

**IMPACT OF COACHING EXPERIENCE
ON CHRISTIAN MINISTERS**

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ABSTRACT

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The thesis of this book is that life coaching process and relationship is distinct from that of counselling, mentoring, discipleship and consulting; ministers that have been coached or are being coached find their coaching experience to be positive and significant in pursuing fulfillment of their potential in life and ministry; and life coaching has not been fully incorporated into ministerial and leadership development program for Christian ministers in Western Ontario and Manitoba & Northwest Ontario Districts of Pentecostal Assemblies of Canada.

The literary review surveys literature concerning coaching, counselling/therapy, discipleship, mentoring and consulting in both corporate workplace and Christian ministry. The critical literature review of executive coaching in the corporate workplace was done.

The field research data was collected through telephone interviews of respondents using a question set. Some of the respondents responded to the question set in writing. The findings from the interview were used to prove the three hypotheses stated above.

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Chapter 1 - Introduction

Background and Importance

Within the Christian ministry a greater proportion of minister-church member relationships outside the pulpit ministry are built on a pastoral counselling mode. It is expected that a pastor will engage in pastoral counselling. Thus the choice is not whether the pastor will engage in pastoral counselling or not but whether s/he will counsel in a skilled and disciplined way or unskilled and undisciplined way.¹ Many members usually approach their ministers when they perceive that they have or have a problematic situation on their hands. This is because many church members think the ministers can offer spiritual counsel and pray with them to ensure recovery. Conversely many ministers approach only members they perceive to have a problematic or dysfunctional situation in their lives.

Members that are perceived to have stability in their lives or seem to be progressive are usually left on their own without much of pastoral care or relationship. Therefore it is not often that ministers challenge, confront or walk along with such members as they seek to improve or take up new challenges in life. Thus it is not common for such members to approach ministers for a relationship focused on turning potential into reality or moving from point of stability to a higher level.

The situation above strengthens a mindset of “only the sick need a doctor” and irrelevance of church ministry beyond church and spiritual issues. The church members that seem not to have need for counselling are in the minority and may account for about 20% of the total congregation. When non-Christians complain about Christians they focus on the Christians around them that are living dysfunctional lives. Many of these Christians they complain about are amongst the 80% of church members who are in need of counselling. If non-Christians are exposed to the 20% of church members that do not have dysfunctional life, they will have positive image of Christian faith and may be inclined to consider Christianity.

Pareto Principle states referred to as the 80/20 Rule means that in anything a few (20 percent) are vital and many (80 percent) are trivial.² Applying “Pareto Principle”, the church is probably devoting almost all her efforts on 80% of her members who require counselling relationship. The 20% of her members that have stable and progressive lives that can serve as role model for the church to other members of the larger society are neglected. This 20% of members when cultivated would probably have a greater impact on the larger society and

¹ Collins, Gary R. *Christian Counseling: A Comprehensive Guide*. rev. ed. Dallas, TX: Word Publishing, 1988, 15.

² <http://management.about.com/cs/generalmanagement/a/Pareto081202.html> accessed on Feb. 21, 2008.

advance Christian influence. Thus the church is not efficient in the use of her resources. The end result is that such church members turn to non-Christians and secular professional firms to guide them on how to run parts of their lives that Christian ministers and Christianity's influence is not brought to bear upon. Thus ministerial or Christian faith influence is effectively "locked out" of other compartments of lives of many members.

My initial response to how this situation can be corrected was that a minister should function as a coach not just as a counsellor. My expectation is that a Christian coaching relationship will bring Christian values and influence in every aspect of church members' lives. As I gave further thoughts to my initial response and spoke with colleagues I realised that a man cannot give what he does not have or believe in. A minister can only function as a coach if he knows what coaching is; he knows when coaching is an appropriate helping relationship; he believes in coaching others; and is trained as a coach.

It has been observed that church leadership in various denominations or fellowships also focus their attention and support on ministers who need counselling and experiencing difficulties or have dysfunctional lives. This leaves ministers who are desirous of improvement, growth and development to grapple with issues on their own. Thus my thoughts shifted to the need for ministers to experience coaching in their own lives before attempting to engage in such a relationship with church members and other ministers. This book is the result of the shift to establish that Christian ministers need to be coached and coaching should be an integral part of Christian ministry. I believe that the development of potential of Christian ministers is very good tool for the development of the potential of the body of Christ at large. Thus I believe that development of ministers will have positive impact on the Church. I am interested in seeking ways for ministers to live fulfilled lives. I have indications that life coaching may offer Christian ministers an opportunity to actualise their dreams and plans of making a difference in lives of other Christians.

Majority of the literature available have been written by coaches and from a coach's perspective. There is a drive to examine coaching especially executive coaching from the perspective of the coachees. This book seeks to present the coaching relationship from the coachee's perspective within Christian ministry context in addition to what coaches have written about.

Introduction and Problem

The Christian minister is seen by many church members as an expert or professional on spiritual issues. Thus the minister is expected to have everything about his life properly worked out. S/he is expected to know what it takes to make her/his ministry and life a success. The minister is expected to know how to take the church or ministry to the next level but nobody bothers about whether s/he is getting to the next level in his or her own life. Being a minister can be a lonely experience especially when the minister cannot confide in anyone outside his or her nuclear family. Thus the minister may not have anyone that can journey with him as s/he seeks to reach his or her ministry career and life goals.

Many processes or relationships have been suggested to help the minister to get to the next level or reach his or her ministry career and life goals. At many conferences, seminars, and ministerial training and development institutions the options that have been given include counselling, mentoring, discipleship or consulting processes or relationships. In very recent times, there has been consideration given to coaching as an option but this has not been as widespread in many denominations and fellowships. Each of these processes or relationships has its place in stabilising, guiding, building up and/or directing ministers. There is an assumption that the ministers going through these processes or building these relationships are experiencing a crisis or not operating or functioning at normal level in their ministry career and life. This assumption does not hold true for all ministers at all times in their lives. There are times that ministers are neither in any crisis situation nor operating or functioning at below normal level but they are seeking to improve and reach higher goals. During such times the ministers have desirable or favourable level they are seeking to reach from where they are currently.

This book is based on impact of coaching experience on ministers in two districts of the Pentecostal Assemblies of Canada (PAOC) who have experienced coaching. It documents the experience and presents the impact of a life coaching process or relationship to achievement of life and ministry goals of coached ministers.

Chapter 2 – Review of Literature

In this chapter you will find a review of literature on history of coaching; other helping processes and relationships (counselling/therapy, discipleship, mentoring and consulting); differentiation of coaching from other helping relationships; need for coaching; distinctive experience of coachee; coaching specialities and models; life coaching (definition, specialities, models, criticism of the models); criticism and evaluation of coaching; experience and significance of coaching; Christian perspective of coaching process and relationship.

History of Coaching

Coaching as a helping profession has been around for a long time. When coaching is mentioned the first image that comes to mind is a sports coach that is at the extreme of the coaching spectrum. The concept of coaching that this study is focused on is quite different from that of a sports coach. The history of professional coaching can be traced to performance coaching programs in 1920s.

Dr. Grant's work indicated that performance coaching in the importance of spoiled work was done in Hosking Manufacturing Company, Detroit in 1923; coaching on-the-job was seen as good supervision in DuPont, USA in 1947; and problem in coaching of each executive by his superior was recognized as one of the problems of executive development of a pulp and paper mill in a case study presented in 1951 at an Annual Industrial Relations Committee meeting. In a review of literature on executive development in 1950s, coaching was recognized as an executive development process used by companies in 1950s. Articles written in the 1960s and 1970s showed that good coaching was considered as basic to managerial productivity, apprenticeship and job enrichment programs. By the 1980s, coaching was identified as an effective process of developing effective managers in meeting personal and professional growth needs.³

Executive coaching as a popular stream of professional coaching came into the business world in the late 1980s. Executive coaching as a term became popular because it sounded less threatening than other types of interaction. There was a perspective that coaching by psychologists is a mere repackaging of practices once done under the umbrella of consultation and counseling or "developmental counseling" conducted by RHR International in the 1940s.

³ Grant, A.M. (2003) *Workplace, Executive and Life Coaching: An Annotated Bibliography from the Behavioural Science Literature (November 2003)* Unpublished paper, Coaching Psychology Unit, University of Sydney, Australia, 3-6.

There is another perspective that consultation geared toward managers and senior leaders in business organizations was referred to as executive coaching.⁴ .

The history of executive coaching has been broken into three phases by some researchers. The first phase (1950 to 1979) represented a time when a few professionals used a blend of organizational development and psychological techniques in working with executives. The second phase (1980 to 1994) was a time of increased professionalism and beginning of standardized services. The third phase (1995 to present) represents a period of increased publications and the establishment of professional organizations for coaching. One of the organizations established in the third phase is Professional and Personal Coaches Association now known as the International Coach Federation. During the current period demand for executive coaching has reached an all-time high and it has come into fruition although it has been dated as far back as 1940s.⁵

The entrance of coaching into the business world in North America can be traced to downsizing across United States corporate world in 1980s. The result was a reduction of internal managerial training and in-house mentoring relationships in many corporations. The first helping profession to take advantage of this situation with introduction of executive coaching and mentoring was consulting profession.

The consultants saw a two-sided business opportunity in coaching of being coaches and conducting coach training programs. This led to the set up of coach training schools or programs in late 1980s and early 1990s. The resultant effect was that quality control was uneven because there was no standard to go by. This situation arose because there are several different training programs and coaching institutes available and there is no official regulatory standard in any part of the world as at date. The situation is such that anyone can set up and start a coaching practice without passing through any of the institutes and training programs.

