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The Development of a Robust, Self-Sustaining Internal Coaching Network

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GEORGE FOX UNIVERSITY

THE DEVELOPMENT OF A ROBUST, SELF-SUSTAINING INTERNAL
COACHING NETWORK

A DISSERTATION SUBMITTED TO
THE FACULTY OF PORTLAND SEMINARY
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF MINISTRY

BY

HARRY FRITZENSCHAFT

PORTLAND, OREGON

FEBRUARY 2021

Portland Seminary
George Fox University
Portland, Oregon

CERTIFICATE OF APPROVAL

DMin Dissertation

This is to certify that the DMin Dissertation of

Harry Fritzenschaft

has been approved by
the Dissertation Committee on February 11, 2021
for the degree of Doctor of Ministry in Leadership & Global Perspectives.

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First and foremost, I want to recognize the friendship, kinship, and inspiration of all of my fellow LGP9 cohort mates with deep appreciation. This doctoral program's brilliance is the continuous, intentional, relational engagement and learning from each other and about ourselves. The LGP cohort consisted of sixteen: eight men and eight women, six of non-European descent, four from outside the US. Each is unique, remarkable, skilled, and called to serve as doctors of the Church, both within their local and global contexts. I consider myself to be undeservedly blessed and forever changed because of each of you. You will continue to be my friends, my colleagues, my “kin” for life.

I would never have accomplished this academic achievement without the distinctiveness of Portland Seminary and its incredible family of those dedicated to my success. In particular, I would like to single out Dr. Jason Clark, our lead mentor. He is an inspirational pastor and scholar, a precious brother from within my Vineyard global tribe, and a dear friend. Your love, prayers, and encouragement carried me through my darkest times. I also want to recognize with deep appreciation my faculty advisor, Dr. Russ Pierson, my Artifact expert advisor, Dr. Cal Habig, and my dissertation editor, Dr. Diane Zemke.

Ultimately, I want to dedicate this doctoral dissertation to my partner in all things, my wife, Gloria (aka Glo). Babe, you have been through so many challenges, especially during these doctoral years. This doctoral degree marks the end of a long academic journey, covering four degrees and forty-three years. Thanks for always walking with me through every encounter, every high and low, along the way. I hope you know that this

belongs to you as much as me. Thank you seems so inadequate, but I am happy we can share this, like everything else, together.

EPIGRAPH

It is not the critical pundits who count; not the bloggers, authors, or ivory-tower academics who point out how pastors stumble, or where the practical theologians, the doctors of the Church could have and should have done better. The credit belongs to these pastoral leaders; these men and women who are actually in the arena of loving, leading, and serving their churches, whose faces are marred by dust and sweat and tears and (sometimes) blood; who strive valiantly; who err, who come up short again and again because there is no effort without error and shortcoming; but who strive to live and lead in the complex space between thoughts, words, and the lives of people with faces and names from the local neighborhood; who know great passion, great devotion; who spend themselves in serving the Church, the Bride of Christ; who at best perhaps may know fleeting triumphs of high achievement, and who at the worst if they fail, they at least fail while daring greatly so that their place shall never be with those safe and timid social media influencers who shall never know victory nor defeat.

—Adapted from Theodore Roosevelt’s April 23, 1910 speech “The Man in the Arena.”

His master replied, ‘Well done! You are a good and faithful servant. You’ve been faithful over a little. I’ll put you in charge of much. Come, celebrate with me.’

—Matthew 25:23 Common English Bible (CEB) 2011.

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LIST OF ABBREVIATIONS

ACC	Associate Certified Coach
AL	Asynchronous Learning
CC	ICF Core Competencies
CCE	Continuing Coach Education
CIT	Coach in Training
CPD	Continuous Professional Development
EMCC	European Mentoring and Coaching Council
HCPN	Houston Church Planting Network
ICF	International Coaching Federation
MCC	Master Certified Coach
MCP	Missional Change Process
MCIT	Mentor Coach in Training
MV	Multiply Vineyard
PCC	Professional Certified Coach
RD	Resource Development
ROI	Return on Investment
SL	Synchronous Learning
Vineyard UK/IRE	Vineyard United Kingdom and Ireland
VUCA	Volatility, Uncertainty, Complexity, and Ambiguity
VUSA	Vineyard USA
WIIFM	What's In It for Me?

ABSTRACT

The problem this dissertation addresses is, like most problems, complex, multi-layered, and contextual. In essence, I inherited the Multiply Vineyard (MV) internal coaching network, which was in decline, demotivated, not performing well, and in drastic need of refurbishing. The contextual realities of MV's drastically reduced budgets and pandemic virtual training imperatives compelled me to be more innovative and adaptive. This paper's thesis is the entire MV coaching network infrastructure needs to be renovated and restructured to support MV's church planting mission.

Section 2 describes MV's alternatives, including continuing our current communications and operations approach and framework. Another proposed solution option is to focus on teaching coaching skills to pastoral leaders to develop a coaching culture within Vineyard USA (VUSA) in general and MV in particular.

Section 3 develops the thesis by walking through the landscape of selected research. Components include coaching as a framework to develop adaptive leadership skills, coaching as a framework for missional leadership development, organizing robust internal coaching networks, and sustaining the vitality of the internal coaching network.

Section 4 gives an overview of MV's revised internal coaching network infrastructure. Section 5 provides information regarding the 2021 specifications for MV's coaching infrastructure. The specifications address the coaching infrastructure's goal, the targeted audience, and the scope and content. The specifications also include the projected budget, how the ongoing evaluation will be assessed, and standards of publication. Finally, the calendar and timeline of coaching operations are described.

Section 6 describes the experiences I have realized since presenting the revised internal coaching network to the director of MV, the senior members of the MV Coach Roundtable, and other Vineyard coaching networks. Section 6 concludes with the lessons I have learned through this dissertation process and further prospective research and application avenues.

SECTION 1:
THE PROBLEM

A Story

John, an associate pastor, was invited in 2013 to become trained to provide pro bono coaching services for up to twenty-four months to church planters through Multiply Vineyard (MV), the church planting resource arm of Vineyard USA (VUSA).¹ At this time, the MV internal coaching network was only some two years old. It was expending considerable training resources to ramp up its internal coaching network, initially to senior pastor candidates and select associate pastor candidates to meet the growing demand. John's passion fueled his desire to coach less experienced pastors. John recalled his own challenging experiences as a solo pastor for over thirteen years with no one to safely process his thoughts, goals, victories, and discouragements. This aspiring coach was also motivated by his desire to make a meaningful contribution to his denomination and perhaps redeem his painful ministry experiences.

Following an initial training weekend, John practiced coaching clients under an assigned mentor coach's guidance for some eight months. Every other month the newly minted coach was also expected to participate in bi-monthly call-ins of all VUSA coaches and annually in a 360-degree assessment. John was deeply gratified in providing pro bono coaching services and became focused on acquiring more advanced training and skills. John's growing passion for coaching motivated him to receive advanced

¹ "John" is a pseudonym.

professional-quality training accredited by the International Coaching Federation (ICF) and focused on coaching ministry leaders. At his week-long training in 2015, John became acquainted with classmates that were training to provide coaching services within the internal network of an international missions agency and among the area leaders of another denomination. John began to dream of how VUSA's internal coaching network could improve how it served its mission to church planters and pastors.

The now more experienced coach began mentoring other coaches within VUSA and Vineyard UK/IRE (a sibling Vineyard national association to VUSA). John collaborated with the other mentor coaches within MV and UK/IRE to develop better training and coach development protocols. The new mentor coach quickly observed gaps in training and development of mentor coaches' critical role and the need for sustainable coach network leadership from the national level down through prospective coaching recruits. John's passion, systemic interest, and advanced training led the mentor coach to become the coordinator of mentor coaches for MV in 2018. When the former coordinator of coaching resigned to pursue other personal, professional coaching interests (publishing a book directed towards pastors utilizing coaching skills to develop local church lay leadership), John was asked to lead MV's internal coaching network in 2019. He has continued to serve MV in leading, developing, and improving the entire coaching network (of some twenty-one coaches, including five mentor coaches.)

