



# NEXT GENERATION LEADERSHIP PROGRAMME

Creating servant leaders for the African Church

## MODULE 7 THE HEART OF A SERVANT LEADER: COACHING


*Learning Leader Guide*

**Servant Leadership Programme  
for Alumni**

# The Heart of a Servant Leader: Coaching

---

*For we are God's handiwork, created in Christ Jesus to do good works,  
which God prepared in advance for us to do."*  
Ephesians 2:10

|  |   |
|--|---|
|  <p><u>Heart of a Servant</u><br/>Give me the heart of a servant,<br/>Tender and faithful and true.<br/>Fill me with Love, then use me,<br/>O Lord<br/>So that the world can see you.</p> | <p>Jesus is a model for servant leadership by:</p> <ul style="list-style-type: none"><li>❖ Addressing doubt as a catalyst for learning and growing</li><li>❖ Helping others to better see their potential</li><li>❖ Being open-hearted, patient</li><li>❖ Staying curious. Jesus asks almost 100 questions when he leads his disciples</li><li>❖ Helping others to examine their hearts and minds –knowing a fulfilled life is a transformed life</li></ul> |
|--|---|

## Biblical Example of Coaching

### What is Coaching?

Coaching is the process of coming alongside a person or team to help them discover God's agenda for their life and ministry, and then cooperating with the Holy Spirit to see that agenda become a reality. By encouraging and challenging others, coaches empower them for ministry.

### The Goal of Coaching

The goal of coaching is helping someone succeed. And what is success? It's finding out what God wants you to do and doing it. Ephesians 2:10 says, "For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do." A person's success is directly tied to finding out what works God has prepared for them to do and then doing that.

Given that definition, success will certainly look different on different people, but following the will of God—in all its varied and colorful forms—is the core calling of a life of faith. Coaching empowers each individual believer to listen to the Spirit and act in accordance with the mission they sense God calling them toward. Coaching is essentially listening to the Spirit and taking action accordingly.

“So Christ himself gave the apostles, the prophets, the evangelists, the pastors and teachers, to equip his people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ” (Ephesians 4:12-13).

## **The Role of a Leader is to Equip.**

A good leader doesn't do the work of the ministry for people, but helps them learn to do the work of the ministry. The word equip is the same word used in classical Greek to describe the setting of a broken bone. It's used in the gospels to describe the mending of a torn net. Essentially, to equip is to make something functional so it can be used to fulfill its intended purpose. That's what a coach does.

Used with permission by Robert E. Logan, full article available in online portal.  
© 2012 Robert E. Logan

## **What is Coaching?**

---

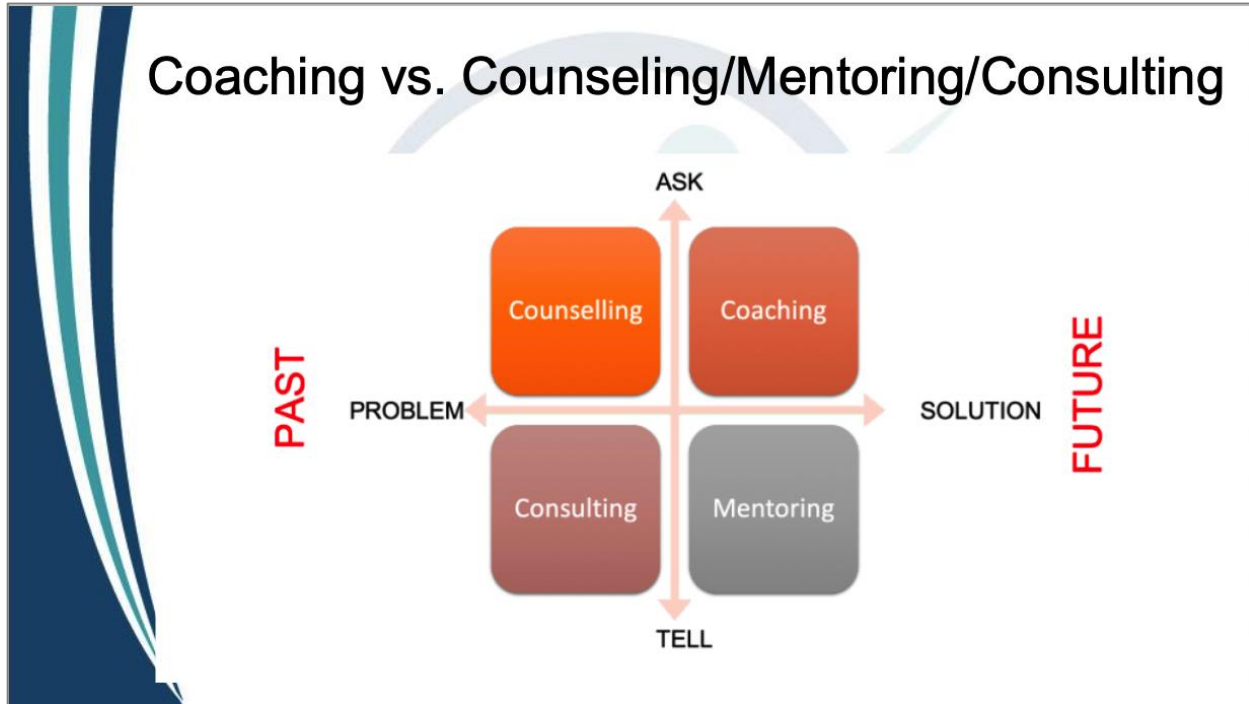
*And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the Day approaching.*  
Heb 10:24 – 25