There are currently three internationally recognized standards and self-appointed accreditation bodies, the International Coach Federation (ICF) and the International Association of Coaching (IAC) headquartered in United States of America, and the European Coaching Institute (ECI) in United Kingdom. There is no independent worldwide supervisory board which evaluates these privately owned programs. The three bodies attempt to self-regulate the coaching industry and have set up systems of credentialing coaches and coach training programs.

⁴ Kampa-Kokesch, S. and M. Z. Anderson (2001). "Executive coaching: A comprehensive review of the literature." *Consulting Psychology Journal: Practice and Research* 53(4): 207.

⁵ *Ibid*, 207.

The first school established was CoachU's virtual coaching school (training courses were delivered through Internet and telephone) in 1992 by Thomas Leonard. The curriculum was built on related concepts of organizational development, human resources, counselling and personal growth. The coaching skills sets taught were challenging, relating, strategizing and advising, and the participants also learnt how to set up and run a coaching business.⁶ There were other schools during this period including Newfield Network set up in 1991 by Julio Olalla built on philosophy, sociology, and organizational development; Coaches Training Institute (CTI) focused on rapport and relationship building between coach and coachee; and TherapistU (now known as Institute for Life Coach Training) and MentorCoach that target mental health professionals who desire to become coaches. Some of the public institutions into coach training include Georgetown University, Washington; George Washington University, Washington; International University of Professional Studies; Royal Roads University, BC, Canada; and UK College of Life Coaching. From the above it can be seen that coaching draws on body of knowledge of various helping professions to form its unique knowledge and practice base.

The scope of my coverage of development of coaching as a profession has been skewed towards North America as my focus is on Canada. Coaching is also developing rapidly in Europe and Australia but I am limited to works done in or translated into English Language.

Helping Processes and Relationships

There is a saying that 'no man is an island'. This speaks of the fact that man does not live in a vacuum but lives through and engages in relationships with others. From birth every man learns from others how to survive and live within his environment. This learning and growth is achieved through processes emanating from helping relationships formed with others who have something to offer her/him.

In a traditional society many of these relationships are formed within a close-knit extended family support system. In a modern society with less emphasis on extended family support system, such helping processes and relationships are being formed outside an individual's family. These helping relationships and processes are essential to living a fulfilled life and they have gradually evolved into respected professions over the years. The growth of these various professions is fuelled by an ever-growing desire of man to have his/her needs met or deficiencies corrected.

⁶ <http://www.certifiedcoach.org/members/members.html> accessed 2 June 2007

Abraham Maslow's Need Hierarchy Theory states that human needs generally manifest in a predictable stair-step format. Needs are defined as psychological or physiological deficiencies that arouse behaviour. Maslow proposed that when a need is met the next higher level of need is triggered. The process continues until the need for self-actualization is activated and met. Maslow identified a five-step need hierarchy as follows:

- Self-Actualization – The desire to become the best one is capable of becoming.
- Esteem – The need for reputation, prestige, and recognition from others. It also includes need for self-confidence and strength.
- Social – The desire to spend time in social relationships and activities. It also includes the need for affection and belonging.
- Safety – The need to be safe from physical and psychological harm.
- Physiological – The most basic need that entails having enough food, air, and water to survive.⁷

The concern of this book is not about whether there is a need hierarchy or not but that needs do exist and human beings will seek to have their needs met to achieve satisfaction, fulfillment and happiness. Thus the ultimate goal of a human being is to achieve self-actualization, to be the best s/he is capable of becoming. In process of growth and development from childhood to adulthood and in pursuit of self-actualization, human beings need and/or draw support or help from others within the family or community. An individual may at certain points or stages in his/her life have need for one or more than one helping processes or relationships in order to live a normal and/or fulfilled life.

The spectrum of helping processes and relationships that provide help or support required that are within the scope of this book is made up of counselling/therapy, consulting, mentoring, discipleship and coaching. The distinctions are not really black and white but sort of a continuum in which edges of the various helping professions may be blur in terms of their processes, steps and tools.

⁷Kreitner, Robert, Angelo Kinicki and Nina Cole. *Fundamentals of Organizational Behaviour: Key Concepts, Skills & Best Practices*. 1st Canadian ed. Toronto, ON: McGraw-Hill Ryerson Ltd., 2003, 51.

The operational definitions, nature, processes and relationships involved are as follows:

1. Counselling /Therapy

Counselling is a process in which a client needs therapy to overcome disruptive painful influences from the past thus it deals mostly with a person's past and trauma, and seeks healing.⁸

Doctor-patient relationship assumes emotions are a symptom of something wrong. The therapist sometimes makes a hard call to protect the life and well-being of the client or sets a course of immediate medical action. There are different approaches to therapy. For example, cognitive behavioural therapy focuses on specific behaviour changes that clients can effect within their present and future situations; and brief solution focused therapy is when a client contracts with a therapist to achieve concrete goals in a few sessions. Therapists can be eclectic in their work as they mix and match variety of approaches to their clients.⁹

The therapist provides professional expertise and guidelines to give a client a path to healing in a controlled, consistent and private setting at regular, anticipated intervals.¹⁰ The therapist works with a set objective of the therapy session before the session begins with the use of a treatment plan. Counselling relationship is hierarchical and the therapist is seen as the person with the answers for s/he diagnoses.¹¹ Counselling is a well-known and used process in church ministry.

2. Mentoring

"Mentoring is a relational process in which a mentor, who knows or has experienced something, transfers that something (resources of wisdom, information, experience, confidence, insight, relationships, status, etc.) to a mentoree, at an appropriate time and manner, so that it facilitates development or empowerment."¹²

The nature of the relationship is that the mentor is usually advanced, more matured, skilled or knowledgeable than the mentoree who seeks to learn in an intentional way. The

⁸ Collins, *Christian Coaching: Helping Others Turn Potential into Reality*, 16.

⁹ Grodzki, *The Business & Practice of Coaching: Finding Your Niche, Making Money, & Attracting Ideal Clients*, 2005, 25-31.

¹⁰ www.coachtrainingalliance.com accessed 1 June 2007.

¹¹ Grodzki, *The Business & Practice of Coaching: Finding Your Niche, Making Money, & Attracting Ideal Clients*, 2005, 25-31.

¹² Stanley, Paul & J. Clinton. *Connecting*, 40.

mentoree indicates what s/he intends to learn from the mentor and together they work out a plan for learning.

Mentoring is thus a learning process built on mutual attraction, responsiveness and accountability. It can be an informal relationship or a structured relationship; a short-term partnership or a lifelong relationship.¹³

3. Discipleship

“Discipleship centers on teaching biblical truth and spiritual disciplines to younger believers.”¹⁴ Disciple means a learner or pupil who accepts the teaching of another person, not only in belief but also in lifestyle. This means acceptance of views and practice of the teacher.¹⁵ The discipleship relationship is an hierarchical one between the master and the disciple or pupil. The purpose of discipleship relationship is to empower or a re-orient the disciple’s mind and thought process to follow Christ in a Christian setting or to be like the master in a non-Christian setting.

In a Christian setting the focus may be on prayer (speaking and listening), word (intake and application), community (acceptance and involvement), ministry (experiencing and discovering) and/or doctrines (guiding theological perspectives).¹⁶ When a discipleship process and relationship is successful the expectation is that the disciple will bear fruit in character, that is, in the inward life (Gal. 5:22-23) and in service, that is, outward ministry (Jn. 4:35-36).¹⁷

4. Consulting

A consultant deals mostly with problems and seeks to provide information (expertise, strategy; structures, methodologies) to solve them. The consultant does not normally address or deal with emotions for s/he is focused on information only. The consultant stands back,

¹³ Collins, *Christian Coaching: Helping Others Turn Potential into Reality*, 16-18.

¹⁴ *Ibid.*, 19.

¹⁵ Sanders, Oswald J. *Spiritual Discipleship*. Chicago: Moody Bible Institute, 1994, 8.

¹⁶ Anderson, Keith R. & Reese Randy D. *Spiritual Mentoring: A Guide for Seeking and Giving Direction*. Downers Grove, IL: InterVarsity Press, 1999, 37 & 171.

¹⁷ Sanders. *Spiritual Discipleship*, 26-31.

evaluates a situation, and then tells the client what the problem is and how to fix it.¹⁸ A consultant can work with an individual or an entire organization.

A consulting relationship may be initiated by a manager to a group of employees to correct a problem through a group session or by corporation's shareholders to correct a corporate problem. The consultant is the expert-person relating with a person or organization that has a problem and is expected to have answers. The consulting relationship is that of an expert helping a client by providing expert information, diagnosing problems, prescribing solutions and giving strategic advice. The consultant does not need to be of the same status or rank (or perceived as such) as the client to be able to complete a mandate and be accepted as valuable.¹⁹

5. Coaching

“Coaching is defined as the art and practice of guiding a person or group from where they are toward the greater competence and fulfillment they desire”²⁰ Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.

Professional coaches provide an ongoing partnership designed to help clients produce fulfilling results in their personal and professional lives. Coaches help coachees improve their performances and enhance the quality of their lives. Professional coaching is an interactive process that helps individuals and organizations improve their performances and achieve extraordinary results. Professional coaches work with clients in all areas including business, career, finances, health and relationships. As a result of professional coaching, clients set better goals, take more action, make better decisions, and more fully use their natural strengths.²¹

Coaches are trained to listen, to observe and to customize their approach to individual client needs. They seek to elicit solutions and strategies from the client; they believe the client is naturally creative and resourceful. The coach's job is to provide support to enhance the skills, resources, and creativity that the client already has.²²

¹⁸ www.coachtrainingalliance.com accessed 1 June 2007.