Background

The above story portrays my progressive coaching timeline through May of 2019. I realized for some time that the former coaching coordinator was fatiguing and losing focus, perhaps because he was becoming distracted by his desire to publish a book on

coaching and leverage this into an international coach training business. Like most volunteer leaders who become distracted and fatigued, I expected the volunteer coaching network organization to require a reset and rebuilding effort. However, I was unprepared for the extent of the organizational malaise until I began assessing where we were, where we had come from, and where we needed to rebuild our coaching network to advance our MV church planting support.

In assessing the existing coaching network's state, I discovered some jarring results over the coaching network's previous seven-year lifespan. Wonderfully, 151 new church plants had been released with the assistance of some sixty-four trained coaches (including six trained external of MV). Shockingly, only twenty-five percent of the skilled, trained coaches were currently active. MV probably spent some \$1,500 to \$2,000 per trained coach, totaling \$87,000 to \$116,000 throughout six coach training events (two in 2012, two in 2013, one in 2014, and one in 2017). The return on training investment was rapidly trending downward as six, or twenty-nine percent, of our active coaches had been trained at our last and most recent coach training event in 2017.² With all MV budgets being slashed going forward, MV will be unable to underwrite and provide similar in-person coach training. Without delivering affordable, accessible training to motivated coach candidates, we will be unable to capitalize on their “pay-it-forward” desires and fresh field experiences. These dismal retentions, unsatisfactory training results, and future cost realities are juxtaposed alongside the burgeoning demands for the

² Internal MV Coaching Data Google doc compiled by Arleta Aureli, Church Plant Process Coordinator and Coaching Support for MV, accessed July 26, 2020.

coaching of church planters and pastors within VUSA, including the aging out of current coach and mentor coach personnel.

Many factors contributed to the historically meager training results and organizational malaise. Going forward, we will need to provide training for all levels of the internal coaching network with minimal training budgets. We will need to engage and provide all training and professional development 100 percent online for affordability, global access, and pandemic safety considerations. Our current pandemic global environment has altered many mindsets and parameters. We will need to be agile to respond and adapt quickly to the contextual needs for coaching, as exemplified in our current pandemic pastoral leadership unique to each local church, each local pastor. This quick, adaptive response has been illustrated as MV coaches have served as break-out small group facilitators for recent MV online pandemic training support events.

As part of my fieldwork, I have interviewed some fifteen coaching network contacts within the Vineyard global movement and other church planting organizations. I have discovered the need to alter radically how coach candidates are vetted and trained, how current volunteer coaches are valued and incentivized, and how the critical role of mentor (or supervisor) coaches are trained and developed. Additionally, I recognize how the coaching network should create highly relational and professional development connections throughout the coaching network while annually assessing each coach for quality assurance to support MV's church planting mission.

Throughout my field research, I have continued to collaborate with the other VUSA coaching entities. Our collaboration has focused on the utilization of Logan Leadership's library of coaching products. These coaching products include new coach

(including mentor coach-led practicums) and mentor coach training curriculum, mentor coaching development series, coaching tools, and the 360-degree assessment instrument. I am pleased that my collaborative efforts have resulted in a more unified Vineyard Coaching Collaborative. Progressing from three former application silos to a singular centralized internal coaching network is critical.

VUSA is in the planning stages of its first organizational restructuring in its almost forty-year history. The supreme goal is positioning the movement for more significant church growth (breaking the +600 church barrier) and, therefore, the efficient use of internal leadership development resources. These internal resources will aid the recognized affinity groups (e.g., Spanish-speaking pastors, pastors of color, female pastors, bi-vocational pastors, transitioning, and succeeding pastors.) However, I am disappointed and frustrated that the longest-standing members of the collaborative have remained singularly focused on Logan Leadership's model and their perspective of our implied corporate usage obligations. That is, they have been unwilling to challenge Logan Leadership's lethargic response towards moving to an online training format. I can appreciate Logan Leadership's desire to control the branding and quality control of their product. However, Vineyard Missions' acceptance of Logan Leadership's entrenchment appears contrary and counter-productive to MV's missional context. That context is being an adaptive missional church planting movement historically before COVID-19. The pandemic has only cemented both the challenges and opportunities for rapid, adaptive change and growth.

As a result, I have elected to withdraw my collaborative strategy towards online training for now. Therefore, I am convinced there needs to be a replacement library of

products that are timely and responsive to MV's unique requirements. My Artifact will include a proposed curriculum design for new coach and mentor coach training. Coach and mentor coach training will comprise content (perhaps "off-the-shelf" third-party plus MV developed performance applications) and is augmented with peer coaching and feedback sessions facilitated by mentor (supervisor) coaches. Practice client coaching sessions will be reviewed monthly with mentor coach oversight. The crucial framework is the material must be entirely accessible online and not limited to any particular third-party provider. All of the proposed coaching tools and a new coach assessment/coach development planning instrument will need to be developed conforming to the International Coaching Federation's (ICF) newly revised Core Competency (CC) guidelines.

Additionally, Vineyard USA's coach, mentor coach, and coaching coordinator roles should be restructured to approximate the corresponding competency ratings of the Associate Certified Coach (ACC), the Professional Certified Coach (PCC), and the Master Certified Coach (MCC) ICF markers. Our new coach training should approximate ACC competency markers. Our mentor coach training should correspond to PCC markers, and we will need to develop coaching coordinator training that will approach MCC markers. The entire library of coaching products will be exclusively owned and operated by MV and made available to VUSA and its national association partners. I intend to design this training and development curriculum to ultimately receive ICF accreditation. This ICF accreditation will enable the new curriculum to provide approved Continuing Coach Education (CCE) hours for coaches desiring to qualify for ICF credentials.

SECTION 2:
OTHER PROPOSED SOLUTIONS

Continue Current Operations

An alternative proposed solution for the MV coaching network is to continue our current communications and operations approach and framework. The reality is that this will be MV's continued internal coaching course of action until I can incorporate the proposals outlined later in this dissertation. MV will continue to promote and describe the benefits of coaching for pastoral leaders, how to get connected with an MV coach, and how to become an MV coach potentially.³ The following proposed solutions come out of the background material I wrote for the MV coaching website.

According to the ICF, coaching means "Partnering with clients (that is, those being coached) in a thought-provoking and creative process that inspires the client to maximize their personal and professional potential."⁴ The great benefit of coaching is that a church planter is very likely to see quick, positive results as an outcome. Because coaching is highly interactive, clients tend to learn and adopt new habits more quickly and organically when they are actively engaged in the learning process. The coaching session's core revolves around the coach helping the church planter process their thoughts to gain clarity and new perspectives. As soon as a coaching session concludes, church planters can implement further action steps towards accomplishing their goals. The

³ "Multiply Vineyard: Coaching," accessed August 7, 2020, <https://multiplyvineyard.org/coaching/>.

⁴ "International Coach Federation, Frequently Asked Questions," accessed August 1, 2020, <https://coachfederation.org/faqs>.

process is entirely devoted to the coached church planter. MV likes to tell their clients that the church planter is responsible for the content, and the coach is responsible for the process.⁵

One significant point about our coaching is that it takes place over an extended period (for church planters, up to twenty-four months; for other pastors, up to six months). Church planters are regularly affirmed and encouraged as they work on issues that they want to improve. By continually practicing this iterative process, church planters can more naturally alter and enhance their thought processes and actions instinctively.

The church planter or pastor will also need to ask themselves reflective questions to ascertain their readiness to enter a coaching relationship. These thoughtful questions could include: “What steps have helped you when you struggled to bring lasting change in areas of your life?” and “What ideas have helped you when you felt alone in the effort to adopt new patterns and habits?” Coaching breaks through these thoughts and behavior patterns by providing a trained coach to assist pastoral leaders in engaging in their learning and change process intentionally.