## **Coaching Definitions**

- Coming alongside a person or a team to help them discover God's agenda for their life and ministry; cooperating with the Holy Spirit to see that agenda become a reality by encouraging and challenging others – empowering them for ministry (Logan, 2012).
- Practicing the disciplines of believing in people in order to empower them to change (Stoltzfus, 2015).
- Unlocking a person's potential to maximize their growth (Whitmore).

# Coaching vs. Counseling, Mentoring and Consulting

*"Mentoring is imparting to you what God has given me. Coaching is drawing out of you what God has put in you."*  
Dale Stoil



## What Coaching DOES and DOES NOT

| Coaching DOES:   | Coaching DOES NOT:   |
|--|--|
| <ul style="list-style-type: none"> <li>● Lift/Support</li> <li>● Ask/Request/Listen</li> <li>● Engage in dialogue</li> <li>● Facilitates by empowering</li> <li>● Seek the answer</li> <li>● Stimulate creativity with purpose</li> <li>● Celebrate learning</li> <li>● Create vision</li> <li>● Believe vulnerability is power</li> </ul> | <ul style="list-style-type: none"> <li>● Push/Drive</li> <li>● Tell/Direct/Lecture</li> <li>● Talk at people</li> <li>● Control through decisions</li> <li>● Know the answer</li> <li>● Trigger insecurity using fear</li> <li>● Point to errors</li> <li>● Create procedures</li> <li>● Believe knowledge is power</li> </ul> |

Coaching is a relationship – partnering with others to find the right direction and solutions by supporting and developing others in their gifts and talents and flourishing in their vocation and work. It is not demanding that someone follow your advice or path, telling someone what to do, or having all the answers. Coaching can support many roles that leaders play -- spiritual direction, teaching, leading, managing others, and more. Coaching is a mindset and a set of skills that empowers others to grow in their own servant leadership.

# Jesus as a Role Model for Coaching

---

## Jesus engages his followers.

- He uses powerful questioning
- He inquires rather than tells
- Jesus could have told His disciples who He was. He instead chose to use inquiry to draw the answer from within His followers

## Jesus empowers his followers.

*“Jesus embodies the ultimate example of someone who fostered collaboration and strengthened individuals. A lot of people talk about Jesus as if he were a soloist. They seem to forget that a large part of his ministry was in collaboration with others.”*

- J.M. Kouzes & B.Z. Posner, *Christian Reflections on The Leadership Challenge*, 87

## Jesus is a visionary.

*“Jesus sees in us who we are and who we were made to be. He loves us for who we are. Coaching is a conscious imitation of the way that Christ looks at us and the way that God develops leaders. It’s a relationship-centered on helping people discover and fulfill their destiny...using goals and action steps to move strategically toward that end.”*

-Tony Stoltzfus, Author

Leadership Coaching: The Disciplines, Skills, and Heart of a Christian Coach

# Coaching Self-Assessment

---

**Are you a coach?** You may be new to the concept of coaching, or perhaps you are an experienced coach. Use this self-assessment to ask yourself how frequently you practice the core competencies that are essential to building a culture of coaching. Capture your insights in the reflection section below.

