product or system, often using predetermined or prescribed questions and strategies

  Content Full – around specific benchmarks or objectives, new church planting, congregational transformation/vitality, intervention

Coaching in Relation to the Other Helping Disciplines

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The practice (area) that I want to focus on developing is:
__________________________________
__________________________________
Someone who could support me in developing this is:
__________________________________
__________________________________
Resources that might be helpful:
__________________________________

Action Step:
When:

Action Step:
When:

Action Step:
When:

The person who will partner with me:__________________________________
Coaching is a particular discipline within the helping professions and the effectiveness of the coaching process is dependent upon a few very important principles:

- The coachee or person being coached is the expert in their situation.
- People are more successful when they have a partner with whom to clarify goals, process current realities, plan for next steps, and be held accountable.
- People learn more when they engage a process of discovery and application when they are told what and how to do something.
- Coaching is action-oriented. As my mentor said: “without action there is no coaching”!

So what is coaching?

First of all, coaching is a partnership. It can be a partnership between a coach and a coachee or between a coach and a team or group.

Second, coaching is a mutual conversation that follows a predictable pattern leading to some form of action related to improved performance or improved relationships.

Steve Ogne and Tim Roehl, in their book *Transformissional Coaching*, use the word *coach* as an acronym to define coaching. I have adapted it for our discussion.

\[
\begin{align*}
C &= \text{Come alongside} \\
O &= \text{Observe} \\
A &= \text{Ask powerful questions} \\
C &= \text{Consider options} \\
H &= \text{Hold accountable}
\end{align*}
\]

Allow me to make some observations.

**Come alongside:** coaching is based on a relationship. The coach must get to know the person being coached – their values, their normal way of processing information, their hopes and dreams. At the core of this relationship is TRUST. Consider the following acronym using the word TRUST:

\[
\begin{align*}
T &= \text{Time together, building a relationship} \\
R &= \text{Reliable, be there for the coachee, believes in the coachee} \\
U &= \text{Understand the person} \\
S &= \text{Supportive – whatever it takes to help the coachee succeed} \\
T &= \text{Truth-telling, people need someone who will tell them the truth}
\end{align*}
\]
Observe: the coaching conversation is forward-oriented toward a particular goal. But to get there you have to figure out where you are. This goes for congregations as well as individual coaching relationships. We call this the current reality.

Ask powerful questions: at the heart of the coaching conversation is the skill of asking powerful questions. Really successful coaches have an almost insatiable curiosity. They really want to understand. But, more importantly, they want to help others understand! Questions are the tool that helps the person being coached dig deeper and see the possibilities for the future as well as the obstacles of the past.

Consider the options: Ogne and Roehl use the word communicate here. We wanted to be a little clearer. The options are not communicated by the coach until the person being coached has exhausted all the insights they have into the situation. The role of the coach is to help the person being coached dig deeper.

Hold accountable: before all that power goes to our heads let’s be clear. The person being coached is not really accountable to us. He/she is accountable to themself. The coach may ask how they did on working the plan but it is just to help the person being coached check their commitment level.

Distinctions: This is a different approach than some of the other helping professions. It is one of several options. To determine which option is best for a particular person or situation one should consider their needs. Perhaps a brief discussion of a variety of partnerships might be helpful:

Consulting assumes the client is best served by the expertise of another. Consultants are hired for what they know. They offer insights from their knowledge base that help a person or a system identify ways to be better. Consultants are the experts.

Mentoring, like consulting, assumes the client is best served by the expertise of another. Mentoring pairs a novice with a more seasoned professional in order for the novice to learn from the strength and model of one who has a proven track record of successful practice.

Teaching may be defined as the systematic, objective passing on of knowledge. Learning tends to depend upon the expertise of the teacher, who provides the information that needs to be mastered, similar to training.

Training is defined as the transmission of skills by an expert to others. The focus is on content and presentation.

Facilitating usually involves coming alongside an individual or team to assist in an outcome. Of all the disciplines mentioned here, this one is the closest to coaching.

Therapy and Counseling are disciplines which deal primarily with the past, healing, or dysfunction. They usually start with what is wrong or broken. Coaching on the other hand stays in the present, assumes health, and is about movement toward action.

Spiritual Direction is focused on one’s relationship with God. Christian coaching often encompasses the spiritual nature of the coachee as one of the goals being addressed.
Who is the expert, using the Me-You index??

<table>
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<th>ME</th>
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Characteristics of a Good Coach

Not everyone is wired to be successful as a coach. The following are some characteristics we think are important:

Spiritually mature – strong faith, growing as a disciple, regularly practicing the disciplines of a spiritual life.

Finds joy in helping others be successful – the coach rarely gets the limelight!

Relational – the key to coaching is the relationship that is developed. The coach does not have to be an extravert but does need to like people.

Self-aware – the coach must know his/her strengths, baggage, and behavioral preferences.

Believes in the person being coached

Action-oriented – without action there is no coaching.
Chapter 3

Coaching Presence

THE 20%/80% RULE

In the coaching relationship, as a general rule, the coach speaks only 20% of the time and the person being coached speaks 80% of the time. This allows maximum opportunity for the coachee to explore and grow toward commitment.

THE SIGNIFICANCE OF PRESENCE

We have all experienced the power of being intently listened to by another person who is completely present to us. We feel understood and known when we are listened to with such intention.

Coaching requires the coach to be completely focused on what is being said. The coach is listening at the deepest level possible, giving undivided attention to the person being coached. This will require the coach to remove all distractions, including turning off the cell phone and computer.

PHONE COACHING

Yes, you can do powerful deep listening over the telephone. When coaching over the phone, listen for cues such as audible sighs and the resonance in the voice. You will be amazed at how much you can pick up on in coaching over the phone using level two and three listening.

“My work is loving the world ... which is mostly standing still and learning to be astonished.”