MV will continue to promote and describe to pastoral leaders how to get connected with an MV coach. Multiply Vineyard is committed to offering professional quality coaching on a pro bono basis for up to twenty-four months to every church

⁵ “Multiply Vineyard: Coaching,” accessed August 7, 2020, <https://multiplyvineyard.org/coaching/>.

planter. Based on available capacity, MV will also offer up to six months for every pastor who wants to invest in a coaching relationship.⁶

“Professional-quality coaches” is a carefully chosen phrase to convey several aspects. All MV coaches have been interviewed and examined before training. All MV coaches have gone through 2.5 days of missional coach training (or similar outside training), followed by nine months of supervised practice. All MV coaches continue to be mentored and assessed by supervisory coaches on an ongoing basis.

Formerly, the MV fee structure has been communicated as “free to the client.” Unfortunately, former clients often perceived “free” as “cheap” or “of little value.” Currently, MV communicates its fee structure as pro bono to the client to connote professional services volunteered for the client's benefit. MV has invested tens of thousands of dollars in its internal coaching network. These investments include training, coaching application systems, and assessments. While it is hard to quantify the dollar value of the thousands of hours volunteered by the coach and mentor coaches for ongoing development, typical non-profit coaching sessions easily merit \$100-150 per session. MV regards the high value of coaching as a strategic investment in each unique church planter leadership unit and its specific church plant.

MV has discovered that the coaching relationship works best utilizing four six-month cycles (initial plus three subsequent optional cycles). Every sixth month, the coach and church planter will check how effective the coaching relationship is progressing. Typically, the coaching process is initiated following the official release of the church

⁶ “Multiply Vineyard: Coaching,” accessed August 7, 2020, <https://multiplyvineyard.org/coaching/>.

plant by Vineyard USA. In unusual cases, the coaching process may be undertaken before release, during the church planter discernment process.

MV believes coaching makes a measurable strategic difference in the viability and sustainability of our church plants. Multiply Vineyard's high value of coaching, coupled with their daring church planting goals (hundreds of churches planted over the next ten years), continues to stimulate the increasing demand for professionally trained coaches. MV coaches serve on a volunteer basis; therefore, their availability is understandably affected by their co-vocations, church ministries, and their respective season of life. All these contributing factors cause MV's supply of available active coaches to fluctuate accordingly (thus, their organizational coaching capacity is commensurately affected). Since coaching demand always potentially outpaces supply, MV continues to need a pipeline of quality candidates to become professional-quality trained coaches.

My field experience in vetting and training prospective candidates has led me to communicate fundamental criteria to consider potential coaching candidates. Potential candidates should be actively engaged in a local Vineyard church. Since VUSA is a relatively small movement (some 600 churches in the US), this is not always a given current experience. Current Vineyard church engagement is fundamental because MV certified coaches are coaching Vineyard church planters and pastors. Therefore, they represent and foster the unique Vineyard DNA to their respective MV clients. Beyond coaching expertise, MV coaches always expect and depend upon the Holy Spirit's active

collaboration to make their coaching sessions/process a transformative rather than just a transactional experience.⁷

While MV coaches may coach current pastors, prospective coaching candidates should realize that the Multiply Vineyard internal coaching network was founded and exists to serve VUSA church planting's mission. Potential coaching candidates should view their pro bono coaching practice as a tangible investment in the missional task of church planting, primarily focused on the church planting leadership unit (that is, the person rather than the plant). Prospective candidates must be passionate about coaching Vineyard ministry leaders. Again, since the MV coaching network is an internal network, its primary clients are the movement's pastoral leaders. Passion must be what fuels potential candidates' commitment to professional quality coaching. Therefore, prospective coaches should be prepared and committed to actively honing their coaching skills and pursue how they may help ministry leaders within the VUSA movement (whether within their local Vineyard church or for any Vineyard church planter or pastor). That is, they should view their coaching as a ministry opportunity and not a passive volunteer activity.

Focus on Teaching Coaching Skills

Another alternative proposed solution for the MV coaching network is to focus on teaching coaching skills to pastoral leaders to develop a coaching culture within VUSA. Daniel Goleman's "Leadership That Gets Results" article outlines six distinct leadership

⁷ "Multiply Vineyard: Coaching," accessed August 7, 2020, <https://multiplyvineyard.org/coaching/>.

styles. “The styles . . . appear to have a direct and unique impact on the working atmosphere of a company . . . or team. . . .”⁸ Goleman contends that the six distinct leadership styles can be viewed as different, purposeful golf clubs within the bag of a proficient golfer. Each club or type is suited to a unique context or purpose. Goleman describes the six distinct leadership styles as coercive, authoritative, affiliative, democratic, pacesetter, and coaching leaders. While there could be an entire dissertation written on where and when these distinctive leadership styles would be applicable for a pastoral leader, I will focus on the coaching leader. Coaching leaders develop people for the future.⁹

Goleman’s research proposes that coaching leaders help employees discover their unique strengths and weaknesses and allow them to incorporate their discoveries into their personal and career plans. Coaching leaders give their employees assignments that challenge their development as well as the considerations for workflow. Therefore, coaching leaders are willing to tolerate or accept short-term missteps if the employee gains long-term learning. Goleman discovered this leadership style is least often utilized because of the initial time investment needed to develop and teach people how to grow rather than simply accomplish a task. However, Goleman also observed that leaders discover this approach takes little additional time once the initial framework is in place. The positive impact on both the work environment and work performance affects long-term reproducible results.¹⁰

⁸ Daniel Goleman, “Leadership That Gets Results,” *Harvard Business Review* (March-April 2000): 78.

⁹ Goleman, “Leadership That Gets Results,” 80.

¹⁰ *Ibid.*, 87.

How might pastoral leaders appropriate the coaching leader approach?

Recognizing that they are most often dealing with volunteers rather than employees, how can they help each volunteer connect their strengths and passion to the missional work of planting a church? Perhaps this might be accomplished by training pastoral leaders in coaching skills rather than merely providing them with a coaching experience.

Tom Camacho preceded me as the Coaching Specialist for MV. From the context of being a church planter and lead pastor, Camacho became convinced that pastors could and should utilize coaching skills as the preferred strategy to develop prospective leaders all around them from within their circle of influence. His passion became the driving force behind publishing *Mining for Gold* and led him to pursue this passion as a global application of this salient coaching principle.

Camacho wrote *Mining for Gold* for a general audience, making it accessible and easy to read for many. This purpose speaks to Camacho's intent to write a book about coaching that reduces coaching's mystique while emphasizing coaching's transformative benefits. Camacho focuses on developing leaders who thrive from "the sweet spot" of how they are wired or designed by God. The gold is what God has uniquely gifted them for, and the mining process is a metaphor for the coaching process.¹¹ As a church planter and pastor, Camacho speaks from his significant experience towards the ever-present need to grow and develop leaders within the local church. Therefore, utilizing coaching skills, the burden of leadership development is shifted from the pastor to partnership with the Holy Spirit and the prospective leader as they discover their wiring or sweet spot.

¹¹ Tom Camacho, *Mining for Gold: Developing Kingdom Leaders through Coaching* (London, UK: InterVarsity Press, 2019, 4.

Camacho focuses on ministry leaders developing coaching skills to raise other leaders, not necessarily becoming coaches themselves. His four fundamental concepts are: gold is everywhere; open your eyes to see it; learn the skills to draw it out; and develop others continuously. Gold is the potential within every believer. Camacho leans into the greater need to develop emerging leaders rather than creating followers to perform the leader's envisioned tasks. Adaptive leaders should always be looking to develop others into what they are best suited for rather than merely filling a gap to accomplish an assignment. Adaptive leaders best learn to see and draw out by becoming recipients and students of coaching themselves. Much like discipleship, this coaching approach is intended to become an ongoing self-reproducing, iterative process.¹²

Camacho's construct could lend itself to training pastoral leaders in developing coaching skills to develop others. However, we are then back to the accommodation of a singular third-party product with one intended application, entwined with its owner's unique brand, application, and financial/legal relationship. These are the very issues I am trying to separate and, therefore, divest MV from, fostering greater agility and adaptability to church planting's ever-changing environment.