¹⁹ Grodzki, *The Business & Practice of Coaching: Finding Your Niche, Making Money, & Attracting Ideal Clients*, 2005, 33-41.

²⁰ Collins, *Christian Coaching: Helping Others Turn Potential into Reality*, 16.

²¹ <http://coachfederation.org/ICF/> accessed 3 June 2007.

²² *Ibid.*

Coaching deals with a person's present and seeks to guide him/her into a more desirable future. Co-creative equal partnership in coaching assumes emotions are natural and normalizes them and recognizes that the coach helps client discover their own answers. The coach stands with you, and helps you identify the challenges, then works with you to turn challenges into victories and holds you accountable to reach your desired goals.²³

The individual coaching client or coachee is someone who wants to reach one or more of the following: a higher level of performance, learning, or satisfaction. The coachee is not seeking emotional healing or relief from psychological pain. The coachee can take action to move towards a goal with the support of the coach. The coachee is not excessively limited in the ability to take action or overly hesitant to make this kind of progress.²⁴ The coachee wants more out of life in general and may not be in the same professional or technical field with the coach. The coach may not be an expert in the areas that concern the coachee as coaching does not involve making a diagnosis or giving advice.²⁵

All the helping processes and relationships addressed above have their appropriate place and timing in life and ministry of Christian Ministers. They all seek to ensure the individual lives a more fulfilling life in the future than the current life. Engaging in any of the helping processes or relationship is an indication that an individual realises there are limitations, constraints or hindrances to living out his/her full potential. The differences between coaching and the other helping processes are addressed in the next section.

Differentiation of Coaching from Other Helping Processes and Relationships

Coaching is a growing profession with expanding body of insights, methodologies, primary elements, theory and research. Some of its steps and processes have history of being used by other helping professions but none of them has them as a complete set. Some coaches also were involved in other helping professions before becoming coaches and have found a way of incorporating some of the steps and processes they have learnt and used in the past in coaching. This accounts for similarities between coaching and other helping professions and difficulty associated with differentiating coaching from other helping relationships.

The differentiation has to be done by looking at definitions, nature, processes and relationships that form the core of the professions. The differences lie in the type of people

²³ Coach Training Alliance - www.coachtrainingalliance.com, 2007

²⁴ Ibid.

²⁵ Collins, *Christian Coaching: Helping Others Turn Potential into Reality*, 18.

who benefit from the helping profession; the nature of relationship between the counsellor/coach and client/coachee respectively; purpose and context of the relationship; and the process followed in achieving the purpose. An examination of the full spectrum of each of these helping professions reveals overlaps in some instances.

The differentiation of coaching from other helping processes is presented below:

1. Differentiation of Coaching from Counselling/Therapy

One of the closest helping professions to coaching is counselling because the distinctions are more of where they are on the helping relationship continuum as both professions engage in use of information for enlightenment and improvement. There are areas common to the two helping professions that are not distinctive to any one of them not different in terms of their goals but differ in terms of approach taken by the professionals. Some of these areas are 'personal growth' and helping a client to feel happy, self-actualized, develop better relationships or have self-confidence.

The therapist deals with a vast client population of people that are experiencing emotional pain, facing distress, and have dysfunctional, wounded and hurting lives. The coach works with a narrower client population of the 'worried well', that is, they are living functional and normal lives but they seek to achieve more or improve their lives.

The coach's relationship with his/her client is that of partnership and collaboration as equals whereas the therapist-client relationship is hierarchical. The therapist sometimes functions as an expert and takes decision to protect the client's life or well-being. But the coach rather than advice will ask perceptive questions to help his/her client define own goals, choices, and decisions.

The purpose of therapy is improvement of client's functioning; improvement of disorder being experienced; and relief of symptoms observed. The purpose of coaching is for the client to become self-generative and productive, and to be able to leverage her/his talents.

The process of therapy emphasises resolution of past issues and loss grieving to be more functional in the present. Coaching emphasises the current state and future potential of the individual as it is more about doing than the process. Thus coaching is more prospective and focused on exploiting the potential to maximize fulfillment in life and work.

The environment or context for therapy is controlled and consistent and occurs at regular anticipated intervals unlike coaching that is flexible in respect of location, frequency and timing.

Therapist uses cognitive-behavioural methods that entail diagnosis in an eclectic manner that ensures a fit with his/her clients' needs. The therapist's goal is to make the client can think and behave differently. The coach can also be eclectic in terms of models built on motivational strategies, accountability, and constructive support. The coach's goal is to ensure the client achieves the purpose of the coaching relationship as defined by the client.

The therapist can determine ahead of the session the intention and objective of a therapy session and use a treatment plan. The coach often had to decide his response and line of thought and action in a moment based on choices of what client can do. The coach is guided by common intentions of ensuring focus and productivity at every session.²⁶

Participants in a study conducted to examine the difference between coaching and therapy emphasized the distinction in focus of attention, time orientation, level of activity, and type of conversation between themselves and their clients. The focus of therapy is often on interpersonal health or an issue that interferes with the client's level of functioning and current psychodynamic or psychosocial adjustment. The time orientation of counselling is typically retrospective and may involve medication, adjunct therapies, and coordination of services. Therapy uses behavioural, analytic and cognitive intervention methods to discern and treat pathology and relieve symptoms. The time orientation of coaching is prospective and it is focused on goals, untapped potential and critical success factors in a coachee who seeks to maximize his/her fulfillment in work and life. Coaches perceive their clients as experts in their own right unlike therapists who are seen as the experts.

Coach-coachee conversations and interactions are more active, informal, self-disclosing, structured and task focused. But therapeutic dialogue is focused on expression of feelings and emotional processing. The coaching sessions are tied to specific objectives with ideas and suggestions to develop action plans designed to move clients towards desired goals. On the other hand therapy is a process of uncovering and discovery. The overlap is seen in methods of inquiry and boundary issues while there is a difference in terms of potential influence or power of the coach or therapist.²⁷

²⁶Grodzki, The Business & Practice of Coaching: Finding Your Niche, Making Money, & Attracting Ideal Clients, 24-32.

²⁷Hart, Vicki, Kaiser Permanente, John Blattner, Coaching vs Therapy: A Perspective, Coaching Psychology Journal: Practice and Research, Fall 2001, 230.

2. Differentiation of Coaching from Mentoring

Coaching and mentoring can focus on the whole life or certain aspects of life like skills or relationship development. They differ in terms of nature of relationship or process used. Coaching has no hierarchical relationship with the coach and coachee relating on the same level as equals based on mutual respect. But the mentor knows more or is more matured and experienced than the mentoree in the area of interest to the mentoree who admires the mentor.²⁸ The coachee sets the agenda and determines the goals to be achieved in coaching unlike in mentoring where the mentor wields a considerable degree of influence as to the direction of set goals.

Mentors may give mentorees timely advice, literary information that offers perspective, finances and freedom to emerge as a leader beyond mentor's level. Mentors risk their reputation to sponsor a mentoree; model aspects of leadership to challenge mentorees to follow; direct mentorees to developmental resources; and work along with mentorees to increase their confidence, status, and credibility.²⁹

The areas of similarities are that a coach or a mentor gives freedom for coachee to be the best s/he can become; and works with coachee or mentoree to increase her/his confidence, status and credibility. The coach does not risk his/her reputation to work with a coachee; give advice; give finances; and model aspects of leadership unless s/he is a leadership coach. The coach does not give or direct but may suggest literary information that offers perspective or developmental resources for coachee's consideration. The coach is focused on supporting the coachee to maximise his own performance.³⁰

3. Differentiation of Coaching from Discipleship

The purpose of a discipleship process or relationship is for an individual to strive to become like another person in terms of lifestyle. The focus is on studying the life of another person and working towards acquiring disciplines that is perceived to have helped the master to become what s/he is or was. The discipleship process can be regimented with strict rules of dos and don'ts that must be obeyed or complied with under supervision of the master. The

²⁸ Horizon College (formerly known as Central Pentecostal College). *Pastor-Mentor Development Seminar*. Saskatoon, SK: Horizon College, 2000, 34-35.

²⁹ Stanley, Paul & J. Clinton, *Connecting*, 39-40.

³⁰ Evers, Will J. G., Andre' Brouwers, and Welko Tomic, A Quasi-experimental Study on Management Coaching Effectiveness, *Consulting Psychology Journal: Practice and Research*, 2006, Vol. 58, No. 3, pp.1, 174-182

disciple is given a set of things that s/he needs to know, do or become.³¹ A disciple's perspective is that her/his life will be fulfilled when s/he becomes like her/his master. The disciple seeks to control expression of his/her innermost desires that is perceived not to be in alignment with the principles, values and beliefs of the master.

Coaching process and relationship is unlike discipleship as it is very flexible; not undertaken as a study program; not hierarchical; and focused on the client knowing him/herself so that he/she can use all his/her strengths to reach set goals. Coaching can support a discipleship process by supporting the individual in his/her determination to keep to the disciplines and rules of dos and don'ts.