–Mary Oliver

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THE POWER OF CURiosity

Being genuinely curious, fascinated, and eager to play with whatever emerges in the conversation is at the heart of the coaching relationship. Using this skill of “staying curious” keeps the focus on the person being coached and keeps opening up deeper layers of sharing. Curiosity is playful and inviting.

Here are some excellent questions to use in helping you coach from a place of curiosity. You will see that they are short and inviting. Allowing for silence to follow the question is vital.

“What else?”
“Wow, and then what?”
“Please, say more”.

“If a mother could ask a fairy godmother to endow her with the most useful gift, that gift should be curiosity.” - Eleanor

Don’t Just Act Interested. Be Interested.
So: how do you master the skill of being interested- and be sincere when you do it? The first key is to stop thinking of conversation as a tennis match. (He scored a point, Now I need to score a point.) Instead, think of it as a detective game, in which your goal is to learn as much about the other person as you can. Go into the conversation knowing that there is something very interesting about the person, and be determined to discover it…ask questions that will cause them to say: “I feel x, I think y, I did or would do z”…Much of who we are is composed of what we feel, think, and do, so when we’re in conversations where we get to express all three we feel more satisfied. Eventually, one of your questions will click and you’ll see the person lean forward eagerly to tell you something with enthusiasm or intensity. When that happens, do the right thing: Shut up. Listen. Listen some more. And then, once the person reaches a stopping point, ask another question that proves that you heard (and care about) what the person said.

(Adapted from Just Listen, Mark Goulston)
Active Listening

Active listening is an art that demonstrates the ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context being shared, and supporting the clients self-expression. It is often described as taking place at three levels:

‘Me’ level: listening to what is being said and sensing how the information is affecting me. This often includes paying attention to the agenda of the listener and thinking about how to respond when they stop talking. This is a self-absorbed level of listening.

‘You’ level: listening that is more focused on the other person, including listening beyond the words being said to the emotions, values, and vision being expressed. This level of listening is the place of deep connection with the coachee.

‘360’ level: sometimes referred to as ‘environmental listening,’ this level captures background noise, tenor of voice, sighs, level of energy, and what is happening in the silence.

Active listening includes:

- Being curious
- Being fully present (eye contact, engaged body position)
- Creating a safe space
- Listening for what is not being said (often as important as what is being said)
- Using intuition (listening from your ‘gut’)
- Silence – allow the coachee space to think (use the acronym W.A.I.T – why am I talking?)

“Being listened to is so close to being loved, that most people can’t tell the difference”

-David Augsberger, Psychotherapist
### Active Listening Quiz

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<th>Yes</th>
<th>No</th>
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<tr>
<td>I consciously clear my mind of personal concerns before entering a conversation.</td>
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<tr>
<td>I mentally tune out when the person is overly detailed or verbose.</td>
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<td>I remain focused on the other person’s conversation even when I do not think it is relevant to</td>
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<tr>
<td>I anticipate the concern of the other person even before he or she has finished talking.</td>
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<td>I am uncomfortable with silence.</td>
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<td>If I ask the person to repeat or clarify what has been said, I have revealed that I was not</td>
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<td>I am so in touch with the other person that I often finish their sentences for them.</td>
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<td>I interrupt the conversation if I know what the person is saying and want to keep the</td>
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<td>I am able to multitask and remain focused on the conversation at hand.</td>
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<td>I can continue to listen even if the other person presents information that is disagreeable to</td>
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Encouragement

Encouragement is the act of being there for someone, acknowledging their steps toward a goal, empathizing with them as they struggle with the inevitable ‘rough times,’ and celebrating their wins.

It is offered by speaking hope, approving the excellent, empowering, seeing potential, and by using ‘and’ more than ‘but.’

People blossom and thrive when they are encouraged. Nancy Kline in her book *Time to Think* asserts that encouragement (also termed appreciation or acknowledgement) is important not because it feels good or is nice, but because it help people to think for themselves on the cutting edge of an issue. It is suggested that coaches aim for a 5:1 ratio of encouragement to criticism.

You might consider the following phrases or questions to strengthen this dimension of the coaching conversation:

- You’re doing great! Keep going
- You’ve got what it takes.
- Stick with it, especially now.
- Don’t even think about giving up.
- I believe in you and your ability to reach this goal.
- It will get better!
- Whenever you try something new, surprises happen.
- I am here for you.
- Don’t listen to the naysayers.
- Whose opinion matters to you most?

One of the gifts we can offer as a form of encouragement is the celebration of wins by the coachee. People are energized to newer and greater things when they can see what they have accomplished and celebrate that. Celebration might include something the coach does (note, gift) but more commonly it is something the coach invites the coachee to do (what will you do to celebrate this accomplishment?)

Asking Powerful Questions

At the heart of a coaching conversation is the tool of powerful questions. The adjective is the important part in this title – powerful! Powerful questions are the primary tool for getting our coaches to dig deeper, think more broadly, and to discover new possibilities. Powerful questions do not just elicit information for the coach’s understanding. They send the coachee on a journey of discovery.

Dorothy Leeds in *The 7 Powers of Questions* suggests that:

- Questions demand answers
- Questions stimulate thinking (creativity)
- Questions give valuable information
- Questions put us in control (give better understanding)
- Questions get people to open up
- Questions lead to quality listening
- Questions get people to persuade themselves
As a general rule, powerful questions are open-ended (cannot be answered with a yes/no response). While closed-ended questions are not bad, they do not typically yield the depth of insight for either the coach or the coachee.

Powerful questions often begin with ‘what’ or ‘how’. ‘Why’ questions are typically avoided since they have a tendency to put people on the defensive.

Some examples of powerful questions include:
- What’s next?
- What are you willing to risk?
- What would you do if you knew you could not fail?

As a general rule, powerful questions are short in length. The longer a question takes to ask, the less impact it has.