| Coaching Competencies  |
|--|
| 1. I talk with others about what they like most about their ministry, work or studies.   |
| 2. I listen to other's concerns about the direction of their vocation, careers.  |
| 3. I seek to understand what is motivating others' actions and behaviors.  |
| 4. I step out of the "expert" role and truly listen, just to understand others' perspectives.  |
| 5. I do not offer solutions; rather I assist others to discover a way forward that is right for them.  |
| 6. I recognize others for their contributions formally or informally, publicly or privately – and I am specific in telling others specifically what went well. |
| 7. I initiate discussions about others' strengths and developmental needs/areas.   |
| 8. I provide honest feedback to help others see what they may not be able to see   |
| 9. I explain formal and informal factors to help people to be successful in our culture.   |
| 10. When appropriate, I show, teach or demonstrate how to complete an assignment or task, analyze a problem or organize a project.                             |
| 11. I "check in" with those I lead regularly to ask how they are doing and how I can help.   |
| 12. I ensure that others are getting the information they need at the time they need it. Effective communication is a priority for me.                         |
| 13. When I ask others to change behaviors, I explain how this makes a difference for the person as well as for the group and congregation.                     |
| 14. Others feel that I role model the standards of behavior that I expect of them.   |
| 15. I am comfortable with silence.   |

**What stands out as your coaching gifts and talents?**

**What competencies would you like to improve or sharpen?**

---

---

# Coaching is a Mindset and a Skillset

---

## Coaching Mindset

- The Servant Leader Coach has honest and authentic curiosity and interest in the growth of others to help bring forth their unique mix of gifts, skills and passions in the world.
- Coaches have a “growth mindset” -- they are inspired and motivated to learn themselves, and to develop mastery as well as to help others try new things
- Acting with curiosity and genuine interest brings energy and motivation into conversations that facilitate insight and action.

As a coach, opportunities exist daily to help others create a connection between what they already know, what they are learning, and their actions and activities. When you adopt a coaching mindset, you seek out “the coachable moment” which is an opportunity to:

- Create connection between experience & knowledge
- Explore ideas
- Offer guidance, provide explanations
- Facilitate insight through clarity and focus
- Motivate and inspire

What coaching moments exist for you? Where are there opportunities to coach?

---

---

---

---

---

---

---

# Coaching: Reverse Your Thinking

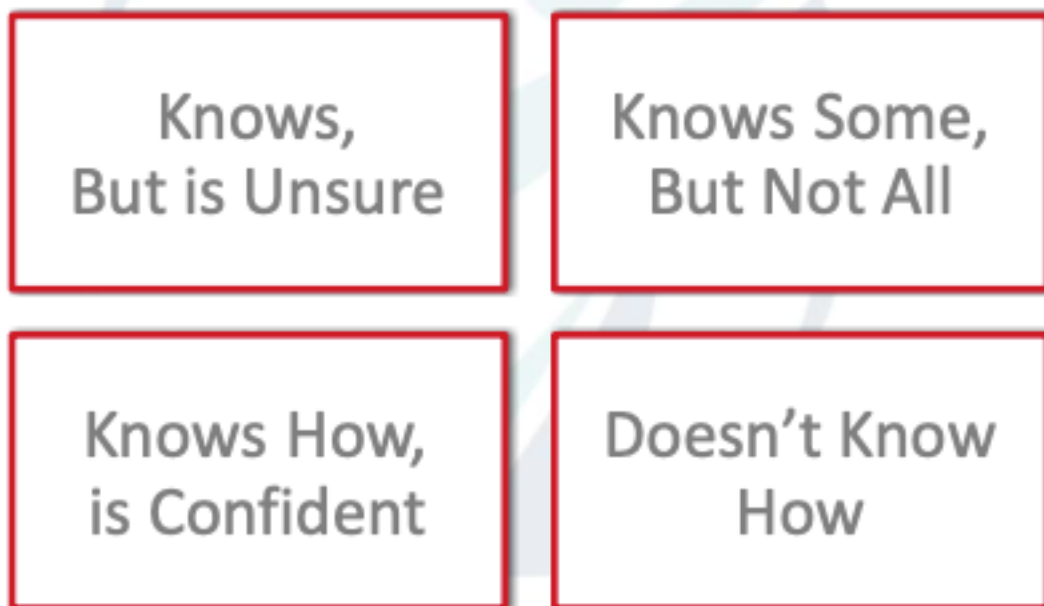
---

Rather than try to solve the problem, facilitate problem solving by helping individuals to:

1. See What They Can't See
2. Understand What's Getting in the Way
3. Activating What they Already Know
4. Building Upon What They Can Already Do

## Opportunities to Coach

### The Coachable Moment



## The Coachable Moment

|                                |                                |                               |   |
|--------------------------------|--------------------------------|-------------------------------|---|
| "I don't know how...how do I?" | "I didn't know I needed to..." | "I hadn't thought of that..." | "Tell me what to do..."                     |
| "Really?"                      | "Where did we learn that?"     | "Why..."                      | "This is hard..."                           |
| "Don't worry I can do it..."   | "I'm at a loss"                | "So and so said..."           | "I need to talk this through with someone." |

### What Might You Hear Others Say that is a Signal for Coaching?

---

---

---

---

---

### Powerful Questioning

Why ask instead of tell?

---

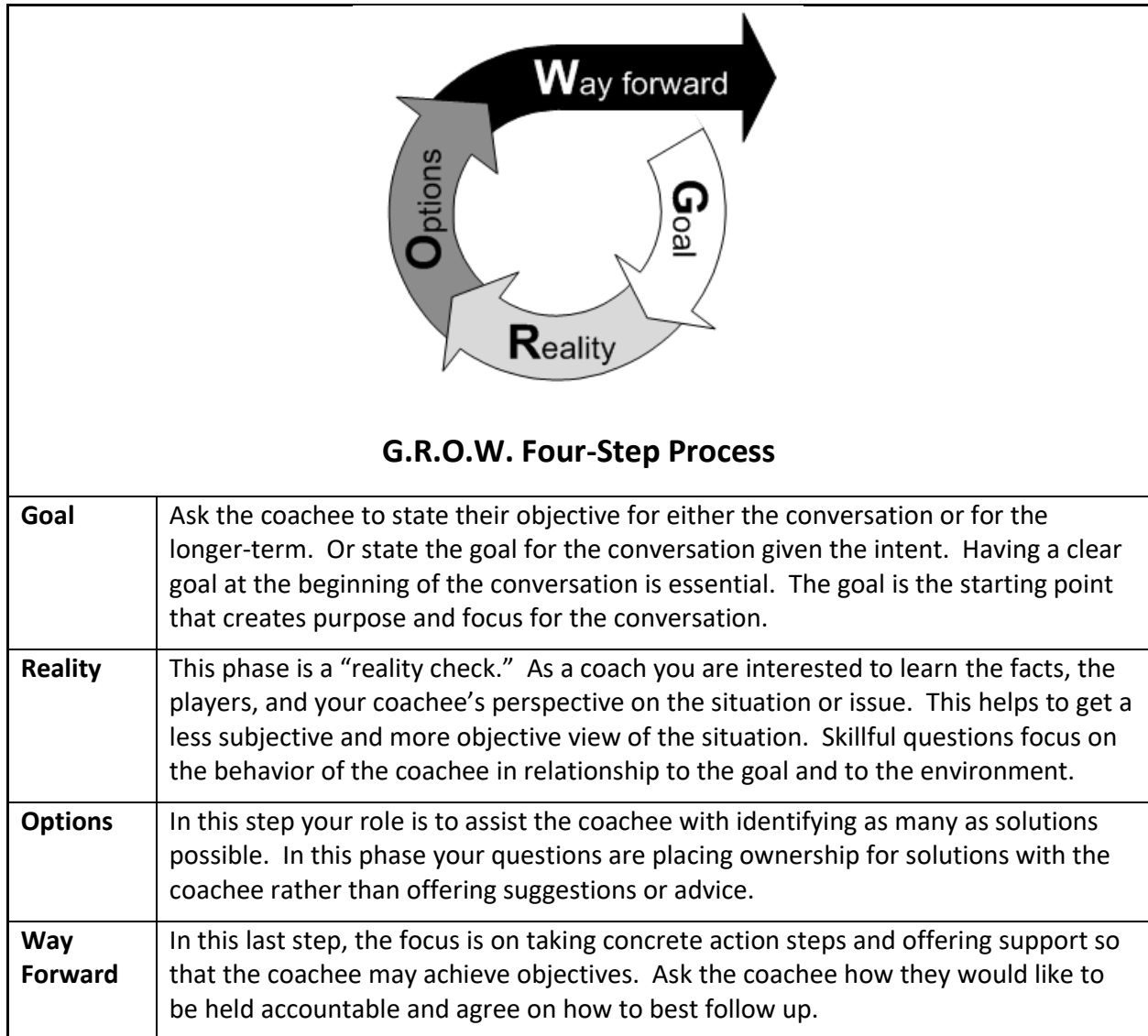
---

---

# The G.R.O.W. Coaching Model

The G.R.O.W. model is a well-known conversational structure and process that keeps a coaching conversation objective and action oriented. It works well when you are helping others reach goals that are focused on projects, creating new habits, or improving performance.