4. Differentiation of Coaching from Consulting

In a consulting relationship, the expectation of the client is that he/she will be provided with information by an expert; with a report containing details of a diagnosis of the situation and possible options for correcting or eliminating the problems identified; and strategic advice that will help him/her or the organization to become better and more productive. A consultant has some influence over an individual(s), a group (s) or an organization(s), but has no direct power to make changes required or implement programs.³² In many instances the consultant is not involved in the implementation of his/her recommendations. The client may have to enter into another contract if further or on-going support is required.

The consulting client can be an individual or an organization. In a coaching relationship the focus is on supporting specific individuals to make specific changes that may help or improve the organization's capacity or profitability. Coaching is not focused on organizational systems but individuals.

The coach has a lateral relationship with the client whereas the consultant may not be of the same rank or status as the representative of the client organization he deals with. While the coach works with the client for a long enough period to see results of the relationship, the consultant may not be around for the implementation or completion of the project. In some instances a coaching relationship can complement a consulting project.³³

³¹ Horizon, Pastor-Mentor Development Seminar, 30.

³² Block, Peter. *Flawless Consulting: A Guide to Getting Your Expertise Used*. 2nd ed. San Francisco, CA: Jossey-Bass/Pfeiffer, 2000, 2.

³³ Grodzki, The Business & Practice of Coaching: Finding Your Niche, Making Money, & Attracting Ideal Clients, 33-34.

Need for Coaching

People need coaching for various reasons. There may be a search or desire to reach a higher level of performance, learning, or satisfaction. This may be due to any of the following situations in their work or personal lives:

“There is something at stake (a challenge, stretch goal or opportunity), and it is urgent, compelling or exciting or all of the above.

There is a gap in knowledge, skills, confidence, or resources.

A big stretch is being asked or required, and it is time sensitive.

There is a desire to accelerate results.

There is a need for a course correction in work or life due to a setback.

An individual has a style of relating that is ineffective or is not supporting the achievement of one’s personally relevant goals.

There is a lack of clarity, and there are choices to be made.

The individual is extremely successful, and success has started to become problematic.

Work and life are out of balance, and this is creating unwanted consequences.

One has not identified his or her core strengths and how best to leverage them. The individual desires work and life to be simpler less complicated. There is a need and a desire to be better organized and more self-managing.”³⁴

Distinctive Experience of Coachee

This is the major focus of this book. There is a lot of literature in books written by coaches as to the experience of coachees. Some of the books present positive coachee experiences only without presenting the fears, anxieties and disappointments experienced by coachees. This book presents the experience of coachees from their perspective whether positive or negative. The experience studied was not restricted to the final outcome of the coaching process or relationship. This book presents the experience of the coachees as they approached coaching, while being coached and after being coached.

³⁴<http://coachfederation.com/ICF/For+Coaching+Clients/What+is+a+Coach/FAQs/> accessed 6 June 2007.

The quote below is the perspective of International Coach Federation as to coachees' experience.

“Individuals and organizations who engage in a professional coaching relationship will experience fresh perspectives on personal challenges and opportunities, enhanced decision-making skills, greater interpersonal effectiveness, and increased confidence in carrying out their chosen work and life roles. Consistent with a commitment to enhancing their personal effectiveness, they can also expect to see appreciable results in the areas of productivity, personal satisfaction with life and work, and the achievement of personally relevant goals.”³⁵

Coaching Specialities and Models

Coaching Specialties

The four broad coaching categories defined by ICF are executive and corporate, small business, personal/life and career/transition coaching. The executive and corporate coaching is for Chief Executive Officers, top management executives and other professionals. The small business coaching is focused on entrepreneurs, owners or managers of small or home-based companies and professionals in private practice. The personal / life coaching encompasses life planning, spirituality, relationships, health and fitness and financial freedom amongst others. The career/transition coaching is for people who are in transition in their career, life phase or making major changes or decisions concerning their lives.³⁶

In practice there are sometimes no clear distinctions between coaching specialties as the coaching relationship may encompass more than one specialty. For example, a life coaching relationship may reveal need for or dovetail into executive, leadership and/or business coaching. Many coaches in the bid to define a niche for their business have created specialties that blur the distinctive nature of coaching from other helping processes or relationships or within coaching profession itself. An example is mentor coaching that is a blend of coaching and mentoring that takes away the distinctive nature and process of coaching. Some coaches and the researcher believe that life coaching encompasses career, health, wealth, spiritual and relationship coaching.

³⁵<http://coachfederation.org/ICF/For+Coaching+Clients/> accessed 3 June 2007.

³⁶ Ibid.

The common coaching specialities as defined in literature are as follows:

1. Life Coaching

Life coaching is focused on supporting coachees on a journey of discovery and creation of what they most desire out of their lives. It supports coachees as they choose new perspectives and form new beliefs that align with their set goals. It encourages coachees to identify their strengths and live based on them as they celebrate who they are. Life coaching is result-focused as it builds a bridge between where the client is and where s/he wants to be.³⁷

2. Business Coaching

Business coaching is focused on developing potential and capacity of people so that they can successfully manage all areas of their lives. In the process the business coaches help coachees learn how to fish, so they will never go hungry. The coachees may seek a business coach out of inspiration to do better or desperation to get out of a jam.³⁸

3. Leadership Coaching

Leadership coaching seeks to help the coachee to articulate her/his goals, values and desires that will drive an appropriate leadership style. It assists coachees in examining different approaches to leadership and developing confidence in their abilities that is expressed as they interact with others. The coach seeks to enter into leadership coaching when he perceives an alignment of values with the coachee or vice-versa.³⁹

4. Spiritual Coaching

Spiritual coaching's goal is for the coachee to be able to tap into the power or immaterial intelligence within her/him and the coach. One of the goals of spiritual coaching is for the coachee to hear the messages in his/her heart and take action and effect changes from that place of strength.⁴⁰

5. Mentor Coaching

Mentor coaching is a form of mentoring that is regarded as a guidance system. It involves listening without judgment and questioning for clarification, and challenging for results. In mentor coaching the coach is chosen based on his/her knowledge and experience or

³⁷ <http://coachtrainingalliance.com/opportunities/lifecoaching.php> accessed 7 June 2007.

³⁸ <http://coachtrainingalliance.com/opportunities/businesscoaching.php> accessed 7 June 2007.

³⁹ <http://coachtrainingalliance.com/opportunities/leadershipcoaching.php> accessed 7 June 2007.

⁴⁰ <http://coachtrainingalliance.com/opportunities/spiritualcoaching.php> accessed 7 June 2007.

expertise in area of interest to coachee. The coachee has the benefit of learning valuable life lessons without associated pain of mistakes and recovery.⁴¹

6. Executive Coaching

This is coaching in a corporate environment focused on making the coachee more valuable to the organization by supporting them to be stronger and more productive. Executive coaching focuses on personal improvement and increased productivity that in turn benefits the organization. This involves individual planning, goal setting and achievement, and personal discovery and enlightenment.⁴²

7. Career Coaching

The process of career coaching includes exploring possibilities, self-discovery, working out a career strategy and plan and implementing a career plan. The coachees look forward to developing personal insight and career fit; developing roadmaps for taking career to the next level; a sounding board to talk out ideas and brainstorm; developing prioritizing, editing, interviewing and networking skills; and accountability. The coach helps coachees to find courage to move into a new career or regain lost passion in chosen career.⁴³

8. Relationship Coaching

Relationship coaching complements the coaching process with teaching and mentoring. The goal is for coachees to develop harmonious, balanced and fulfilling relationships. This is done through creation of compelling visions for each of their relationships and a plan to engage in healthy relationships. Teaching is done in areas of assertiveness, boundaries, honest communication, listening on multiple levels, asking powerful questions, and how to be fully present with another person. The coach engages in the mentoring aspect when s/he shares wisdom gained from his/her experience so that coachee can side-step some of the pain and aggravation that accompanies a learning process.⁴⁴

9. Corporate Coaching

Corporate coaching may involve one-on-one coaching or group coaching in form of a training program on the coaching culture at the request of the organization. The goal of corporate coaching is alignment of the vision, mission and culture of an organization and the

⁴¹ <http://coachtrainingalliance.com/opportunities/mentorcoaching.php> accessed 7 June 2007.

⁴² <http://coachtrainingalliance.com/opportunities/executivecoaching.php> accessed 7 June 2007.

⁴³ <http://coachtrainingalliance.com/opportunities/careercoaching.php> accessed 7 June 2007.

⁴⁴ <http://coachtrainingalliance.com/opportunities/relationshipcoaching.php> accessed 7 June 2007.

values and professional goals of an individual. This goal ensures employee retention and addresses productivity issues that organizations face.⁴⁵

10. Success Coaching

Success coaching is focused on facilitating coachee's courage for self-awareness, and willingness to move past the intellectual, self-imposed limitations, comfort zone and expectations of others to achieve positive transformation. Success requires a combination of mind, body and soul to reach a place of true passion, purpose and action. The coach helps coachee to define clearly his/her understanding of success and understand patterns and actions that sabotage success. The coachee is engaged in developing new strategies and perspectives that make satisfaction and success a reality.⁴⁶

Life Coaching – Definition, Specialities and Models

Definition

Life coaching is focused on supporting coachees on a journey of discovery and creation of what they most desire out of their lives. It supports coachees as they choose new perspectives and form new beliefs that align with their set goals. It encourages coachees to identify their strengths and live based on them as they celebrate who they are. Life coaching is result-focused as it builds a bridge between where the client is and where s/he wants to be.