Avoid Solution-Oriented Questions (giving the solution rather than asking a question – a common facilitator/coaching trap):

Examples:
- Not “Could you find that information on the internet?”, but “Where could you find that information?”
- Not “What if we did a class on that?”, but “How could you educate yourself in that area?”
- Not “Would it work if you gave both options and let them choose?”, but “What kind of process would lead to a decision that everyone could feel good about?”

The difference between good questions and purposeful questions...

**Good...**
- How much is this going to cost?
- Who’s going to do that?
- Have we ever tried anything like that before?
- What will the neighbors think?
- How fast can we get started?
- Who’s going to bring the donuts?

**Purposeful...**
- What in the world is God doing? How can we help?
- What are we hearing God call us to do?
- Where are we seeing God in this situation?
- What are we doing to keep focused on our common purpose?
- When was the last time we asked people what they were thinking?
- How do we let people know it’s OK to take risks?

Jesus, the master of purposeful questions:
- What do you want? (Matthew 20:32)
- What do you need? (Mark 6:38)
- What do you think? (Matthew 17:25)
- What is this like? (Luke 13:18)

And over 200 more!

What are some of your favorite questions from Jesus?
Responding

Responding is a form of direct communication from the coach to the coachee in reply to what has been shared during a coaching conversation. Typically, responding takes one of the following forms:

- **Truth-telling**: sharing what you are observing from a coach’s perspective
- **Feedback**: giving honest assessment and opinions (this is non-directive, e.g. consulting)
- **Insights**: sharing intuitive (gut) thoughts/feelings about what has been shared

These responses are designed to help the coachee come to new insights or understandings, identify gaps between where they are and where they want to be, and avoid potholes on the road to success.

There are various types of responding which the coach may engage:

- **Interrupting**: masterful interrupting is truly an art form and holds great benefit for the coachee, bringing them back on task or helping them get to the point
- **Advising**: while the focus of a coaching conversation is to tap into the expertise of the coachee, there are also times when the coach has the expertise and experience that can have a positive impact on the progress of the coachee. The key for giving advice is that it must be appropriate and asked for by the coachee
- **Messaging**: this is the speaking of a ‘truth’ or observation that will help the coachee to understand and act more quickly

**Giving Feedback**

**Step 1:** Ask permission

“I have some feedback I think would be useful to you. Would you like to hear it?”

**Step 2:** Empty the coachee’s glass first

“So that I don’t tell you things you already know, tell me:

What worked?

Where did you get stuck?

What would you do differently next time?”

**Step 3:** Endorse what you agree with, then offer your observations

What worked? (celebrate the coach’s success)

Where did you get stuck? (avoid ‘failure’ language)

What would you do differently next time? (identify actions)

Keep feedback immediate, specific, and nonjudgmental.
Negotiate Action

EXPANDING THE POSSIBILITIES

One of the things that often happens in our lives is we have an idea, it may even be a great idea, but we settle in too soon on proceeding with that one idea before taking the time to explore a whole range of related possibilities. We tend to limit what is possible by what we believe to be true based on narrow assumptions – “I don’t have the money now; who am I to shoot that high; I am too busy,”

The coach’s job is to help the person being coached identify a perspective that they hold and then get them to stretch into envisioning other perspectives. We ask, “What is another way of looking at this situation?” Our job is to help the coachee expand the range of possibilities.

Consider these various perspectives on asking the boss for a raise.

“I am not really worth it and will probably fail again this year.”
“Maybe if I beg, she will agree.”
“I can try to make him feel sorry for me.”
“I will let her know that I am ready to circulate my resume elsewhere.”
“I am one bad dude who you do not want to mess with, and I will not take “no” for an answer.”

Imagine the different energy each of those perspectives communicates when asking for a raise. Expanding the range of possibilities is fun!

After the person being coached chooses one perspective to stand in or to hold, then the coach and individual together begin to brainstorm how to move forward from that perspective. This stage of coaching is only limited by the imagination and creativity of those participating. The coachee then commits to a plan of action.
As discussed previously, coaching is all about partnering with someone to help them move toward their stated goal(s). This requires action.

We encourage the coachee to develop SMART goals (Specific, Measurable, Attainable, Relevant/Related to Vision, and Time-framed). This kind of focus helps bring clarity to what is to actually be accomplished and by when.

Once the goal is determined, the coachee will need to identify the action steps for accomplishing that goal. These are the very specific things that must be done to reach the goal, e.g. “I will have a conversation with _____” or “Put an item on the agenda for discussion”.

The key questions in the negotiation of action are “what will you do?” and “when will you do it?”

Practical tools for action planning:

- Small steps: when people are immobilized by all that needs to be done, breaking the actions down into smaller steps can help them get started
- Backward planning: begin at the goal and then move backward identifying the steps needed to get to the goal
- Creating structure: identify who and what will keep the coachee focused on the tasks at hand (how will you let me know?)
- Daily actions: these help create movement and momentum
ICF Competency: Co-Creating the Relationship
Establishing trust and intimacy with the client – ability to create a safe and supportive environment that produces ongoing mutual respect and trust

Coaching Credibility:
- Positional:
- Spiritual:
- Expertise:
- Relational:

Think about it… Which credibility base do you use most? Which one do you want to strengthen? What can you do to grow in that area?

Coaching Principles that support the creation of safe space…
- Client agenda
- Ego-less
- Client work
- Client expert
- Client pace
- Trust hunches
- Commitment

Setting Boundaries: What are boundaries and why are they important?

Establishing the Coaching Agreement

Clear parameters of the coaching relationship:
- Nature of the coaching relationship
- Logistics
- Fees
- Scheduling
- Inclusion of others (if appropriate)
- Nature of the coaching relationship

Agreement about what is appropriate in the relationship and what is not:
- Confidentiality
- Focus of conversations

Determining a Good Match

Terminating the Coaching Relationship
Getting to know the PBC…and Yourself

Life Satisfaction/Tolerations:
Who Am I? (Coachee history, life satisfaction, tolerations)

What is the true passion of your life? What makes you the most fulfilled?