The engine that drives the G.R.O.W. model, and *all coaching conversations*, is the use of powerful questions. The chart below highlights the steps and purpose of each phase.



Sir John Whitmore is identified as the originator of the GROW model. However, Max Landsberg also describes GROW in his book *The Tao of Coaching*.

# Sample Coaching Questions

The chart below offers sample questions that put energy into the conversation and moves goals from aspiration to action and accountability.

| Sample Questions for Each Step  |   |   |   |
|---|---|---|---|
| <b>Goal</b>   | <ul style="list-style-type: none"> <li>▪ <i>What do you most want to talk about?</i></li> <li>▪ <i>What's going on?</i></li> <li>▪ <i>What outcome would make this conversation a great success?</i></li> <li>▪ <i>What do you most want to get out of our time together?</i></li> <li>▪ <i>How could you rephrase the goal, so it depends only on what you do and not on others?</i></li> <li>▪ <i>What specifically do you want to accomplish?</i></li> <li>▪ <i>What is the best possible outcome you can envision?</i></li> <li>▪ <i>What will be different because of working in this area?</i></li> <li>▪ <i>How can we make that goal measurable—so we know when you've achieved it?</i></li> <li>▪ <i>By when do you want to have this done?</i></li> <li>▪ <i>In a month or three months—whatever timeframe you establish—what will you have accomplished?</i></li> </ul>  |   |   |
| <b>Reality</b>  | <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>▪ <i>Where are you now with this?</i></li> <li>▪ <i>Who is involved in this situation?</i></li> <li>▪ <i>What have you tried already?</i></li> <li>▪ <i>What's most important in this matter?</i></li> <li>▪ <i>Where are you in this scenario?</i></li> <li>▪ <i>What brought you to this place?</i></li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>▪ <i>What changes have taken place?</i></li> <li>▪ <i>How do decisions get made?</i></li> <li>▪ <i>What are you trying to accomplish?</i></li> <li>▪ <i>What is happening with the team?</i></li> <li>▪ <i>How are others responding?</i></li> <li>▪ <i>What's going on here?</i></li> <li>▪ <i>What resources are you using, leveraging?</i></li> <li>▪ <i>Would you like to explore this dream/vision and see if it's a real possibility?</i></li> </ul> </td> </tr> </table> | <ul style="list-style-type: none"> <li>▪ <i>Where are you now with this?</i></li> <li>▪ <i>Who is involved in this situation?</i></li> <li>▪ <i>What have you tried already?</i></li> <li>▪ <i>What's most important in this matter?</i></li> <li>▪ <i>Where are you in this scenario?</i></li> <li>▪ <i>What brought you to this place?</i></li> </ul> | <ul style="list-style-type: none"> <li>▪ <i>What changes have taken place?</i></li> <li>▪ <i>How do decisions get made?</i></li> <li>▪ <i>What are you trying to accomplish?</i></li> <li>▪ <i>What is happening with the team?</i></li> <li>▪ <i>How are others responding?</i></li> <li>▪ <i>What's going on here?</i></li> <li>▪ <i>What resources are you using, leveraging?</i></li> <li>▪ <i>Would you like to explore this dream/vision and see if it's a real possibility?</i></li> </ul> |
| <ul style="list-style-type: none"> <li>▪ <i>Where are you now with this?</i></li> <li>▪ <i>Who is involved in this situation?</i></li> <li>▪ <i>What have you tried already?</i></li> <li>▪ <i>What's most important in this matter?</i></li> <li>▪ <i>Where are you in this scenario?</i></li> <li>▪ <i>What brought you to this place?</i></li> </ul> | <ul style="list-style-type: none"> <li>▪ <i>What changes have taken place?</i></li> <li>▪ <i>How do decisions get made?</i></li> <li>▪ <i>What are you trying to accomplish?</i></li> <li>▪ <i>What is happening with the team?</i></li> <li>▪ <i>How are others responding?</i></li> <li>▪ <i>What's going on here?</i></li> <li>▪ <i>What resources are you using, leveraging?</i></li> <li>▪ <i>Would you like to explore this dream/vision and see if it's a real possibility?</i></li> </ul>   |   |   |
| <b>Options</b>  | <ul style="list-style-type: none"> <li>▪ <i>What could you do about this?</i></li> <li>▪ <i>What else?</i></li> <li>▪ <i>What other possibilities have you considered? Let's try for five...</i></li> <li>▪ <i>If you had unlimited resources and knew you couldn't fail, what would you try?</i></li> <li>▪ <i>What if that obstacle were removed? What would you do then?</i></li> <li>▪ <i>Who could help you?</i></li> <li>▪ <i>What other resources might you need to make this work? Who else could help?</i></li> <li>▪ <i>Are there others who have done well when faced with this type of situation? What have you seen them do? What might work for you?</i></li> </ul>   |   |   |
| <b>Way Forward</b>  | <ul style="list-style-type: none"> <li>▪ <i>What's standing out?</i></li> <li>▪ <i>Which option(s) do you want to pursue?</i></li> <li>▪ <i>Turn that into an action step—what will you do by when?</i></li> <li>▪ <i>Do you anticipate any obstacles?</i></li> <li>▪ <i>On a scale of 1-10 how likely is it that this step(s) will get done in the timeframe you set?</i></li> <li>▪ <i>How might I be of support?</i></li> </ul>  |   |   |