Conclusion

Our review of MV's alternatives includes options that reflect existing practices and a radical departure from the current internal coaching network approach. The continued methods of communicating the great benefit of coaching for church planters and pastors can continue through existing communication channels. I am finding more

¹² Camacho, *Mining for Gold*, 5.

pastors requesting coaching, particularly given pandemic accordion-like opening-and-closing local protocols. Pandemic realities illuminate how MV's former paradigm needs to shift to become much more agile and adept at matching coaching resources to emerging pastoral needs.

The former methodology of connecting pastoral leaders to available coaches needs to shift to a both/and approach. Church planters are increasingly coming from outside the Vineyard movement and are in greater need of a coach to aid their planting of Vineyard church plants. Also, coaches need to be empowered and encouraged to provide coaching on a more informal, organic connection wherever they discover a pastoral leader desiring a coach to aid their thought processes and action plans.

The most critical shift needs to occur in the recruiting, vetting, and training of MV coaches. New coach training should become directed at smaller triads of prospects who reflect the needs of succeeding pastors, female pastors, pastors of color, and Spanish-speaking pastors. I will speak more of this shift and focus on new coach training within my Artifact development in Sections 4 and 5.

Despite Tom Camacho's abundant Vineyard church planting and pastoral experience, his *Mining for Gold* resource remains another third-party owned and directed coaching resource. Especially during these pandemic times, my field experience reveals that pastors are less interested in learning coaching skills than working with competent coaching professionals to partner with them towards effective Kingdom-Building in this new pandemic mission field. MV must retain ownership of a library of coaching tools that can reflect the current application needs, contemporary return on investment (ROI)

realities, and the current technology accessibility opportunities. Again, these issues will be further addressed and unpacked in the development of my Artifact.

SECTION 3:

THESIS

I am researching the development of coaching networks to more effectively support Vineyard church planters and pastors. There is a need to redevelop a robust, growing, self-sustaining coaching network for MV to support VUSA's church planting mission. The redeveloped structure should incorporate both the Vineyard value of being Holy Spirit-led and professional-quality coaching practices. The internal network should reflect the Vineyard's volunteer context for recruiting and training new coaches while also developing current coaches. Most notably, the revised system must be flexible to adapt to church planters' coaching needs within VUSA.

Current Environment

In MV's coaching network, the mentor coach role describes senior-level coaches who help develop less experienced coaches and serve on the collaborative MV Coach Roundtable to continue developing the coaching infrastructure. The mentor coach's responsibility also engages assigned coaches and is intended to provide a supervisory (or pastoral) component. My observation is this role has not functioned well due to a lack of coherent training and professional development. The renewed emphasis on continuing comprehensive mentor (or supervisor) coach training will affect relational and proficiency development. The enhanced training of mentor coaches will significantly improve the following: the recruitment, vetting, and grounding of new coaches; the relational and professional enhancement of current coaches; the maturity of mentor coaches and prospective national association coaching coordinators; and form a robust,

contextual coaching network for church planters within VUSA. MV's healthy, contextual coaching system will strategically enhance VUSA's church planting efforts and resource its sibling global Vineyard national associations.

While the Vineyard does not mandate or prefer a particular church plant model, the vast majority of Vineyard church plants are self-funded by co-vocational church planting couples or core teams. Within the Vineyard, the further stress of a primarily bi-vocational economic environment intensifies multiplying churches' complexity. Therefore, co-vocational church planters require more coaching and more access to coaching resources. Thus, Vineyard church planters desperately need access to a healthy internal coaching network to support their entrepreneurial new church efforts' co-vocational leadership needs. For professional quality coaching resources to be readily available for VUSA's evolving needs, the coaching network must become much more vigorous and viable.

Vineyard coaching resources provide their services on a pro bono basis throughout the Vineyard, adding to the complexity of retaining experienced skilled coaches. Vineyard internal coaching networks have been deficient in supervising their volunteer coaches' training and development with an adequately trained corps of mentor (or supervisor) coaches. These mentor coaches must provide sufficient reinforcement support for internal coaches to move the coaching network forward with VUSA's organizational church planting goals.

MV's coaching network has incurred high turnover and has been unable to retain experienced, long-term coaches or mentor coaches within Vineyard's coaching network. The Vineyard's historical premise of open-ended volunteer leadership within the pro

bono internal coaching system has jeopardized the retention of experienced coaches and, therefore, the sustainability of the network's training and development efforts. VUSA's current reorganization studies and proposals are scrutinizing this historic open-ended volunteer leadership premise. VUSA has begun the phased communication and adoption process and will ultimately adopt these reorganization recommendations by March of 2021. For this dissertation and Artifact, I focus on the best steps onward within the current VUSA working environment.

Internal coaching networks staffed by volunteers commonly experience high turnover. Higher retention rates and higher ROI returns on coach training investment can be accomplished by incentivizing the volunteer roles. This incentive approach will be achieved by revamping the coaching role in general and the mentor (or supervisory) coach role.

Coaching as a Framework for Developing Adaptive Leadership Skills

Since executive coaching started in the for-profit world, I want to illustrate how coaching is the preferred system for assisting leaders in developing their adaptive abilities to lead in our current uncertain environment. We will survey many classical and contemporary sources advocating the need for various adaptive leadership skills. We will also review how coaching is a practical framework for engaging leaders in developing their flexible leadership skills.

Leadership Development

Ibarra, Snook, and Ramo note, “Leadership development may be one of the most important yet understudied areas in leadership research.”¹³ If this is true for non-faith-based, for-profit organizations, how much more needful is it within the church where we have traditionally shunned considering best business practices. Local pastors are called “to equip [their] people for works of service, so that the body of Christ may be built up.” (Ephesians 4:12).¹⁴ The ultimate equipping pastoral leaders can invest in is the leadership development of those within their circles of influence.

Morgan McCall argues, “Anyone who has ever suffered under an incompetent leader knows the local toll it takes. . . .” Throughout a forty-five-year career, I and others I have observed have suffered under dreadful leaders. As we consider the impairment caused by appalling leadership, it seems evident that it is crucial to invest in developing (and sometimes healing up) leadership talent.¹⁵ Unless we intervene in deficient leaders’ cycle, we will continue to propagate inadequate leadership development even within the local church. Coaching is an excellent framework to aid pastoral leaders in unpacking their leadership development skills.

¹³ Herman Ibarra, Scott Snook, and Laura Guillen Ramo, “Identity-Based Leader Development” in *Handbook of Leadership Theory and Practice: An HBS Centennial Colloquium on Advancing Leadership*, ed. Nitin Nohria and Rakesh Khurana. (Boston, MA: Harvard Business Press, 2010), 674.

¹⁴ Holy Bible, New International Version® Anglicized, NIV® Copyright © 1979, 1984, 2011 by Biblica, Inc.®

¹⁵ Morgan W. McCall Jr., “The Experience Conundrum” in Nitin Nohria and Rakesh Khurana, *Handbook of Leadership Theory and Practice*, 705.

Volatility, Uncertainty, Complexity, and Ambiguity

The term, VUCA (volatility, uncertainty, complexity, and ambiguity), was coined in the Army War College in Carlisle, Pennsylvania, the Army's graduate school for aspiring generals. Bob Johansen contends in his *Get There Early* that the skills of vision, understanding, clarity, and agility must be cultivated in today's leaders rather than survival. The title, *Get There Early* speaks to being intentional about direction and destination with the timing to make an informed, rather than a reactive, decision.¹⁶

Johansen builds on his earlier work with *Leaders Make the Future*. He demonstrates how volatility concedes to vision, how uncertainty yields to understanding, how complexity defers to clarity, and how ambiguity yields to agility. Johansen contends these future leadership skills can be mastered with time and available resources. Perhaps most critically, prospective leaders must immerse themselves in listening and learning.¹⁷ Indeed, coaching professionals can help leaders to unpack and clarify their learning.