What is your definition of success?

Where do you get your energy?

In what area of your life are you least disciplined?

When/how have you been motivated in the past?

How will you measure the effectiveness of your ministry/life six months from now?

What is your lifelong dream? How far along the path are you?

What are the last four books you have read completely?

List personal and professional strengths…

When was the last time you had real fun? What did you do?

List some of your personal assets: who do you know, what do you know, what gifts do you have, what makes you unique?

What are ten things that you are tolerating the most?

Paint a detailed picture of your life one year from now. Make the picture your dream life if there were no limits to resources available.

What are 3-5 goals that you strongly want to achieve in your life?

Goals/Objectives:
Using the SMART model, identify 1-3 goals that the coachee wants to accomplish:
S: specific
M: measurable
A: attainable
R: realistic
T: time-framed
### DISC Inventory: a trait analysis that enables you to look at behavioral responses in a specific environment

<table>
<thead>
<tr>
<th></th>
<th>Dominance</th>
<th>Priorities</th>
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<tbody>
<tr>
<td></td>
<td><em>Emphasis on shaping the environment by overcoming opposition to accomplish results</em></td>
<td><em>Getting immediate results</em></td>
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<td><em>Taking action</em></td>
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<td></td>
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<td><em>Challenging self and others</em></td>
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<th></th>
<th>Influence</th>
<th>Motivated by</th>
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<tr>
<td></td>
<td><em>Emphasis on shaping the environment by influencing or persuading others</em></td>
<td><em>Social recognition</em></td>
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<td><em>Disapproval</em></td>
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<td><em>Loss of influence</em></td>
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<td><em>Being ignored</em></td>
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<th></th>
<th>Steadiness</th>
<th>You will notice</th>
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<tbody>
<tr>
<td></td>
<td><em>Emphasis on cooperating with others within existing circumstances to carry out the task</em></td>
<td><em>Patience</em></td>
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<tr>
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<td><em>Team person</em></td>
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<td><em>Calm approach</em></td>
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<td><em>Good listener</em></td>
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<td><em>Humility</em></td>
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<th></th>
<th>Conscientiousness</th>
<th>Fears</th>
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<tr>
<td></td>
<td><em>Emphasis on working conscientiously within existing circumstances to ensure quality and accuracy</em></td>
<td><em>Social criticism</em></td>
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<td><em>Slipshod methods</em></td>
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<td></td>
<td></td>
<td><em>Being wrong</em></td>
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### Spiritual Gifts Inventory

A free spiritual gifts inventory is available at [www.Path1.org](http://www.Path1.org). Under the resources tab select New Churches, then discerning and scroll down to spiritual gifts inventory.
Strength-Finder

A strength is the ability to provide consistent, near-perfect performance in a given activity. This ability is a powerful, productive combination of:

Talents: naturally recurring patterns of thought, feeling or behavior that can be productively applied. They occur naturally within you and cannot be acquired. They are things that you do instinctively and that naturally give you satisfaction.

Skills: the basic abilities to move through the fundamental steps of a task. They can be acquired through formal or informal training.

Knowledge: what you know. May be acquired through education or training. It may be factual or experiential (insights or awareness you have gained through experience).
THE FLOW OF A CALL

Checking in and establishing the focus  10%
Coaching  80%
Review and commitment  10%

COACHING A GROUP

Coaching a group of people is a specialized skill that will be covered in an advanced training session. In this course we are helping you develop the skills for integrating coaching in your ministry with individuals.

BEGINNING THE RELATIONSHIP

At the time an individual coaching relationship is formed the coach and the person being coached must “design their alliance.” Typical ground rules that are established are: confidentiality, frequency of calls, payment arrangements, and follow-through agreements. Sometimes a formal “covenant” or “contract” is signed by both parties.

Coaching Preparation Worksheet:

What do you want to celebrate?
What is challenging for you?
What progress have you made on your action plan?
What happened differently than you expected?
What is next for you?
How do you need me to coach you in this session?
How can I be praying for you and your situation?

(adapted from Faithful Guides by Thomas Hawkins)
OPENING AN ON-GOING COACHING CONTACT

In the first five minutes of each coaching contact there is an opportunity for these things to take place.

1. Opening Question
   “Where have you been creative, resourceful, and whole since our last coaching session?”
   “What is stirring within you?”
   “How goes it with your soul?”

2. Accountability from the previous session’s Action Plan
   “What have you accomplished on your action plan from last time?
   “What can we celebrate that has gone well or been a success?”

3. Establishing the focus for this coaching session
   “Where would you like to start today?”
   “What would be the best use of our time together?”
   “What would make this a great session for you?”

It is especially important at the beginning of the coaching contact to focus the conversation and establish the agenda. Since a coaching conversation follows the coachee’s agenda, the person being coached should be asked what he/she wants to talk about. If the subject area is too broad, the coach should help narrow the focus with more questions. It is the coach’s responsibility to keep the conversation focused on this agenda and to provide boundaries that avoid rabbit trails.

Questions such as these can be helpful in narrowing the focus:

   “Of everything you mentioned, which is the most important for today?”
   “What seems most urgent to you right now?”
   “What will make the most difference for you?”

APPLICATION
Chapter 6

Coaching Conversation Model

Foundations: relationship building, checking in, following up, accountability
How to have a Coaching Conversation

We mentioned previously that coaching is a mutual conversation. The skills we just described provide the foundation for having that successful conversation. Let’s close this section with a discussion about the components and flow of that conversation and how these skills are applied.