Source: Coaching Questions: A Coach's Guide to Powerful Asking Skills by Tony Stoltzfus (2015)



### Synodal Reflection

Core tenets of synodality are **OPENNESS** and **NON-JUDGEMENT**. Take a moment to reflect, in any way you like, on how the Holy Spirit might be encouraging your ability to create safe spaces for others' growth.

---

---

---

## Coaching Conversation Scenario and Demonstration

---

### Scenario

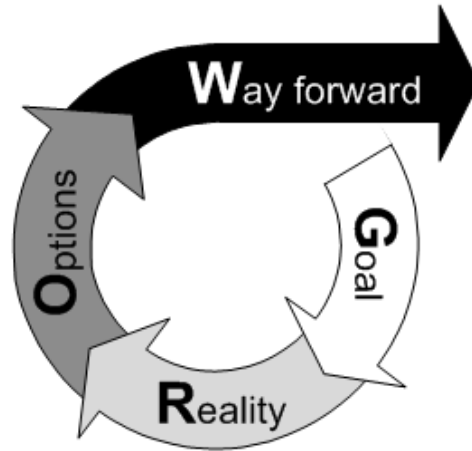
*Sister Catherine is studying at the University and traveling back to her community every night. She must fit in the daily program of the community: prayers, her duties such as cooking, cleaning, teaching catechism, and overseeing the youth program. In addition, she must finish her assignments and study for her exams.*

*A faculty member, with whom Sr. Catherine has had several classes, has noticed that Sr. is often arriving late to class, and that her participation and grades are taking a turn downward. The faculty member invites Catherine to meet with her to discuss her progress in the program.*

Observe the facilitator and how she or he uses the GROW model to guide the conversation. Record your observations on the next page. Prepare to discuss:

- *Which of the coach's techniques worked well?*
- *What could the coach have done differently/ more effectively?*
- *Were Sr. Catherine's concerns properly addressed?*
- *How did Sr. Catherine respond to coaching?*
- *Do you expect Sr. Catherine to follow through with her intended actions?*

# Coaching Conversation Demonstration Observations



**G.R.O.W. Four-Step Process**

|                    |   |
|--------------------|---|
| <b>Goal</b>        | What did the coach say to establish a goal at the beginning of the conversation?  |
| <b>Reality</b>     | Which questions did the coach use to focus Sr. Catherine on the facts of the situation rather than on the coachee’s subjective perspective? |
| <b>Options</b>     | What solutions or options did the coachee identify?<br>What questions did the coach ask to generate options?                                |
| <b>Way Forward</b> | What concrete steps will Sr. Catherine take?  |

# Preparing for the Coaching Conversation

---

## Readiness

- *Are you prepared to listen?*
- *Are your emotions in check?*
- *Have you planned well?*
- *Are you ready?*

## Listening

Value listening. Listening requires you to:

- Be present
- Listen for the commitment that exists in the speaker
- Listen for possibilities that may be hidden
- Listen outside boundaries, judgments, evaluations and opinions
- Listen at a depth that creates space for future possibilities