Berger and Johnston contend the VUCA is both global and transcultural. Berger and Johnston address accepted leadership practices, such as obtaining feedback, skilled listening, and expressing a clear vision, but their unique value-added slant is how they broaden the discussion. When the authors speak to listening, they suggest most people think good listening answers the question of "What does this message mean to *me*?" However, excellent listeners should be asking, "What is this person's purpose, intent,

¹⁶ Bob Johansen, *Get There Early: Sensing the Future to Compete in the Present* (San Francisco, CA: Berrett-Koehler Publishers, 2007), 2-3.

¹⁷ Bob Johansen, *Leaders Make the Future: Ten New Leadership Skills for an Uncertain World* (San Francisco, CA: Berrett-Koehler Publishers, 2009), 162-165.

hope in delivering this message? What does this message mean to *them*?”¹⁸ Within ICF core competencies (CC), active listening (or listening actively) is the supreme coaching skill.¹⁹ The intent of coaching is not merely to assist the client’s clarity and perspective but also to model essential skills that they can assimilate and utilize in their context.

Garvey Berger and Johnston challenge us to “get our heads around” what is possible rather than what is probably going to happen. This crucial distinction highlights the *possibility* of what can happen rather than the *probability* of repeating what has happened before. What is needed is to grow more able to handle complexity through the mind's simple habits to stretch one’s thinking.²⁰ Perhaps the coaching core competency of asking powerful questions can help leaders to unpack their thoughts.²¹ As the leader utilizes this learned skill on themselves and stretch their thinking, they become encouraged to apply this skill to aid others within their circle of influence.

Garvey Berger and Johnston outline the deceptively simple habits of the mind as asking different questions, taking multiple perspectives, and seeing systems. Asking different questions enables someone to shift their mindset. Taking numerous views allows one to learn from the *other’s* perspective and utilize this newfound power to resolve the contextual dilemma (rather than to be weaponized against the other). Seeing systems (what is happening) outperforms cause-and-effect analysis. Seeing systems

¹⁸ “Cultivating Leadership,” accessed March 7, 2019, <https://www.cultivatingleadership.co.nz/>.

¹⁹ International Coach Federation (ICF), “Core Competencies,” accessed August 9, 2020, <https://coachfederation.org/core-competencies>.

²⁰ Jennifer Garvey Berger and Keith Johnston, *Simple Habits for Complex Times: Powerful Practices for Leaders* (Stanford, CA: Stanford University Press, 2015), 11-12.

²¹ International Coach Federation (ICF), “Core Competencies,” accessed August 9, 2020, <https://coachfederation.org/core-competencies>.

allows reality to emerge rather than one's constructed predetermined effect based on perceived causes.²² Berger and Johnston's approach takes advantage of advanced coaching competencies to assist the client (as an individual or a group of individuals) in gaining clarity, becoming unstuck from their current challenge, and discovering new approaches, goals, and action steps.

Courageous Leadership

Brene Brown, when interviewed by Chad Gordon, noted four critical skills needed to become a courageous leader.²³ The ability “rumbling with vulnerability” is the fundamental skill and is intended to overcome the primary reaction that people must respond to fear. Her research indicates that curiosity is the essential key component to “rumbling with vulnerability.” Capable coaches partner with their clients to enhance their clients' awareness. Coaching evokes inquiry in the client and opens them up to consider other viewpoints and possible courses of action.²⁴ “Living into your values” is the second skill that leaders require to function out of a clear understanding of their values and corresponding behaviors. “Braving trust” is the third skill. Brown recognizes how difficult it is for leaders to discuss and communicate around the topic of trust openly. However, her research consistently demonstrates that high-functioning teams always

²² Garvey Berger and Johnston, *Simple Habits*, 16-27.

²³ Chad Gordon, “Blanchard Leader Chat,” October 10, 2018, <https://leaderchat.org/2018/10/10/brave-work-tough-conversations-whole-hearts-brene-brown-on-dare-to-lead/>.

²⁴ International Coach Federation (ICF), “Core Competencies,” accessed August 9, 2020, <https://coachfederation.org/core-competencies>.

operate from a mutual position of trust. Brown contends that this is yet another leadership development skill that can be taught and learned.²⁵

“Learning to rise” is the fourth skill, that is, the ability to not only recover from a mistake but to move forward with newly gained skills and self-understanding. This critical learning skill enables leaders to learn from mistakes quickly and then pass on their recently acquired understanding for their team and others’ benefit. That is, rather than continuing to experience negativity from the misstep, they build upon it for the advantage of themselves and those they influence. In summation, “Courage is a skill set we can teach, measure, and observe, but we are choosing not to because it is an investment of energy and time. . . . If we need braver leaders, but we’re not investing in skilling them up, what is getting in the way?” asked Brown.²⁶ Coaching is a fertile investment opportunity to “skill up” the adaptive abilities of leaders.

Brown describes curiosity as the DNA of the grounded confidence to rumble with vulnerability.²⁷ Intense interest is critical to staying open to oneself and staying available to the other. The essential skill is applying curiosity when I would much rather “armor up” to protect my ego.²⁸ Brown describes several questions and starters to enhance the process of continuously listening and asking powerful open-ended questions. “Tell me more.” “I’m wondering. . . .” “Help me understand. . . .” are some of the staples of

²⁵ Chad Gordon, “Blanchard Leader Chat,” October 10, 2018, <https://leaderchat.org/2018/10/10/brave-work-tough-conversations-whole-hearts-brene-brown-on-dare-to-lead/>.

²⁶ Ibid.

²⁷ Brene Brown, *Dare to Lead: Brave Work, Tough Conversations, and Whole Hearts* (New York, NY: Random House, 2018), 171.

²⁸ Brown, *Dare to Lead*, 12.

powerful questions used by coaches to help clients gain clarity. What Brown seems to contend is that we need to coach ourselves. We need to pause, continue to listen (actively), and ask timely (powerful) questions to help the client (ourselves) gain clarity. The difference in this scenario from a classical coaching relationship is the courageous leader becomes both the client and the coach.

Coaching skills provide a unique set of skills to dramatically emphasize active listening and powerful, simple, discretionary questions. Active listening is to be fully present without any agenda other than reflecting what has been said back to the speaker. The purpose of potent, unassertive, flexible questions is to stimulate the speaker's thoughts and ideas for further clarification. Susan Scott advises, "Fill your conversations with silences during which reality may be interrogated, learning may be provoked, tough challenges may be tackled, and relationships may be enriched."²⁹ Since coaching focuses on drawing out the other's thoughts and ideas rather than instruction, our conversations can become full of silences. These silences are for the developing leader's benefit to think and process action steps rather than for the directive leader to instruct, fix, or command.

Adaptive Leadership

Heifetz defines an adaptive organization as having five markers. The "elephants in the room are named," that is, no issue, and no questions are off-limits or too uncomfortable to be asked or discussed during a meeting. This practice enhances sharing the organization's future among people whose voice and whose interest is not limited by their organizational roles and job descriptions. Adaptive organizations push decision

²⁹ Susan Scott, *Fierce Conversations*, (New York: Berkley Book, 2002) 237.

making and idea generation down to its lowest levels and expect individuals to exercise sound judgment and independent decision-making. These ongoing practices model and catalyze leadership development. Leadership development becomes a natural, organic outgrowth of regular organization operations rather than a separate developmental program. “Leadership is practiced in the details and must be learned close to where the tire hits the road.”³⁰ Just-in-time leadership growth practices are married with right-where-we -are.

Adaptive leadership development often sounds great in theory but is only beneficial throughout the organization as it becomes deeply ingrained within the corporate DNA. The organization supports coaching for those in executive positions because having a sounding board outside the organization can avert the insular thought processes that undermine adaptability.³¹ Heifetz speaks to the historic utilization of outside coaching resources for executives. As coaching enables executives to develop adaptive leadership skills, the corporation takes notice and wonders how these coaching resources can be pushed down more extensively throughout the organization. Corporate America’s motivation to provide cost-effective coaching resources to aid adaptive leadership skills gave rise to internal coaching networks. Subsequent sections of this dissertation will address how a definitive coaching framework can benefit developing and enriching adaptive leadership skills.