Specialities

There are two broad branches of life coaching namely general life coaching and specialist life coaching. There are different specializations like relationships, wealth, health, spiritual and career issues in specialist life coaching branch. The relationship life coach's focus is relationship of the coachee at different levels and spheres of life like general, family, community and career. The wealth life coach works with the coachee to define what wealth means and how s/he would go about handling issues related to it.⁴⁷

⁴⁵ <http://coachtrainingalliance.com/opportunities/corporatecoaching.php> accessed 7 June 2007.

⁴⁶ <http://coachtrainingalliance.com/opportunities/successcoaching.php> accessed 7 June 2007.

⁴⁷ Martin, Curly. *The Life Coaching Handbook: Everything You Need To Be An Effective Life Coach*. Carmarthen, Wales: Crown House Publishing Ltd., 2001, 191-198.

Models

The field of life coaching has practitioners with background in counselling/ therapy, consulting, mentoring and discipleship activities. Some of the practices, skills and knowledge from these various helping fields have influenced practices of life coaches. The models presented in this study are also in use in other types of coaching. There are many models used in coaching as you have coach training schools or coaches.

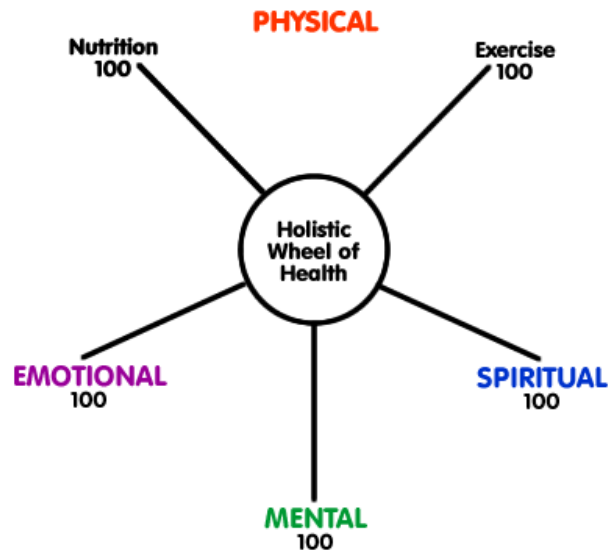
Some of the models used in coaching are as follows:

1. The GROW Coaching Model has a 5-step process with GROW as an acronym for Goal, Reality, Obstacles, Options, and Way Forward. The goal that coachee wants to achieve must be stated in measurable or observable terms. Coachee must make a reality statement that indicates how far s/he is away from the goal and resources available to achieve the goal. Obstacles to goal achievement must be described in factual terms without judgment or beliefs about the situation. Options represent ways that coachee plans to deal with all obstacles identified. Way Forward is the action plan developed by coachee indicating sequences and combination of options to be put into effect in achieving stated goal.⁴⁸
2. The VISTA Coaching Model stands for Visualized, Inspirational, Specific, Time-bound, and Assessable goals. The coach works with the coachee to ensure that the goals have the required variables before plans are put into action towards goal achievement.⁴⁹
3. I-CAN-DO Coaching Model is a 6-step process as follows:
 - I stands for investigating what is important to coachee.
 - C stands for what is the current life situation of coachee.
 - A stands for what is coachee's aim in life.
 - N stands for what is the number of alternative ways available to coachee to achieve stated aims.
 - D stands for by what date coachee wants to achieve stated aims.
 - O stands for what are the outcome achievement indicators to coachee.⁵⁰

⁴⁸ www.bobgriffiths.com accessed 2 July 2007.

⁴⁹ http://www.enlightenedresponse.com/what_we_do.html accessed 2 July 2007.

4. The Wheel of Health Coaching Model is designed to cover the four pillars of health with physical pillar split into nutrition and exercise. The five spokes in the wheel represent emotional, spiritual, nutrition, exercise and mental pillars. The model is built on the premise that we are what we feel, believe, eat and think.⁵¹



5. Co-Active Coaching Model – The coach and client are active collaborators based on the following four cornerstones:
- Naturally creative, resourceful, and whole coachees
 - Coachee’s whole life is addressed
 - Coachee comes up with the agenda
 - Designed alliance relationship⁵²
6. Wheel of Life Coaching Model uses 8 spokes namely career, money, health, friends and family, marriage or romance, personal growth, fun and recreation and physical environment.⁵³

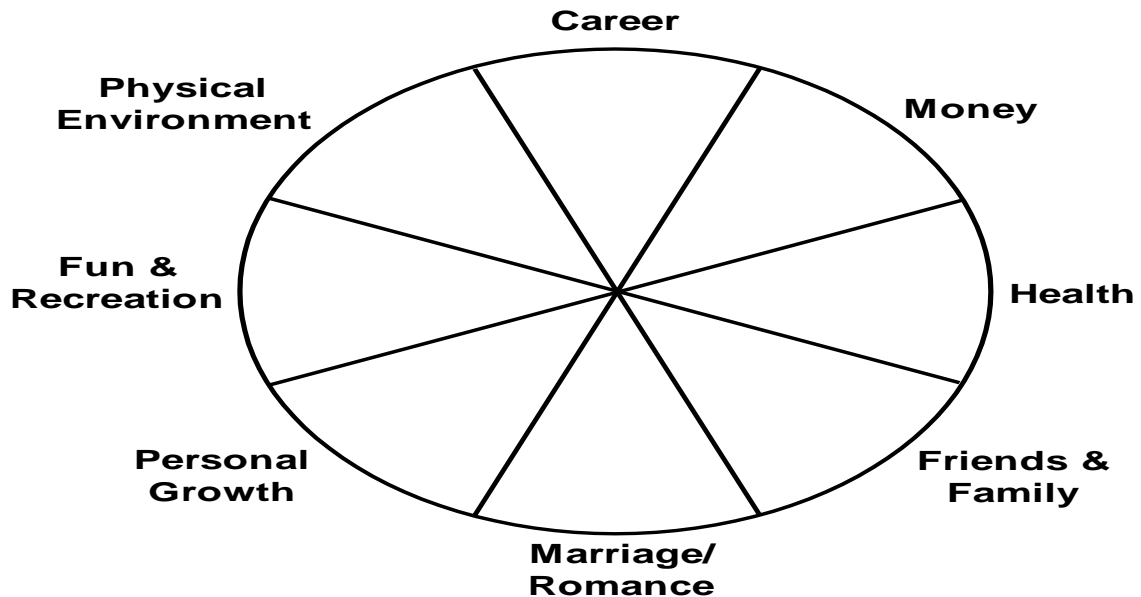
⁵⁰ <http://coachingmantra.blogspot.com/2006/12/be-inspired-success-story-of-ray-kroc.html> accessed 2 June 2007.

⁵¹ http://www.enlightenedresponse.com/what_we_do.htm#workshop accessed 8 June 2007.

⁵² Whitworth, Laura, Kimsey-House & Sandahl, P. *Co-Active Coaching: New Skills for Coaching People toward Success in Work & Life*. Palo Alto., CA: Davies-Black Publishing, 1998, 3-12.

⁵³ www.coachingpastors.com accessed 8 July 2007.

Wheel of Life



The Wheel of Life is a simple exercise to help you get in touch with how you feel about life. For each of the sectors on the chart below, rank yourself on a scale of 1 to 10: "How satisfied am I with this area of my life? For instance, if you are feeling great about your *Personal Growth*, you might give yourself a 9. So shade in nine tenths of the *Personal Growth* segment, starting from the center and working out. If you are pretty frustrated with your *Career*, you might only give yourself a 2. In that case, shade in one fifth of the *Career* segment.

7. Coach-Two-Win Method has the following 9-step process:
- Define a winnable game with purpose (this is the big picture)
 - Design the next game with activities and scorecard (typical time frame a week or two)
 - Play the game with your heart and soul (and play to win!)
 - Manage the game for results
 - Evaluate progress and make adjustments
 - Personalized teaching the skills of the game
 - Craft a winning game plan / strategy
 - Expand inner awareness
 - Design winning environments for sustainable results⁵⁴

⁵⁴ www.coachville.com accessed 7 June 2007.

the Coach-Two-Win™ Method



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8. Coach U Model advocates a method built on the following:

- Sharing Information
 - Drawing distinctions
 - Teaching principles
 - Offering perspective
- Providing Structure
 - Asking for a lot
 - Expecting the coachee's best
 - Being unconditionally constructive
- Training
 - Being a model for the coachee
 - Walking the coachee through the growth steps
 - Giving specialized instruction⁵⁵

⁵⁵Coach U, Inc. Coach U's Essential Coaching Tools: Your Complete Practice Resource. Hoboken, NJ: John Wiley & Sons Inc., 2005, 20.

9. Neuro-Linguistic Programming (NLP) is defined as the art and science of personal excellence. NLP is defined as “a series of techniques and procedures for coding human behaviour to assist the understanding of what people do and how they do it when they perform with excellence.” Some of the models based on NLP are as follows:
- Milton Model of Artfully Vague Language seeks to lead a coachee into making their own interpretations of what the coach says. It ensures coachee’s ownership of and commitment to ideas.
 - Meta-Language Pattern Model encourages the use of precise language to ensure one party knows exactly what the other person means when words are used and vice-versa.
 - Spiral Coaching Model is based on the concept that the coach needs to understand how the coachee thinks about things and situations before the coach can be effective. It seeks to provide information to enable the coach to know which coaching approach will work where, when and with whom.⁵⁶

Criticism and Evaluation of Coaching

The use of neuro-linguistic programming (NLP) models in coaching is suspect. Bandler's First Institute of Neuro-Linguistic Programming™ and Design Human Engineering™ defined NLP

“as the study of the structure of subjective experience and what can be calculated from that and is predicated upon the belief that all behavior has structure....Neuro-Linguistic Programming™ was specifically created in order to allow us to do magic by creating new ways of understanding how verbal and non-verbal communication affect the human brain. As such it presents us all with the opportunity to not only communicate better with others, but also learn how to gain more control over what we considered to be automatic functions of our own neurology.”