Checking In:
Typically the coaching conversation will begin with some ‘checking in’ that might include some relationship building (‘how is your daughter getting along at her new school?’ or ‘did you enjoy your time at Yellowstone Park?’) and some follow-up on previous action plans (accountability, e.g. ‘what can we celebrate?’ ‘what did you learn?’)

Focus:
The flow of the actual conversation then begins with developing a clarity around the focus for the conversation. The question might be some form of “what would be most helpful for our time together today?” This is a critical step in the conversation. The role of the coach at this step is to get the topic down to something manageable. For example, the topic of ‘world peace’ probably cannot be dealt with in a single conversation but ‘getting reconciled with a co-worker’ might.

It is also helpful to negotiate a covenant for the session. For example, “if we were successful in addressing that issue, what would that look like for you?”

Current Reality:
The old adage ‘you can’t get to somewhere else without knowing where you are’ is particularly true in the coaching conversation, so the conversation begins with a discussion about the current reality.

Share about how things are going.
What did you do?
What worked?
What is missing?
What did you learn?
Consider the Possibilities:

Now that there is an understanding about what is really going on and some clarity about where the person being coached wants to get, the next step is to consider the possibilities for getting there. The following questions might be helpful:

- If resources were no issue, what would you do?
- In an ideal world, what would be the outcome?
- What has worked before?
- What have you seen others do?
- What are some other options?
- What else?

Another tool often used in this part of the conversation includes a brainstorming session where the person being coached is challenged to come up with some specified number of possibilities.

Each possibility will need to be considered as valid and then processed to discern the most helpful and applicable to the situation.

Design the Plan:

This is the action step of the coaching conversation. “What will you do?” We suggest that the person being coached develop SMART goals (specific, measurable, attainable, relevant, and time-framed).

Then, specific action steps will need to be identified.

- What’s next?
- What will you do?
- Goal (SMART format).
- Action plan.
- Who can help you?
Consider potential obstacles:

Every plan has things that can get in the way of its success. The degree of success is often directly related to the consideration given to things that might get in the way. The following questions might be helpful at this point:

- What could stop this from happening?
- What resources are missing for you?
- What/who needs to get out of the way for you to be successful?
- What is unrealistic about this?
- How do you normally deal with obstacles?
- Who can help?
- What resources do you need?

Recap:

The coaching session usually concludes with a recap. This is a time where the person being coached restates the goal and plan resulting from the coaching session.
Coaching Conversation Model

Establish Focus:
- Share about how things are going.
- What did you do?
- What worked?
- What is missing?
- What did you learn?
- Of all the things you mentioned, what is most pressing for you today?
- What will make the most difference to you?
- How can I be of the most help to you?

Discover Possibilities:
- If resources were no issue, what would you do?
- In an ideal world, what would be the outcome?
- What has worked before?
- What have you seen others do?
- What are some other options?
- What else?

Plan Action:
- What’s next?
- What will you do?
- Goal (SMART format)
- Action plan
- Who can help you?

Remove Barriers:
- What could stop this from happening?
- What resources are missing for you?
- What/who needs to get out of the way for you to be successful?
- What is unrealistic about this?
- How do you normally deal with obstacles?
- Who can help?
- What resources do you need?

Recap:
- Coachee reviews what has been learned in the coaching session
- Coachee restates the goal/action plan

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GROW Model

Goal:

How can I be most helpful to you today?
What topic should we concentrate on during this session?
What are the issues that you face today?

Reality:

Tell me about your current situation.
What are the difficulties that you face?
How are you resourcing yourself around this issue?
What is your biggest area of discomfort about this issue?

Options:

Tell me what you think are some options for the solution.
What else?
If there were no obstacles like money or people, what else would you consider?
(Coach may share insights if helpful.)

Will/What will you do?

What do you need to do this?
How will you prioritize your options?
What one thing can you accomplish this week that will move you in the right direction?
How can I pray for you this week?
Resource
Practicum Feedback Form

Coach:____________________
Client:____________________
Date:____________________
Observer:__________________

Overview of the Coaching:
This review form can be used to review/supervise a coaching session. Please rate the coach on each competency category individually, or adjust as is appropriate to the course or session requirements (for example if you are working only on competencies 5 and 8, respond to those). Refer to/use the competency definitions and descriptions as defined. If you desire further definition, check at the ICF web site at http://www.coachfederation.org/credentialing/en/core.htm. Insert remarks, as appropriate, under each competency. If the competency wasn’t demonstrated or wasn’t needed, mark it as:
N/A – Not demonstrated or not needed in this coaching conversation

<table>
<thead>
<tr>
<th>Competency and Description/Behaviors Observed</th>
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**Meeting Ethical Guidelines and Professional Standards**

- Demonstrated understanding of coaching ethics and standards

- Able to apply ethics and standards appropriately in the coaching situation that was presented

Competency Strength:

Area for Competency Improvement:
<table>
<thead>
<tr>
<th>Establishing the Coaching Agreement</th>
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<tbody>
<tr>
<td>Ability to come to an agreement with the prospective client about the coaching process and relationship</td>
</tr>
<tr>
<td>Clearly understood what was required in the specific coaching interaction</td>
</tr>
<tr>
<td>Demonstrated allowing the client or to identify the coaching that was desired</td>
</tr>
<tr>
<td>Referred back to the coaching agreement created for the specific coaching interaction when coachee changed direction or focus and reestablished intended outcome when appropriate</td>
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</table>

Competency Strength:  

Area for Competency Improvement:  

<table>
<thead>
<tr>
<th>Establishing Trust and Intimacy with the Client</th>
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</thead>
<tbody>
<tr>
<td>Ability to create a safe, supportive environment</td>
</tr>
<tr>
<td>Demonstrated setting the foundation for ongoing mutual respect and trust</td>
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</table>

Competency Strength:  

Area for Competency Improvement:  