³⁰ Ronald Heifetz, Alexander Grashow, and Marty Linsky, *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*, (Boston, MA: Harvard Business Press, 2009), 101-105.

³¹ Heifetz, Grashow, and Linsky, *The Practice of Adaptive Leadership*, 107.

In Edwin Friedman's *A Failure of Nerve*, he contends that only persistent, well-defined leadership will overcome the chronic anxiety that permeates American culture and society. He argues whenever a "family" unit (be it biological, a congregation, or a community) is ruled by anxiety; there is a chronic, pathological failure of nerve among its leaders.³² Although Friedman's notes were compiled and published in 1999, his observations are consistent and applicable to today's pandemic environment. Truly, chronic anxiety is reverberating and feeding a ceaseless cacophony throughout our families, congregations, communities, and nation.

So how is a leader not to lose their nerve in the face of this onslaught of contagious fear? Friedman contends the leader's presence and being, not technique and know-how, is what counts.³³ Leaders must shift their orientation from motivational techniques to the leader's presence and being.³⁴ The leader must stay connected with those they lead while changing themselves rather than trying to fix others. This counterintuitive approach is an example of a classic adaptive leadership conundrum. The problem is never solved or improved by responding or striving to remedy the other's anxiety. Instead, leaders must focus on themselves to remain connected to those they influence without connecting with their distress.

John Kotter's Harvard Business School classic, *Leading Change*, while a bit dated, introduces us to creating an adaptive corporate culture. Kotter contends that adaptive firms with adaptive cultures generate superior products and services. They are

³² Edwin Friedman, *A Failure of Nerve: Leadership in the Age of the Quick Fix* (New York, NY: Church Publishing, 1999), 2-3.

³³ Friedman, *A Failure of Nerve*, 17.

³⁴ *Ibid.*, 4.

quicker and more agile than their competitors while often having far fewer resources than their competition.³⁵ Adaptive leaders create an adaptive corporate culture. Kotter declares the effective strategy is adaptive leaders who develop the habits of becoming lifetime learners. Lifetime learners incorporate simple practices into their leadership. Often, the most basic systematic rhythm is listening with an open mind.³⁶

Competent coaching can partner with pastoral leaders and aid them in unpacking their adaptive leadership skills. Once pastoral leaders begin incorporating and practicing these skills, they can change their organizations' climate and culture. As Kotter has suggested, rather than wholesale changes, pastoral leaders should become lifetime learners. This learning should include coaching skills producing a coaching mindset. A coaching mindset will enable them to remain curious, listen carefully, and ask questions to benefit those they influence.

The Coaching Framework

John Whitmore's *Coaching for Performance* contends that coaching can be seen as "unlocking a person's potential to maximize their performance." Coaching helps the client learn how to learn rather than teach them content or achieve a task. Whitmore contends that we all have a built-in, natural learning capability that is disrupted by instruction. Using coaching to help the client learn also speaks to the enigma of when to share knowledge and experience and when not to share.³⁷ From a Christian coaching

³⁵ John P. Kotter, *Leading Change*, (Boston, MA: Harvard Business School Press, 1996), 170-171.

³⁶ Kotter, *Leading Change*, 182-183.

³⁷ John Whitmore, *Coaching for Performance: The Principles and Practice of Coaching and Leadership*, Rev. Ed. (London, UK: Nicholas Brealey Publishing, 2017), 12-14.

perspective, the same Holy Spirit that inspires the coach to assist the client in processing their thoughts is the same Holy Spirit that inspires the client's newfound clarity and perspective.

Whitmore also draws out how a coaching culture provides the leadership and the organization the best chance to adapt and flourish as they face the waves of change. A coaching culture focuses on being supportive of people and their development. In a coaching culture, leaders learn to listen to their people, act on what they discover, and empower their people. The long-term results of a coaching culture are team members accepting responsibility for themselves and others, performing better, and experiencing lower turnover and longer retention within the organization.³⁸ Effective coaching aids and supports the pastoral leader and exposes the leader to an entirely new way of leading and developing others. Thus, well-coached pastoral leaders can form a coaching culture that focuses on developing and empowering others for the ministry's work.

Developing leaders can benefit from a strong coaching relationship. The coaching relationship effectively assists emerging leaders in the following areas: serves as a springboard for new thinking and better decision-making processes, helps set new directions, and identifies goals and objectives. Coaching is an intentional process leading to deliberate action and change.³⁹ While coaching skills can and should be utilized by developing leaders throughout their daily interactions, a formal coaching agreement is premised on prescribed intentionality.

³⁸ Whitmore, *Coaching for Performance*, 211.

³⁹ Madeleine Homan Blanchard and Linda J. Miller, *Coaching In Organizations: Best Coaching Practices from The Ken Blanchard Companies* (The Ken Blanchard Companies, 2013), 140-141.

The coaching agreement should be mutually agreed upon and include desired outcomes, confidentiality protocol, stated frequency, and delineated terms of engagement. Coaching can help leaders assess their strategic and operational abilities to identify gaps and strengthen areas in which they are weak. Vital leadership aspects might include articulating the organization's vision, defining and building the culture, and setting strategic imperatives for any given calendar period. Operational leadership aspects might consist of their group's dynamics, establishing protocols for communication, and creating transparent systems for their organizations.⁴⁰ Since a developing leader's personal and family life also affect work performance, these areas can also be included as topics within the coaching relationship. This dilemma is typically evidenced by emerging leaders' predominant challenge to balance work, life, and family.

Developmental coaching helps individuals learn from their working experience. Adaptability is the ability to deal with change effectively. The skill of adaptive leadership requires a foundation of expertise in one's existing role and the self-confidence needed when it is necessary to step out of one's comfort zone.⁴¹ Developmental coaching is driven by the learner (or client), not the coach. Effectual learners must be motivated to reflect upon their behavior, incorporate constructive feedback, and take action related to their learning goals. Each coaching session is a link in the iterative process for the learner. Within each session, the learner will obtain new awareness, expand clarity, and construct realistic, accountable action steps.⁴²

⁴⁰ Blanchard and Miller, *Coaching In Organizations*, 146-147.

⁴¹ James M. Hunt and Joseph R. Weintraub, *The Coaching Organization: A Strategy for Developing Leaders*, (Thousand Oaks, CA: Sage Publications, 2007, 28-31.

⁴² Hunt and Weintraub, *The Coaching Organization*, 38-39.

Leadership coaching expands the developing leader's ability to accomplish what they want to do. The desire for the budding leader is to go beyond transactional learning into a transformational experience. Developing leaders need to learn to see themselves not as static but as fluid and always in the process of becoming. Since transformational learning revises beliefs and assumptions, it is still an emotional process.⁴³ Triple loop learning means correcting mistakes and producing intended results by moving from actions to thinking and from thinking to being. That is, a transformed being perspective will transform a thinking perspective, which will alter behavior.⁴⁴

I have now surveyed many classical and contemporary sources advocating various for-profit adaptive leadership skills. I have also reviewed how coaching is a practical framework for engaging leaders in developing their flexible leadership skills. This section illustrates how coaching is the preferred system for assisting leaders in developing their adaptive abilities to lead in our current uncertain environment. I now turn our attention to coaching as a framework for missional leadership development.

Coaching as a Framework for Missional Leadership Development

While coaching originated within business and government to address leadership development, I contend it is eminently applicable in developing missional leaders' adaptive leadership skills. I will now review numerous contemporary sources describing the unique characteristics of missional leadership. Coaching practitioners of pastors and church planters must recognize and understand these distinctions of missional leadership.

⁴³ Robert Hargrove, *Masterful Coaching*, rev. ed. (San Francisco, CA: Jossey-Bass, 2008), 110.

⁴⁴ Hargrove, *Masterful Coaching*, 114-115.