The assumptions and beliefs about unconscious mind, hypnosis, and the ability to influence people by appealing directly to the subconscious mind on which NLP is built are questionable and not proven beyond reasonable doubt. NLP is similar to auto-suggestion and its goals are

⁵⁶ Ibid, 81.

quite different from that of coaching.⁵⁷ The major coach training programs in North America do not emphasise the use of NLP in coaching.

The perception of coaching as just sports coaching creates the impression that it is masculine, hierarchical and authoritarian. It is believed by some people that because it sounds more masculine it is more appealing and acceptable for men to state that they have a coach than a counselor. And thus some people say counseling is being done under the guise of coaching. Some people perceive coaching as just a repackaging of mentoring and do not believe it is a distinct helping relationship. The little empirical research done on coaching has been on executive coaching that is the most popular coaching specialty in the business world. Research on efficacy of executive coaching has been focused on whether executive coaching does what it proposes, which is helping executives improve their performance and consequently their organization or is just a fad.

Kampa-Kokesch and Anderson reported empirical studies that were focused on outcomes of executive coaching as follows:

- Gegner's (1997) study found out that as a result of executive coaching, executives become more aware and take more responsibility for the actions in their organizations and would use a coaching style of management. The study also found out that coached executives had positive experience in interpersonal relationships, were able to establish a balance in their lives and improved in their ability to set priorities and make decisions.
- Hall et al (1999) study showed that executives rated overall effectiveness of executive coaching as "very satisfying," or a 4 on a 5-point Likert scale. The executives stated honesty, challenging feedback, and helpful suggestions as examples of good coaching. They stated that drawbacks observed were coaches who pushed their own agenda and tried to sell more consulting time. A point of concern also was receiving only negative feedback or feedback based largely on other people's feelings rather than on data and results.
- Laske (1999b) study reported executive coaching will not be beneficial unless the executive is developmentally ready (measured by the clarity-potential index) for change. Thus higher stages of development cannot be forced by coaching because the developmental level of the individual determines the effect coaching will have. Laske's study supported the findings of Gegner that behavioral changes occur as a result of coaching.

⁵⁷ <http://skepdic.com/neurolin.html> accessed 27 October 2007.

- Olivero et al. (1997) study supported the idea that executive coaching benefits both the executive and the company. Executives experienced coaching as a positive endeavor and they gained increased satisfaction and productivity in their work. The executives experienced increased learning and rate of increase was at a higher rate after training and coaching than with training alone.⁵⁸

Berglas objects to non-clinical psychologists practicing as executive coaches. He believes that many executive coaches lack rigorous psychological training and therefore do more harm than good. This objection is valid if any executive coach steps out of coaching boundary to handle clinical psychology cases. Or the executive coach is appointed to handle problematic employees that would have been helped by psychotherapy instead of coaching. Berglas believes executive coaching's growth has been based on lure of easy answers to performance problems; its treatments stem from behaviorism that focuses on symptoms rather than the disorder; its influence on chief executive officers may lead to abuse of power; and its non-insistence on psychological evaluation before starting the coaching process.⁵⁹

The concern about Berglas' position is that he perceives coaching as a treatment process but it is not. Professional coaches know that they should refer all psychotherapy cases to trained professionals and not to dabble into such cases. Professional executive coaches avoid situations in which they are brought in to handle problematic executives and seek to have an understanding and acceptance of the executive to be coached before taking on the assignment. In executive coaching the executive is the client not the organization or his/her supervising executive. A coach works to ensure the best interest of the client is put first and this may require referring him/her to another professional like a trained counselor or psychotherapist.

Life coaching has become a popular systematized, structured approach of helping non-clinical populations to set and reach goals and enhance their well-being. There are concerns that its claim of success are not substantiated and its practice is not strongly grounded in behavioral science as many coaches use popularized but not validated motivational approaches. A controlled study by Green et al found that a cognitive-behavioral, solution-focused life coaching group program is effective in increasing and maintaining goal striving, well-being, and hope in coachee over time.⁶⁰

⁵⁸ Kampa-Kokesch, S. and M. Z. Anderson (2001). *Executive coaching: A Comprehensive Review of the Literature*. Consulting Psychology Journal: Practice and Research 53(4): 206 -228.

⁵⁹ Berglas, Steven, *The Very Real Dangers of Executive Coaching*, Harvard Business Review, Graduate School of Business Administration, Harvard University, Boston, USA, June 2002, 87-92.

⁶⁰ Green, L. S., L. G. Oades & A. M. Grant. *Cognitive-behavioral, solution-focused life coaching: Enhancing goal striving, well-being, and hope*, University of Wollongong, NSW, Australia and

Christine Turner evaluated executive coaching from the perspective of executives that were coached. The executives identified five significant benefits of executive coaching as a leadership development strategy as follows:

- Continuous one-on-one attention over an extended period of time made it a great way to acquire and ingrain new skills.
- Expanded thinking through dialoguing with a curious outsider fuelled through powerful questions.
- Self-awareness, including the blind spots becomes a reality as you are challenged out of your business-as-usual comfort zone.
- Personal accountability for development arises as you do not lose your way by cutting corners, using improper techniques or missing sessions.
- Just-in-time learning or a dress rehearsal to develop a strategy for a meeting.⁶¹

This results of studies conducted by Gegner (1999), Hall et al (1999) and Laske (1999b) were similar to that of Turner.⁶²

The executives in Turner's study identified the following limitations:

- Methodology: Some executives observed a lack of clarity about the coaching process. Executives recommended that coaches outline the coaching process in the initial coaching session, preferably with a model and methodology, as a means of providing a concrete map of the road ahead.
- Continuity: Lack of continuity between coaching sessions can also be frustrating for executives. Momentum is interrupted when coaches do not pick up where they left off in the previous session, and the coaches' credibility and commitment may also be called into question. Executives recommend that coaches take notes in each session and review these highlights in the next meeting.
- Language: Coaching language is another limitation, albeit a minor one. Some executive coaches use language that is highly unusual in business. It is recommended that coaches stick to the basics of business language.

University of Sydney, NSW, Australia, *The Journal of Positive Psychology*, July 2006; 1(3): 142–149.

⁶¹ Turner, Christine. Ungagged: *Executives on Executive Coaching*, Ivey Business Journal Online (May 2006): 1 Number: 5184582, Ivey Management Services, a division of the Richard Ivey School of Business,1-3.

⁶² Kampa-Kokesch, S. and M. Z. Anderson (2001). *Executive coaching: A comprehensive review of the Literature*, 216-221.

- Measuring results: Executives were unanimous in mentioning appreciable qualitative results from coaching; including perceptions of positive personal change, favourable feedback and a "feeling" that coaching is working. Executives could not connect coaching directly to quantitative results but hinted at some degree of relationship in their anecdotes.⁶³

These limitations indeed will limit effectiveness of coaching process if they are not addressed early in the process.

Experience and Significance of Coaching

A coachee may feel different or awkward at first but s/he will quickly begin to enjoy being coached. This is because the coachee will be having all attention focused on her/him in very private and confidential conditions. The objective of the coach is to draw out the coachee's inner passions, thoughts, feelings and priorities based on coachee's terms. The coachee has a supporter in the coach that is without judgment or agenda, who through questions seeks to get the coachee to express her /his true self. The new information that comes to light during the coaching sessions will be used to best advantage in achieving set goals.⁶⁴ Coachee experiences and their significance is a major focus area of field research was carried out.

Retrospective survey deals with only one group and does not allow comparison but a quasi-experimental study with pre-test and post-test measurements between two groups (an experimental and a control group) allows for comparison. In a retrospective survey done by KPGM Consulting, managers of eight organizations were asked about their experiences after they had attended coaching or counselling programs. The four levels of training evaluation that Kirkpatrick (1987) distinguished were used. The four levels are reaction, learning, behaviour, and organizational impact. The percentage of participants favourable to coaching was 80% at reaction level, 70–90% at learning level; and over 50% at behaviour level. At the organizational impact level the participants stated that they witnessed lower rates of absence among subordinates, increased preparedness to attend schooling, and more openness within the organization. Hooft van Huysduynen (2002) reported on a retrospective survey by Manchester Inc., an American organization that examined effects of executive coaching amongst 100 senior

⁶³ Turner, Christine. Ungagged: Executives on Executive Coaching, 4-5.

⁶⁴ Connecting for Results, Vol. 2, Issue 67 – April 7, 2006, http://www.ronrobison.com/ron_robison/coaching/index.html accessed 27 October 2007.

managers. The survey showed that 70% reported a growth at the behavioural level and 50% observed a growth at the organizational impact level.

Evers et al conducted a quasi-experimental study to examine whether coaching ensures achievement of assumed individual goals. The participants in the study (sixty managers) were divided into two groups. A group followed a coaching program while the other did not. There was a test using a number of variables before the coaching program began and a test using the same variables four months after completing the coaching program. The study results indicated that the coached group scored significantly higher than the control group on two variables namely outcome expectancies to act in a balanced way and self-efficacy beliefs to set one's own goals.⁶⁵ Thus it can be stated that coaching helps achievement of individual goals.