<table>
<thead>
<tr>
<th>Coaching Presence</th>
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<tbody>
<tr>
<td>Ability to be fully conscious and created a spontaneous relationship with the client,</td>
</tr>
<tr>
<td>Employed a style that is open, flexible and confident</td>
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<tr>
<td>Demonstrated appropriate use of intuitive abilities</td>
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Competency Strength:  

Area for Competency Improvement:  

<table>
<thead>
<tr>
<th>Active Listening</th>
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<tbody>
<tr>
<td>Ability to focus completely on what the client is saying and is not saying,</td>
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<tr>
<td>Clearly understood the meaning of what was said in the context of the client’s desires</td>
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<tr>
<td>Supported the client’s self-expression</td>
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Competency Strength:  

Area for Competency Improvement:  

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<table>
<thead>
<tr>
<th><strong>Powerful Questioning</strong></th>
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<tbody>
<tr>
<td>Ability to ask questions that revealed the information needed for maximum benefit to the coaching relationship and the client</td>
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<tr>
<td>Crafted inquiries that moved the client and inspired them to see a larger possibility for their intention</td>
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**Competency Strength:**

**Area for Competency Improvement**

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<thead>
<tr>
<th><strong>Direct Communication</strong></th>
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<tbody>
<tr>
<td>Ability to communicate effectively during coaching sessions,</td>
</tr>
<tr>
<td>Used language that has the greatest positive impact on the client</td>
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<tr>
<td>Demonstrated the benefit of the “play” with language for the benefit of increasing the awareness of the client</td>
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**Competency Strength:**

**Area for Competency Improvement:**

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<thead>
<tr>
<th><strong>Creating Awareness</strong></th>
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<tr>
<td>Ability to integrate and accurately evaluate multiple sources of information</td>
</tr>
<tr>
<td>Made interpretations that helped the client to gain awareness</td>
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<tr>
<td>The awareness gained achieved agreed-upon results</td>
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</table>

**Competency Strength:**

**Area for Competency Improvement:**
<table>
<thead>
<tr>
<th>Competency</th>
<th>Strength</th>
<th>Area for Improvement</th>
</tr>
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<tbody>
<tr>
<td><strong>Designing Actions</strong></td>
<td>Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations,</td>
<td>Inspired the client to take new actions that will most effectively lead to agreed-upon coaching results</td>
</tr>
<tr>
<td><strong>Planning and Goal Setting</strong></td>
<td>Ability to develop goals that align with the client intended goals</td>
<td>Developed and where appropriate maintained an effective coaching plan with the client.</td>
</tr>
<tr>
<td><strong>Managing Progress and Accountability</strong></td>
<td>Ability to hold attention on what is important for the client</td>
<td>Left responsibility with the client to take action</td>
</tr>
<tr>
<td><strong>Something I’d like to acknowledge you for is:</strong></td>
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<tr>
<td><strong>An area of potential development as a coach might be:</strong></td>
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The ICF is the leader in developing a definition and philosophy of coaching, as well as, establishing a set of ethical standards that ICF members pledge to uphold. In this section, you will find all the ICF Code of Ethics, as well as information about our policy prohibiting Unsolicited Commercial Communications (UCC), also known as "spam," and our Ethical Conduct Review process for those who have ethical complaints against an ICF member or credentialed coach. We invite both coaches and the public to become familiar with these materials and the high standards of ICF member professionals.

The ICF Code of Ethics

Part One: The ICF Philosophy of Coaching

The International Coach Federation adheres to a form of coaching that honors the coachee as the expert in his/her life and work and believes that every coachee is creative, resourceful and whole. Standing on this foundation, the coach's responsibility is to:

- Discover, clarify and align with what the coachee wants to achieve.
- Encourage coachee self-discovery.
- Elicit coachee-generated solutions and strategies.
- Hold the coachee responsible and accountable.

Part Two: The ICF Definition of Coaching

Professional Coaching is an ongoing professional relationship that helps people produce extraordinary results in their lives, careers, businesses, or organizations. Through the process of coaching, coachees deepen their learning, improve their performance, and enhance their quality of life.

In each meeting, the coachee chooses the focus of conversation while the coach listens and contributes observations and questions. This interaction creates clarity and moves the coachee into action. Coaching accelerates the coachee's progress by providing greater focus and awareness of choice. Coaching concentrates on where coachees are now and what they are willing to do to get where they want to be in the future. ICF member coaches and ICF credentialed coaches recognize that results are a matter of the coachee's intentions, choices and actions supported by the coach's efforts and application of the coaching process.
Part Three: The ICF Standards of Ethical Conduct

Professional Conduct at Large

As a coach:
I will conduct myself in a manner that reflects positively upon the coaching profession, and I will refrain from engaging in conduct or making statements that may negatively impact the public’s understanding or acceptance of coaching as a profession.

I will not knowingly make any public statements that are untrue or misleading or make false claims in any written documents relating to the coaching profession.

I will respect different approaches to coaching. I will honor the efforts and contributions of others and not misrepresent them as my own.

I will be aware of any issues that may potentially lead to the misuse of my influence by recognizing the nature of coaching and the way in which it may affect the lives of others.

I will at all times strive to recognize personal issues that may impair, conflict or interfere with my coaching performance or my professional relationships. Whenever the facts and circumstances necessitate, I will promptly seek professional assistance and determine the action to be taken, including whether it is appropriate to suspend or terminate my coaching relationship(s).

I will conduct and report research with competence, honesty, and within recognized scientific standards. My research will be carried out with the necessary approval or consent from those involved and with an approach that will reasonably protect participants from any potential harm. All research efforts will be performed in a manner that complies with the laws of the country in which the research is conducted.