The Uniqueness of Missional Leadership

Emma Percy's *What Clergy Do* highlights the tension between a focus on church growth as the marker of success, the need to 'keep the show on the road,' and sustaining a congregation's faith and community. Percy is not advocating church as a cozy club, but she highlights that much of pastoral care's daily work does not lend itself to measurable output. That is, the language of business does not have a way to measure the value of an informal chat or a home visit or a chance encounter at the grocery store. Percy's thesis is that the language of value needs to change so that the unmeasurable—the skill of comforting, for example—can be described and valued. Much of pastoral care leaves the pastor feeling the same way as the primary caregiver of a small child. That is, one can spend the whole day absorbed by the child's care and yet feel they have achieved absolutely nothing.⁴⁵ This need for new metrics is often the primary tension, the source of frustration for a preponderance of many pastors. Percy's allegory of mothering is so helpful as a construct to balance current care along with desired healthy growth.

Percy's maternal construct helps describe parish ministry as a way of life. She states, "Its rhythms do not conform to traditional boundaries between work and home, on and off duty, public and private space." She explains that while healthy boundaries are essential (and yet so challenging to instill), the limits or lines are often blurred. Times of work and rest are not so easily predictable.⁴⁶ While parish ministry may not be just like

⁴⁵ Sarah Batts, "Book Review: What Clergy Do, Especially When It Looks Like Nothing," April 23, 2014, accessed May 31, 2019, <https://sarabatts.co.uk/2014/04/23/book-review-what-clergy-do-especially-when-it-looks-like-nothing/>.

⁴⁶ Emma Percy, *What Clergy Do: Especially When It Looks Like Nothing* (London, UK: SPCK Publishing, 2014), 163.

mothering, it comes pretty close, especially when one is the solo pastor. Our male-dominated local church organization (even among egalitarian leadership denominations) desperately needs this construct. The church planters and pastors I coach and the coaches I mentor to coach others (who are all primarily solo pastors) urgently need this beneficial approach.

Percy states, “Parish priests need to accept this is an inexact science—more a creative art form. Thus, they need virtues rather than formulas.”⁴⁷ I am passionate to continue learning how to apply adaptive leadership skills for an ever-changing local church ministry context. Percy has provided an invaluable resource and construct to help local churches' leaders develop their adaptive abilities.

Pastors Need a Basic Coaching Paradigm

Dennis Easter reminds us in his book *Empowered Coaching*, “In most leadership situations, coaching is conspicuous by its absence.”⁴⁸ That is, when clients are disoriented, they are unable to see clearly. Not being able to focus their thoughts, they are unable to establish realistic goals and action steps. The inevitable lack of results often leads to blaming of self or others. Fear and blame lead to a spiral of paralysis and non-movement. Conversely, with the presence of effective coaching, “the gap between knowing and doing is bridged with intentional next steps.”⁴⁹ These gaps are bridged

⁴⁷ Emma Percy, *What Clergy Do*, 164.

⁴⁸ Dennis W. Easter, *Empowered Coaching: Drawing Out the Best in Those You Lead* (DMin. diss., George Fox Evangelical Seminary, 2012), 9, accessed April 29, 2019, <https://digitalcommons.georgefox.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1025&context=dmin>.

⁴⁹ Ibid.

because pastoral leaders gain confidence and are willing to take risks. Time and again, the partnership of practical, Holy Spirit-led coaching effects measurable leadership gains for pastors and church planters.

Easter contends that if pastoral leaders are going to become intentional about focusing on others' development, they need to acquire "a basic coaching paradigm." A simple coaching approach would include active listening, asking thoughtful, well-chosen questions (for the benefit of the other), and providing helpful, constructive feedback. To aid the pastoral leader's strategic intentionality, they should adopt an easy-to-use coaching model. This approach is beneficial even if the coaching is more focused on utilizing coaching skills rather than a formal coaching contractual relationship.⁵⁰

Easter's fieldwork included the utilization of Logan Leadership's *Coaching 101*.⁵¹ Bob Logan is an internationally recognized church planter and coaching resource, even though his Logan Leadership tools and resources are not accredited by ICF and do not follow CC guidelines. Bob Logan's model is often referred to colloquially as the "5 Rs".

- *Relate* focuses on establishing the coaching connection relationally and keeping the coaching conversation's focus upon the client.
- *Reflect* focuses on discovering what the client wants to concentrate on during the coaching conversation.
- *Refocus* redirects the client back to their goals and desires.
- *Resource* concentrates on who can help the client accomplish their desired goals.
- *Review* loops back around to evaluate and celebrate progress and revise initial plans.⁵²

⁵⁰ Easter, *Empowered Coaching*, 18-19.

⁵¹ Robert E. Logan, Sherilyn Carlton, and Tara Miller, *Coaching 101: Discover the Power of Coaching* (St. Charles, IL: ChurchSmart Resources, 2003).

⁵² Logan, Carlton, and Miller, *Coaching 101*, 29.

Logan Leadership's "5Rs" is an easy-to-remember coaching model that can enable a pastoral leader to become much more strategic and intentional in utilizing coaching skills to establish a coaching culture within their local church.

The Uniqueness of Faith-Based Coaching

Paul Duncan's research prompts me to pause and consider why faith-based coaching is extra powerful in coaching church planters and pastors. Duncan's research was derived from interviews with five Christian coaches and how their faith values informed their coaching practices with non-religious clients. While perhaps not expressed publicly to their clients, all the interviewed coaches addressed the following themes: (1) their faith informed their confident view of themselves and being "called" to their coaching practices, (2) their understanding of the meta-narrative of God's unique plan and purpose for each person resulted in the consistent expectation that God would be at work within each of their clients' coaching sessions, and (3) the role of prayer in praying for clients before meetings or within sessions if requested.⁵³

Unlike Duncan's researched coaches, Vineyard coaches are expected to practice and express their Christian beliefs and embrace and reflect Vineyard's unique DNA within their coaching practices. This expectation of displayed Vineyard values within the coaching sessions is a crucial vetting criterion I discuss with each prospective candidate interested in becoming trained to coach Vineyard pastoral leaders. The coaching candidates are considered for training as a Vineyard denominational support resource

⁵³ Paul Duncan, "Examining how the Beliefs of Christian Coaches Impact Their Coaching Practice" *International Journal of Evidence Based Coaching and Mentoring* Special Issue No. 6 (June 2012): 30-45.

towards Vineyard pastors and church planters. Therefore, a starting point for prospective Vineyard coaches is active engagement and understanding of local church ministry leadership challenges (thus active participation in local Vineyard church leadership). Furthermore, my experience and observations have led me to conclude that the current church planters who experience positive coaching relationships are the best coaching prospects.

First and foremost, Vineyard coaches must understand the dynamics of Vineyard Kingdom theology within the context of local pastor leadership challenges. That is, we expect volunteer coaches to see their pro bono practice as a calling to aid the movement's missional church planting goals. While striving to learn and express best professional, ICF-informed coaching practices, coaches should always expect the Holy Spirit to show up and be an integral "partner" in the client's coaching process. An effectual mentor (or supervisor) coach needs to keep coaches appropriately focused, avoiding coaches drifting towards two eventual errant polar zones. That is, becoming too "professional" and forgetting the transformative power of the Spirit or becoming excessively "Spirit focused" and treating their coaching sessions like personal prophetic prayer times with their client. These errant drifts can be avoided with high-relationship-focused supervisory coaching that addresses the dynamic balance of professional practice and Spirit-led ministry.

Coaching Dualisms

My fieldwork observations reveal that for-profit companies are more detailed in outlining coaching program execution protocol, operational performance, and ROI expectations. Yossi Ives' research forces us to contend with the confusion of often

conflicting definitions, that is, “What is ‘Coaching?’” Ives’ study proposes three coaching dualisms to consider: (1) directive or non-directive, (2) personal-development or goal-focused, and (3) therapeutic or performance-driven.⁵⁴

Directive versus non-directive coaching speaks to the challenge of mentoring versus “pure” coaching. Mentors typically “pour in” and coaches “draw out.” The experienced, skilled coach can utilize a both/and rather than an either/or approach. Keith Webb gives us a pragmatic guide to navigating these overlapping techniques. The coach can use non-directive coaching when the client needs to learn how to create their solutions through the coach’s profound listening and powerful questions skills. The coach can utilize directive mentoring when the client has little experience and can benefit from the coach’s significant, applicable expertise.⁵⁵ A strict non-directive approach is often emphasized with newly trained coaches to break their predominant default of telling rather than developing the preferred coaching skill of asking.