## Body Language

Be aware of messages you might convey through your body language:

- Maintain eye contact
- Keep an open body stance (e.g., avoid crossing your arms)
- Maintain a relaxed posture
- Try to avoid distracting mannerisms (e.g., constantly tapping your fingers or feet)
- Maintain a steady volume when talking (not too loud, not too soft)

## Give Balanced Feedback

- Identify strengths and abilities
- Look for opportunities for the staff member to leverage their strengths in their work
- Reinforce good behavior and results with specific, positive feedback

## Ask Questions!

- Ask instead of tell
- Use open-ended questions
- Be curious
- Avoid using “WHY” questions

*Avoid focusing only on negative feedback;  
remember the individual's strengths and contributions.*

## Activity: Coaching Triads

---

Work in triads to role-play a coaching conversation that follows the G.R.O.W. model. One member will be the coach, another the coachee, and the third team member will observe, jot down observations, and debrief the exercise using the template below. Each triad will rotate so that everyone has an opportunity to try out the model, practice and get feedback.

|            |  |
|------------|--|
| Scenario 1 | Sr. Theresa and Sr. Josephine are responsible for planning the annual schedule of activities for the parish. Sr. Josephine had this responsibility in her prior parish, so she is confident and opinionated about what to include in the plan and how to communicate and coordinate resources and actions with members of the congregation. Sr. Theresa, however, is new to the "the team," and her suggestions are dismissed at every turn. She is getting frustrated. She decides to have a meeting with Sr. Josephine to express her concerns and find resolution.  |
| Scenario 2 | Br. Otieno is a teacher and one of his students, Jacqueline, is a Scholar who is having difficulty in several of her classes and requires extra support outside of the classroom. Br. Otieno arranges to meet with Jacqueline's Superior, Sr. Bulwa, to discuss Jacqueline's needs and to identify how Sr. Bulwa might provide additional support. Mrs. Bulwa arrives annoyed and irritated; she is not happy to have to spend extra time on this issue when she feels she has so many other "important" responsibilities.   |
| Scenario 3 | Sr. Agnes, a Superior, and her assistant, Sr. Frances, have been working tirelessly on a grant application to fund much-needed resources for their counseling center. The application is due in two weeks. Yesterday, Sr. Agnes reviewed the first draft and found several spelling, grammar, and mathematical errors. St. Agnes is feeling pressured by the deadline and knows she can easily correct the mistakes herself; however, she knows that for Sr. Frances to improve, she can benefit from some direct and specific feedback.   |
| Scenario 4 | Fr. John is a recently appointed Local Superior, succeeding Fr. Dominique who is now a Major Superior in the Province. Fr. John is finding it difficult to stay on top of his daily responsibilities in addition to attending to the many requests, variety of personalities, and individual concerns that fill his in-box almost hourly. He does not feel prepared for his duties. Fr. Dominique has been hearing criticism and concern from the men in the congregation. His schedule, too, is hectic and filled with new responsibilities he has not faced before. Fr. Dominique decides to meet with Fr. John. |

# Template for Debriefing

---




1. **Observer:** State what went well. What did you observe and hear that fit with the G.R.O.W. model? What areas for improvement did you observe. Provide feedback using the 2 + 1 method. (2 strengths, 1 area for improvement)
2. **Coachee:** What behavior or questions were especially effective? State what went well. What was the impact of the coaching process?
3. **Coach:** State what went well. What behavior or technique proved to be especially helpful?

# Coaching Action Plan

---

- I will do less of...
- I will do more of...
- Three actions I will take to develop as a coach
- I will know I am a servant leader coach when...

## Additional Resources for Leading and Learning

|   |   |
|---|---|
|  | <p>Articles and Media</p> <ul style="list-style-type: none"> <li>● <a href="#">Biblical Foundations of Coaching</a></li> <li>● <a href="#">Personal Best by Dr. Atul Gwande, M.D.</a></li> <li>● <a href="#">Value- Centered Leadership Coaching Model</a></li> </ul> |
|  | <p>Assessments</p> <ul style="list-style-type: none"> <li>● <a href="#">How Good Are Your Coaching Skills?</a></li> </ul>   |
|  | <p>Lessons and Activities</p> <ul style="list-style-type: none"> <li>● <a href="#">Vincent on Leadership at DePaul University: eLearning Coaching Portal</a></li> </ul>   |