Christian Perspective of Coaching Process and Relationship

The word 'coach' was not used in the Bible and there is no biblical listing of coaching methods. Comments can be made on interactions, activities and relationships that are similar to coaching in the Bible based on their goals, process observed and the results obtained. Coaching entails walking alongside others to help them to find and fulfill their deepest desires and vocations. Thus coaching can be described as a ministry of encouragement and support that helps people to deepen their learning and extend their positive impact on other lives on earth. This requires equipping and challenging others in such a way that their insight and learning is fostered and their inner purpose is linked to outer work. There is an element of accountability in a coaching relationship that keeps the coachee focused on achieving results.⁶⁶

The interactions, activities and relationships of priest Eli and Samuel (1 Sam. 3), Prophet Nathan and King David (2 Sam. 12), Jethro and Moses (Exo. 18), Jesus and his disciples (Lk. 9:1-6; 10:1-20), Barnabas and Paul/Mark, and Priscilla and Aquilla with Apollos (Acts 18) are coaching-like. Eli coached Samuel at a tender age on how to recognize, listen for and respond to the voice of God in the temple at Shiloh. Prophet Nathan used an indirect and powerful approach to increase King David's awareness of his moral behaviour for him to take responsibility for the consequences of his actions. Jethro asked Moses questions and gave him a perspective of the effect of his style on others and options that he could consider in performing his leadership duties.

⁶⁵ Evers, J. G. Evers, Andre' Brouwers, and Welko Tomic, A Quasi-experimental Study on Management Coaching Effectiveness, 174-182.

⁶⁶ Hawkins, Thomas. *Faithful Guides: Coaching Strategies for Church Leaders*. Upper Room Press, 2006, 43.

Proverbs 20:5 states “The purposes of a man’s heart are deep waters, but a man of understanding draws them out.” That is very similar to how a coach works with a coachee to bring forth the answer or purpose in the coachee’s mind.⁶⁷ Coaching is built on the understanding that answers, ideas and options that an individual can exercise in his/her life are within him/her.

Jesus set before his disciples a goal or vision and a strategy for achievement of the goal or vision when He sent them to towns and villages (Lk. 10:1-24). He guided them and stated possible obstacles and debriefed them after the achievement of the goal. Priscilla and Aquila encouraged and coached Apollos on how to proclaim the good news

of salvation.⁶⁸ Barnabas was an encourager to the early Church (Acts 4:36). Barnabas encouraged and supported Paul in telling his story to the Church (Acts 9:27); showed Paul opportunities for ministry in Antioch (Acts 11:22-26) and walked alongside Paul in his first missionary journey. Barnabas took a second position when it was time for Paul to step forward into leadership. Barnabas did the same for John Mark when he gave John Mark a second chance at missionary work. Paul later commended John Mark as valuable asset in ministry (2Tim. 4:11, Col. 4:10, Philemon 24). These are examples of coaching for development.

Ephesians 4:11-16 speaks of equipping the saints for the work of ministry, for building up the body of Christ with set goal of attaining to the whole measure of the fullness of Christ through unity in the faith, knowledge of Jesus and becoming mature. The essence of the five-fold ministry is encouragement and support, guidance, nurture and challenge of believers to live their lives to the fullest while being accountable unto God. This practice of mutual partnership for encouragement, accountability and growth serves as foundation for coaching as an expression of Christian ministry. Baptism into the body of Christ by the Holy Spirit and the ritual of water baptism speaks of a commitment to walk alongside one another, continuous encouragement and building up of one another in love. Thus baptism speaks to a need for coaching elements in the body of Christ.

The lives of Jesus and many of God’s servants in the Bible were marked with coach-like relational style. Many of them exhibited consistent and positive encouragement; dialogue and

⁶⁷ Creswell, Jane. *Christ-Centered Coaching: 7 Benefits for Ministry Leaders*, Chalice Press, 2006, 36.

⁶⁸ Chasteen, John, Coaching: A Christian Overview and Response, an *interview to coaching of Gary R. Collins in Pastoral Journal, Issue 21, November 2006; May/June 2007 issue*, http://ministrytodaymag.com/display_cms.php?id=15092 accessed 3 June 2007.

enquiry at deep levels; constructive reflection; and a non-hierarchical relationship. Their goal in this relationship was for people to be the best God has purposed them to become.⁶⁹

In Luke 10:25-37, Jesus had a coach-like encounter with the ruler or law expert. The ruler asked Jesus what he must do to inherit eternal life. Instead of Jesus answering his question, Jesus asked him what is written in the Law and the ruler gave an answer that showed that the information he needed was resident in him already. The ruler asked Jesus a further question of who his neighbor is based on his initial response that Jesus affirmed as been correct. Jesus did not give him the answer but presented him with different perspectives and options of what a neighbor would be. Jesus then asked the ruler to make a choice of which of the personalities would fit his picture of a desired neighbor. The ruler chose the Good Samaritan's response to the wounded man as a good fit with his concept of a desired neighbor. Finally, Jesus asked the ruler to act on the answer he came up with from within himself as to the appropriate response to his quest for a way to earn eternal life. Jesus listened, questioned, challenged and affirmed the ruler in a coach-like process that helped the ruler come to a decision in respect of his quest to earn eternal life.

Tim Pearson stated that

“Coaching has strong focus on taking action. It possesses the flexibility to address the whole person: body, mind, and spirit as well as professional and personal dimensions. It can be transforming.”⁷⁰

This means that coaching has a place in church ministry. A couple of clergy have expressed their thoughts about coaching in Christian ministry, for example, Sara Van De Berg, a Lutheran Pastor after experiencing coaching stated that

“Coaching has helped me in the development of my pastoral identity. It has also helped me to recover emotionally and spiritually from a very difficult first call so that I can continue in ministry.”

When compared to either mentoring or therapy, coaching offers clergy a broader help as life coaches work with clergy on everything from creating a life vision to managing their time. Mary

⁶⁹ Hawkins, Thomas. *Faithful Guides: Coaching Strategies for Church Leaders*. Upper Room Press, 2006, 43-53.

⁷⁰ Melander, Rochelle. *Holy Conversations: Coaching and Mentoring for Clergy*, *The Clergy Journal*, Oct. 2004, 81,1: ProQuest Religion p.30-31.

Sellon, a Methodist pastor believes that “After working with a coach, you should feel stronger and more able to find your own answers.”⁷¹

In spite of the positions expressed above, Collins indicated some misperceptions about coaching by a Christian publishing house as follows:

“Leaders of a well-known Christian publishing house recently expressed these views about coaching:

- The personal/executive coaching movement is continuing to grow but the Christian coaching movement may now be declining.
- Coaching is “the going word for the personal mentoring movement.”
- Christian coaching is really “practical discipleship” or about “Christians who coach school sports or Little League teams.”
- “One-on-one discipleship [is] not very far from Christian coaching, really, except perhaps the terminology.”⁷²

If these misconceptions are still held unto by such an organization it can be expected that many not well-read or literally exposed ministers would hold such misconceptions about coaching.

This situation may make some of the ministers resistant to coaching as a practice within Christian ministry. This shows that an understanding of coaching within the Christian ministry is required for it to become an accepted model or process.

There is need for coaching in the Christian community as it strives to multiply leadership. Coaching is a very good process and relationship to use for developing the potential of new, young or inexperienced leaders as it sets up a chain of positive reaction or has a ripple effect. Coaching can be used to help people to claim and use ministry gifts that God has given them. Thus coaching makes it possible for the church to fulfill her goal of making disciples and equipping them for ministry. Coaching can be used as a support and accountability relationship for church planters to enable them think through decisions and stay focused. Coaching is also important as many ministers work in relative isolation and/or may have to handle multiple projects simultaneously.⁷³

The same reason why coaching began to thrive in the corporate world in the 1980s, that is, organizational change being tied more to leadership transformation than structural redesign is applicable to the church. Leadership development has become a strategy for church transformation. There is a limit to what can be taught to a minister in a traditional classroom setting that will improve his/her level of performance or take him/her through a transition

⁷¹ Ibid..31.

⁷² Collins, Gary, Newsletter 255, August 9, 2007.

⁷³ Hawkins, Thomas R. *Faithful Guides: Coaching Strategies for Church Leaders*, 9, 12-19 & 40.

phase in life or ministry. Coaching will help a minister to determine what is working or not as it encourages reflective thinking and considerations of options open to the minister. A coaching approach to leadership in Christian ministry builds strong, stable and engaging leadership that brings out the best in other team members. It makes the leader flexible, more sensitive and conversational in relating to others and focused on the needs of his/her team members.⁷⁴

⁷⁴ Miller, Linda J. and Chad W. Hall. *Coaching for Christian Leaders: A Practical Guide*. Chalice Press, 2007, 85-87, 97-98; Creswell, Jane. *Christ-Centered Coaching: 7 Benefits for Ministry Leader*, 6-7, 25-35; & Rowley, R. J. *Successful Coaching Church Planters*, D.Min. Unpublished paper, Dallas Theological Seminary, May 2005.

Chapter 3 - Summary, Conclusions & Recommendations

Summary

The purpose of this book is to examine the impact of coaching experience on Christian ministers in two districts (Western Ontario and Manitoba & Northwest Ontario) of the Pentecostal Assemblies of Canada (PAOC). I undertook this study to examine coaching from the coachee's perspective. The book documents the experience and presents the impact of a life coaching process or relationship on achievement of life and ministry goals of coached ministers. It has been observed that church leadership in various denominations or fellowships focus their attention and support on ministers who need counselling and are experiencing difficulties or have dysfunctional lives. This leaves ministers who are desirous of improvement, growth and development to grapple with issues on their own.