I will accurately create, maintain, store, and dispose of any records of work done in relation to the practice of coaching in a way that promotes confidentiality and complies with any applicable laws.
Professional Conduct with Coachees

I will be responsible for setting clear, appropriate, and culturally sensitive boundaries that govern any physical contact that I may have with my coachees.
I will not become sexually involved with any of my coachees.
I will construct clear agreements with my coachees and will honor all agreements made in the context of professional relationships.
I will ensure that, prior to or at the initial session, my coachee understands the nature of coaching, the bounds of confidentiality, financial arrangements and other terms of the coaching agreement.
I will accurately identify my qualifications, expertise and experience as a coach.
I will not intentionally mislead or make false claims about what my coachee will receive from the coaching process or from me as their coach.
I will not give my coachees or prospective coachees information or advice I know or believe to be misleading.
I will not knowingly exploit any aspect of the coach-coachee relationship for my personal, professional or monetary advantage or benefit.
I will respect the coachee’s right to terminate coaching at any point during the process. I will be alert to indications that the coachee is no longer benefiting from our coaching relationship.
If I believe the coachee would be better served by another coach or by another resource, I will encourage the coachee to make a change.
I will suggest that my coachees seek the services of other professionals when deemed appropriate or necessary.
I will take all reasonable steps to notify the appropriate authorities in the event a coachee discloses an intention to endanger self or others.

Confidentiality/Privacy

I will respect the confidentiality of my coachee’s information, except as otherwise authorized by my coachee or as required by law.
I will obtain agreement from my coachees before releasing their names as coachees or references or any other coachee identifying information.
I will obtain agreement from the person being coached before releasing information to another person compensating me.
Part Four: The ICF Pledge of Ethics

As a professional coach, I acknowledge and agree to honor my ethical obligations to my coachees and colleagues and to the public at large. I pledge to comply with the ICF Code of Ethics, to treat people with dignity as independent and equal human beings and to model these standards with those whom I coach. If I breach this Pledge of Ethics or any part of the ICF Code of Ethics, I agree that the ICF in its sole discretion may hold me accountable for so doing. I further agree that my accountability to the ICF for any breach may include loss of my ICF membership and/or my ICF credentials.

In this course, emphasis is placed on the first category of ICF Competencies, Setting the Foundation. These competencies are repeated below:

1. Meeting Ethical Guidelines and Professional Standards - Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations
   A. Understands and exhibits in own behaviors the ICF Standards of Conduct
   B. Understands and follows all ICF Ethical Guidelines
   C. Clearly communicates the distinctions between coaching, consulting, psychotherapy, and other support professions
   D. Refers coachee to another support professional as needed, knowing when this is needed and the available resources

2. Establishing the Coaching Agreement – Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new coachee about the coaching process and relationship
   A. Understands and effectively discusses with the coachee the guidelines and specific parameters of the coaching relationship (e.g., logistics, fees, scheduling, inclusion of others if appropriate)
   B. Reaches agreement about what is appropriate in the relationship and what is not, what is and is not being offered and about the coachee’s and coach’s responsibilities
   C. Determines whether there is an effective match between his/her coaching method and the needs of the prospective coachee
Appendices
1. What’s next?
2. What do you want?
3. What are you afraid of?
4. What is this costing you?
5. What are you attached to?
6. What is the dream?
7. What is the essence of the dream?
8. What is beyond this problem?
9. What is ahead?
10. What are you building toward?
11. What has to happen for you to feel successful?
12. What gift are you not being responsible for?
13. What are your healthy sources of energy?
14. What stops you?
15. What’s stopping you?
16. What’s in your way?
17. What would make the biggest difference here?
18. What are you going to do?
19. What do you like to do?
20. What can you do to be happy right now?
21. What do you hope to accomplish by having that conversation?
22. What do you hope to accomplish by doing that?
23. What’s the first step?
24. What would it be like to be with the excitement and the fear at the same time?
25. What’s important about that?
26. What would it take for you to treat yourself like your best client?
27. What benefit/payoff is there in the present situation?
28. What do you expect to have happen?
29. What’s the ideal?
30. What’s the ideal outcome?
31. What would it look like?
32. What’s the truth about this situation?
33. What’s the right action?
34. What are you going to do?
35. What’s working for you?
36. What would you do differently?
37. What decision would you make from a place of abundance?
38. What other choices do you have?
39. What do you really, really want?
40. What if there were no limits?
41. What aren’t you telling me that’s keeping me from coaching/helping you?
42. What haven’t I asked that I should ask?
43. What needs to be said that has not been said?
44. What are you not saying?
45. What else do you have to say about that?
46. What is left to do to have this be complete?
47. What do you have invested in continuing to do it this way?
48. What is that?
49. What comes first?
50. What consequence are you avoiding?
51. What is the value you received from this meeting/conversation?
52. What is motivating you?
53. What has you hooked?
54. What is missing here?
55. What does that remind you of?
56. What do you suggest?
57. What is underneath that?
58. What part of what I said was useful? And how so?
59. What is this person contributing to the quality of your life?
60. What it is that you are denying yourself right now?
61. What do you need to put in place to accomplish this?
62. What is the simplest solution here?
63. What would help you know I support this/you completely?
64. What happened?
65. What are you avoiding?
66. What is the worst that could happen?
67. What are you committed to?
68. What is your vision for yourself and the people around you?
69. What don’t you want?
70. What if you knew?
71. What’s your heart telling you? What are you willing to give up?
72. What might you have done differently?
73. What are you not facing?
74. What does this feeling remind you of?
75. What would you do differently if this problem were solved?
76. What does your soul say?
77. What do you need to say goodbye to in order to move forward?
78. What’s the payoff for you of not dealing with this issue?
79. Are things as bad as you say they are or are they worse?
80. At what point when you say “yes” are you really feeling “no”?
81. What is the decision you are avoiding?
82. What are you pretending not to know?
83. What are ten things I absolutely need to know about you?
84. What do you want to be able to say about yourself (your church) 3 months from now? 1 year from now? 3 years from now?
85. What is holding you back? What keeps getting in the way?
86. What is one simple thing you could do today to get you closer to your goal? (Right now! Today!)
87. Tell me about your biggest, wildest dream?
88. What keeps you up at night? What do you find yourself continually thinking about when you’re in the shower?
89. What has motivated you in the past to reach/achieve difficult goals, make important decisions, or do challenging things? Can we use this as a motivator now?
90. Who can help you with this?
91. What are you tolerating?
92. What has served you in the past? Is it still in effect now?
93. What would you do if you knew you couldn’t fail?
94. What part of this goal is yours? What belongs to someone else? What if the goal were all yours?
95. How can I best support you? What do you need most from me?
96. What are you grateful for?
97. What makes your heart sing?
98. What’s missing?
99. What do you have to do differently to make this happen?
100. What do you need to put in place to make this happen?
101. When you attain your goal, what will it look like?
102. Who do you know that is already doing this well?
103. What will be the sign that it’s time to begin?
104. How will you know that you have succeeded?
105. How will you know when you arrive?
106. What about yourself do you need to change?
107. What is one thing you need to focus on to get where you want to go?
108. Could you be mistaken? How could you check this out?
109. Does this align with your vision and goals?
110. What is one thing you feel really good about over this past week?
111. What one thing would make the biggest difference right now?
112. What’s your belief about this situation?
113. What would you like more of? Less of?
114. What is true about this situation?
115. What are the effects of this on you?
116. What steps would move this forward?
117. How attached are you to the outcome?
118. What is the “should” in this situation?
119. Is this the time to begin?
120. What is the truth about this situation?
121. What is the path of least resistance?
122. Is there another way? Let’s brainstorm 5 to 10 other possibilities.
123. What is this costing you?
124. Can you see what is beyond this problem?
125. Can you see what’s ahead?
126. Are you open to a completely different way of looking at this?
127. What are your actions saying about this situation?
128. What will happen if you keep doing this for the next 10 years?
129. Underneath all of this, what are you really committed to?
130. What is the legacy that you want to leave behind?
131. May I push you on this?
132. So, what’s possible here?
133. What opportunities are you not taking advantage of?
134. Who’s really in charge here?
135. What are five changes or actions that you can take in the next 30 days that will move you forward?
136. What are you willing to do to make this work?
137. What consumes your time, to the point that it distracts you from attaining your goals?
138. What do you really, really, really, REALLY want?
139. What are you afraid of about this situation?
140. What is the worst that could happen? And if that happened, what’s the worst that could happen after that?
141. What is the best that could happen?
142. What are you NOT saying? What are you holding back?
143. Are you pursuing a goal that no longer makes sense?
144. What internal rules and unspoken standards are having a negative impact on this situation?
Coaching Covenant Agreement  (sample)