In undertaking this study I made some assumptions including the following that coaching is quite distinct from counselling, mentoring, discipleship and consulting processes or relationships; ministers without a recovery-assistance relationship would want a coach to work with them to turn their potential into reality or achieve set goals in life and ministry; coaches or other ministers trained as coaches will be interested in journeying or walking along with ministers that do not seek a recovery-assistance relationship; and life coaching practice and processes are not anti-Christian or anti-Bible.

In order to fulfill the purpose of the book, I sought to answer the following questions:

1. What is life coaching process and relationship?
2. What makes life coaching a distinct experience from counselling, mentoring, discipleship, and consulting?
3. What is the impact of the life coaching on Christian ministers that have been coached?

The research was limited in scope and depth as only ministers that have experienced coaching were interviewed; the study did not attempt to predict success of life coaching procedures or processes; the study did not compare coach training programs; the study did not assume that all ministers will want to be coached and can be coached; and the study did not seek to prove that life coaching process is better than or a replacement of counselling, mentoring, discipleship or consulting process in the church.

The literature review guided the drawing of the question set used in the field research (A sample is under Appendix A). The responses from the field research were compared with definitions and descriptions obtained from the literature review.

The analysis of field research data validated the three hypotheses that life coaching process and relationship is distinct from that of counselling, mentoring, discipleship and consulting; ministers that have been coached or are being coached find their coaching experience to be positive and significant in pursuing fulfillment of their potential in life and ministry; life coaching has not been fully incorporated into ministerial and leadership development program for Christian ministers in Western Ontario and Manitoba & Northwest Ontario Districts of PAOC Districts. The full report of findings is reported under Appendix B in this book.

Conclusions

With due reference to various materials and sources consulted and presented in the literature review of this dissertation, analysis of field research data collected from respondents and purpose of this study, the following conclusions are drawn:

1. Life coaching experience can be described in very easily understandable terms by an individual who has experienced coaching or participated in a coaching course or seminar. Life coaching involves supporting clients in discovering and creating what they most want in their lives. In a Christian ministry setting life coaching is not focused on what an individual wants most but on the purpose and plan of God for their lives. The purpose and plan of God may not be fully understood by the coachee before engaging in a coaching process or relationship. One of the goals of the Christian coaching process is that the coachee will come to an understanding of God's purpose and plan for his/her life and the coachee will strive to pursue it. Thus the Christian coaching process actually calls forth the best in the coachee in listening to God to discern His purpose and plan; and the coach in supporting and encouraging the coachee to pursue the revealed will of God for coachee's life. The coach's role includes eliciting information from the deepest part of the coachee that had not previously been accessible to the client.
2. Life coaching is distinguished or is distinct from counselling, mentoring, discipleship and consulting processes or relationships by individuals that have experienced coaching or participated in a coaching course or seminar. Coaching is not a repackaging of an old helping process or relationship as it has been in existence for more than five decades. Coaching philosophy is different in that it assumes that it helps people to discover

answers to their questions and works them through how they can achieve their desired future. Coaching is futuristic in time orientation and its focus or centre of attraction is the coachee and his/her agenda. Coaching is positive in orientation and perspective as it focuses on where the individual is now and where s/he would want to go without dwelling on the past and negative circumstances. Coaching entails very active listening at different levels to the what is being said; listening to know the real issue behind the conversation; and listening to know what God is doing in his/her life. The coaching process is focused on helping the individual to clarify issues or discover what God has placed in her/his heart; and helping the individual to strive towards fulfillment of life purpose. In a coaching relationship the coachee is an “expert” concerning specific issues or situations in his/her life not the coach and thus the relationship is not a hierarchical but that of equals. The coachee is responsible for his/her options and choices and is helped by coaching to solidify these choices. In a coaching relationship questions usually come from the coach not the coachee.

3. Coaching is very effective when there is a good setting that is an individual who wants or is willing to be coached; a well-skilled coach who is faithful to the coaching process and relationship; and a supportive community, ministry, organizational or family context that is positive and empowering. An individual who feels s/he has life skills for all situations in her/his life may not be a good coachee.
4. Ministers without a recovery-assistance relationship want a coach to work with them to turn their potential into reality or achieve set goals in life and ministry. Coaching supports individuals in pursuing fulfillment of their potential in life and ministry. Ministers need to be coached and coaching is appropriate for Christian ministry as some of them lead and work in isolation.
5. Ministers that have been exposed to coaching found the coaching experience to be positive and significant in pursuing fulfillment of potential in life and ministry. Ministers are becoming more open to coaching as another helping process and relationship that has its place in ministry for ministers and members. Exposure to coaching brings change in understanding of what coaching is and perception of its relationship to ministry work.
6. Coaches or other ministers trained as coaches are interested in journeying or walking along with ministers that do not seek a recovery-assistance relationship.
7. Coaching is not applicable in all ministry contexts.

8. Life coaching practice and processes are not anti-Christian or anti-Bible. Coaching from a Christian perspective will bring Christian values and influence into lives of ministers and members as it focuses on God's plan and purpose for the individual.
9. Many Christian ministers are not exposed to life coaching and do not know much about its significance to their life and ministry.
10. Life coaching has not been fully incorporated into ministerial and leadership development program for Christian ministers in Western Ontario and Manitoba & Northwest Ontario Districts of PAOC Districts. There are commendable efforts being targeted at bringing an understanding of coaching to the ministers in the two districts.
11. Coaching orientation or approach to ministry positively affects engagement in other helping processes.

Recommendations

The Christian ministry needs to go beyond the mindset that “only the sick need a doctor” and prove that she cares about all her members and ministers including the “worried well”. The Church needs to show her relevance to her members and ministers beyond church and spiritual issues. The Church cannot afford to allow her members and ministers to always turn to non-Christians and secular professional firms to guide them on how to run parts of their lives because they assume that the Church has no capacity to deal with these areas. The Church also needs to support ministers who are desirous of improvement, growth and development instead of leaving them to grapple with issues on their own.

In the light of the above, I recommend the following:

1. Ministers should be exposed to coaching through conferences, seminars and courses and/or formal institutional training or educational setting. The informal training or learning activities can be part of a church's leadership development program or regular meetings with her ministers.
2. Coaching should be part of ministry training or preparation for all Christian ministers just as pastoral counselling. Agencies involved in preparing students for work in churches and parachurch ministries like Bible Colleges, Seminaries and Universities should design courses on coaching within the Church for inclusion in their curricula.
3. Ministers should be encouraged and supported to enter coaching relationships when they are ready for it.

4. Districts, Fellowships and Denominations should consider subsidising cost of coaching services for their ministers if such ministers cannot afford it and send interested ministers for coach training. It is better to allow ministers to engage a life coach of their choice instead of hiring ministers to work as life coaches in ministry offices. The use of ministry appointed coaches should be restricted to a situation where the coaching is for a specific ministry skill development or activity like church planting.
5. Further studies should be carried out on how coaching can be an integral part of the Christian ministry. Efforts should be directed at promoting the search and application of knowledge in respect of life coaching in the Christian ministry. The further studies may also be in respect of application or significance of life coaching process and practice in ministry leadership training and development efforts; significance of life coaching in the local church; and the minister as a life coach.
6. Bible Colleges and Seminaries should consider introduction of courses, seminars and conferences on the basics of coaching and development of coach training programs as being done by Regent College, BC, Canada.
7. Follow-up studies to this research is encouraged amongst Seminary Students to examine the following areas:
 - a. Pastor as a Life Coach
 - b. Place of Coaching in Church Leadership Development Program
 - c. Impact of Coaching on Development of Spiritual Disciplines
 - d. Potential for Christian Coaching Service within the Canadian Church
 - e. Development of a Christian Coaching Manual for Ministers
 - f. Significance of Coaching to Christian Ministry Career
8. A quasi-experimental study that has experimental and control groups to compare the impact of coaching on Christian ministers. This research is a retrospective study with only one group and thus does not allow for comparison that can be done in a quasi-experimental study.
9. A comparison of coach training programs in respect of their underlying philosophies and principles and their alignment with Christian faith.

In conducting this study I engaged the services of a coach between July and November 2007. I wanted to have a life experience of what my respondents have experienced so that I will be able to connect with them as they respond to the interview questions. My personal experience mirrors the positive experiences stated by many of the respondents. It was a life transforming experience for me beyond words. It has changed my concept of ministry and life

tremendously; my relational style when dealing with people seeking support in and out of Christian ministry; changed my ministry as I am now in transition from pastoral ministry setting within a traditional church context to a pastoral ministry in a workplace context. Thus it is my considered opinion that if coaching becomes an integral part of ministry Christian ministers will be put to greater use and the body of Christ at large will benefit and be developed. The ministers will live more fulfilled lives and make a difference in lives of members that they have not being able to serve. The members being served using the coaching process will see the Church as being relevant to all spheres of life and their commitment to living out their faith on a daily basis will be strengthened.

I am optimistic that life coaching offers me an opportunity to make a difference in lives of Christian ministers and church members. Thus I will seek to pursue a life coaching career/practice as part of a workplace ministry. I am convinced of coaching's significance, relevance, need and acceptance within the church, and I am willing to explore the opportunity of offering a coaching service within a Christian context.