Coaching:  a one-on-one relationship between a pastor/lay person and an endorsed Coach through which the person being coached has the opportunity to more deeply explore calling, ministry, and the leadership skills necessary to lead a congregation to greater missional impact in its community*.

*The content of the coaching sessions is confidential and not related to Conference or District level personnel. The coaching relationship is recorded with the CCE/NCD only, unless arranged by the District Superintendent, to substantiate the value of the coaching practice in the Florida Conference.

As your coach I promise to:
• Enter into each meeting prayerfully and open to the Holy Spirit.
• Work to gain your full trust by listening intently, asking clarifying questions, and keeping strict confidentiality.
• Help you explore God’s call for you—for today and for the future.
• Offer observations that may be helpful to you, always in respectful ways.
• Offer knowledge and information that might be helpful.
• Never offer “answers” unless they have been specifically requested, and even then they will be shared only after your own answers have been fully explored.
• Commit to meeting with you (either in person or by phone) ________________, 1 hour each month ________________ 30 minutes weekly (recommended, statistically most effective).
• Commit to meet with you for ________________, (e.g. 3 months/6 months) unless otherwise negotiated.
• Monitor your commitment level as measured by tasks completed on time.

As a person being coached, I promise to:
• Enter into each meeting prayerfully and open to the Holy Spirit.
• Openly share my thoughts and insights about my nature, my practices, and my passions (explore who I am).
• Be open to your questions and insights.
• Commit to meeting with you (either in person or by phone) as indicated previously.
• Carefully choose my commitments and then follow through on each of them.

Fees for coaching sessions are invoiced by the Coach at the rate of $50 per hour of coaching time. It is the responsibility of the Person Being Coached to submit payment in a timely manner.

Signed _________________________ C_____________________________PBC
Date ________________________________
Dr. Phil Maynard serves as Director, Path 1 Coaching Network (General Board of Discipleship) and Director, Excellence in Ministry Coaching (www.emc3coaching.com). Phil also serves as a coach/consultant with Epicenter (www.epicentergroup.org) and partners with other coaches to lead a variety of training and congregational transformation activities.

Phil has led dozens of churches through the process of transformation, has consulted with dozens more, and in addition, now coaches & trains leaders and trains coaches to work in ministry coaching. He also trains and consults with churches for the development of discipleship processes.

Phil provides coaching for new church planters around the country bringing particular skills to multi-site church plants. In addition, Phil trains coaches for supporting new church planters.

Phil is a Certified Coach, an Endorsed Coach (UMEA), a Certified Conflict/Mediation Coach, and Licensed Trainer/Facilitator.

Phil is a graduate of Duke Divinity School (M.Div & Th.M); University of Kansas (M.S. Ed); and Drew (D.Min). He is a contributing author for the Transform One resource (ChurchSmart) and author of Discovering the Possibilities; SHIFT; Tips, Tools & Activities for Coaching Leadership Teams; and Discipleship Coach Training.

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Check out Phil’s new books, SHIFT and Tips, Tools, & Activities!