Ives’ conundrum of personal-development or goal-focused coaching speaks to coaching the person or coaching the problem.⁵⁶ Often, the client will initially express the need to solve a dilemma or accomplish a goal, that is, to resolve a problem. Less experienced coaches will often fixate on assisting the client in settling their presenting issue or creating action steps leading to accomplishing their goals. This approach would reflect the ICF ACC level of competence. The experienced coach will further partner

⁵⁴ Yossi Ives, “What is ‘Coaching?’ An Exploration of Conflicting Paradigms” *International Journal of Evidence Based Coaching and Mentoring* Vol. 6 No. 2 (August 2008): 100.

⁵⁵ Keith Webb, “Why We Need Both Mentors and Coaches,” accessed May 4, 2020, <https://keithwebb.com/why-we-need-both-mentors-and-coaches/>.

⁵⁶ Ives, “What is ‘Coaching?’” 108.

with the client and initiate the coaching relationship where the client wants to begin. However, the more experienced coach will listen carefully to what is/is not spoken, emotions expressed, and body language to determine if deeper issues impinge upon the client's clarity and discovery. Select, well-chosen questions can lead to a much more in-depth exploration and self-discovery by the client. This approach would reflect the ICF PCC level of competence.

Finally, Ives' conundrum of therapeutic versus performance-driven speaks to the client, changing their perspective versus changing their behavior. His research compares the process of therapy that is striving to bring stability to a person in chaos. That is, treatment seeks to comfort the afflicted and restore steadiness. Conversely, coaching aims to partner with the client towards a controlled and managed instability, where growth and change are most likely. Perhaps, coaching is striving to make the comfortable a bit uncomfortable to accomplish the client's goals.⁵⁷ While keeping all three of these enigmas in mind, the coach should always check-in with the client. Asking the client empowers the client to choose and emphasizes their responsibility for the coaching partnership's content. The client's responses aid the coach in their supportive role and their responsibility for the coaching process.

The Interaction of Mentoring and Coaching

Tina Salter's research causes us to consider the interdisciplinary approach towards the interaction of mentoring and coaching roles. Her research indicates that "approach" is the preferred term, which helps explain how mentoring and coaching practices can and

⁵⁷ Ives, "What is 'Coaching'?" 108.

should flex depending upon the purpose and processes utilized in a given context with a given client. An example would be when a leader's mentor typically focuses on a directive approach when concentrating on developing the mentee's skills. Conversely, a coach will usually focus on a non-directive method when attending to developing the client's awareness rather than enhancing their capabilities. The linchpin is when mentor coach methods can and should be utilized interchangeably.⁵⁸

I have observed this when attending Houston Church Planting Network (HCPN) Coaching Think Tank sessions. A designated lead mentor-pastor with significant experience and skills (the pastor of an influential-sized church) facilitates discussion and answers aspiring church planters' questions. The church planter clients have confidence in their designated mentor and desire the directive input from the mentor-pastor. That is, the aspiring church planters are wanting to know, "How do you or how did you?" from the lead mentor-pastor.

Conversely, an executive coach will typically focus on a non-directive approach when coaching a business leader. The executive coach takes the non-directive approach because the client does not want or need mentoring in industry knowledge.

Another setting for an internal coach being more directive is when the organization, such as Multiply Vineyard, needs the client to consider topics they may be too limited in experience to generate themselves. Within MV's internal coaching network, the mentor coaches have collaborated and formulated crucial issues for the church planter to consider relative to the health of both the church planter and the church

⁵⁸ Tina Salter, "Mentor and Coach: Disciplinary, Interdisciplinary and Multidisciplinary Approaches" *International Journal of Evidence Based Coaching and Mentoring* Special Issue No. 8 (June 2014): 1-8.

plant. Healthy church plant topics should reflect the needful skill of a practical church planter. These skills include communication of vision and values, assimilation and disciple-making, creative evangelism, planning, and financial management, and finally, maintaining a vital personal, emotional, and spiritual life. Other healthy church planter topics should include balanced life practices with spouse and children, family finances, and relationships within the Vineyard movement.⁵⁹

Missional Leader Adaptive Skills

In learning how to pastor local churches in general and planting new churches in particular, we (the Vineyard) always affirm the freedom to fail or fall forward in the right direction. However, I have always contended if we never teach or model this, how does the pastor or church planter ever learn how to “rise or develop resiliency” after setbacks or failures. Brown contends she seldom sees the “fall forward” or “fail fast” slogans put into practice alongside real reset skills and honest rumbles about the shame that almost always accompanies failure.⁶⁰

I resonate with Brown’s approach to teaching falling and failing upfront as people join her organization. “We expect you to be brave. That means that you should expect to fall. We’ve got a plan.”⁶¹ This approach is the ultimate critical skill, the definitive adaptive leadership perspective needed by every pastor and church planter. The key is to

⁵⁹ Internal MV Coaching Data Google doc compiled by Arleta Aureli, Church Plant Process Coordinator and Coaching Support for MV, accessed November 7, 2020.

⁶⁰ Brown, *Dare to Lead*, 242.

⁶¹ *Ibid.*

continue to rise, reset, learn, and grow healthier in service to ourselves and others.

Learning to “rise again” *upfront* enables us all to be amazingly brave for the long haul.⁶²

Within a church in general and a church plant in particular, adaptive problems are the most difficult to resolve. Often adaptive challenges are misdiagnosed as a simple technical problem to solve or fix. The initial challenge is to observe and define the problem accurately. A typical adaptive challenge is a gap between stated values and enacted values, between plans and results.⁶³ This gap can easily be seen where the church plant's planning and design have been months, and sometimes years, in the making. Often it is difficult to release and revise the investment of time and energy in these plans when expected results are not matching with reality.⁶⁴

For example, the launch team has determined their model to reflect the team's vision and discernment of the contextual locale. As they set about to enact their prescribed plant design, they discover that their results do not match their expectations. This result is often experienced within the first six months of the public release of the plant. Rather than merely fixing or “tweaking” the design to garner results, the launch team must look within and recalibrate their plans and strategies. Perhaps a bit coarsely, my friends at Stadia Church Planting call this experience the “Mike Tyson effect.” That is, everyone has a plan until reality jars their sensibilities. This scenario depicts why adaptive leadership skills are so critical for successful church planters.⁶⁵

⁶² Brown, *Dare to Lead*, 242.

⁶³ Heifetz, Grashow, and Linsky, *The Practice of Adaptive Leadership*, 20.

⁶⁴ Interview with Doug Foltz of Stadia Church Planting on April 15, 2019

⁶⁵ *Ibid.*

The aforementioned adaptive challenge starts with our approach to church planting. That is, are we about doing God’s mission or, instead, discerning and participating in God’s mission? Perhaps we should ask ourselves two simple questions, “What is God doing?” and “What does God want us to do?” Alan Roxburgh’s Missional Change Process (MCP) is comprised of the following steps. *Awareness* includes information about the context and ourselves. *Understanding* requires research and conversations with the neighbors who are already there. *Evaluation* builds upon our new perception and reflects upon our original approach and now our revised roles. *Experiments* speak to the risk of trying, perhaps failing, and learning. *Commitment* is where we eventually land, based on our iterations of learning.⁶⁶

Branson introduces us to the concept of interpretive leadership. Church planters need to develop abilities to observe and interpret the church's current life, including activity results, relationships among the community and the plant, and the imagination to pull all of these factors together. Entrepreneurial planters need to pull away from the details to see what is happening from “the balcony” or with a “bird’s eye view.”⁶⁷ This critical ability gives the planter perspective of the bigger picture. This aerial view enables planters to be attentive and conscious of the multiple complex layers of reality.⁶⁸ I see coaching as a formidable set of tools to help pastors learn adaptive leadership skills across cultures and, therefore, globally.

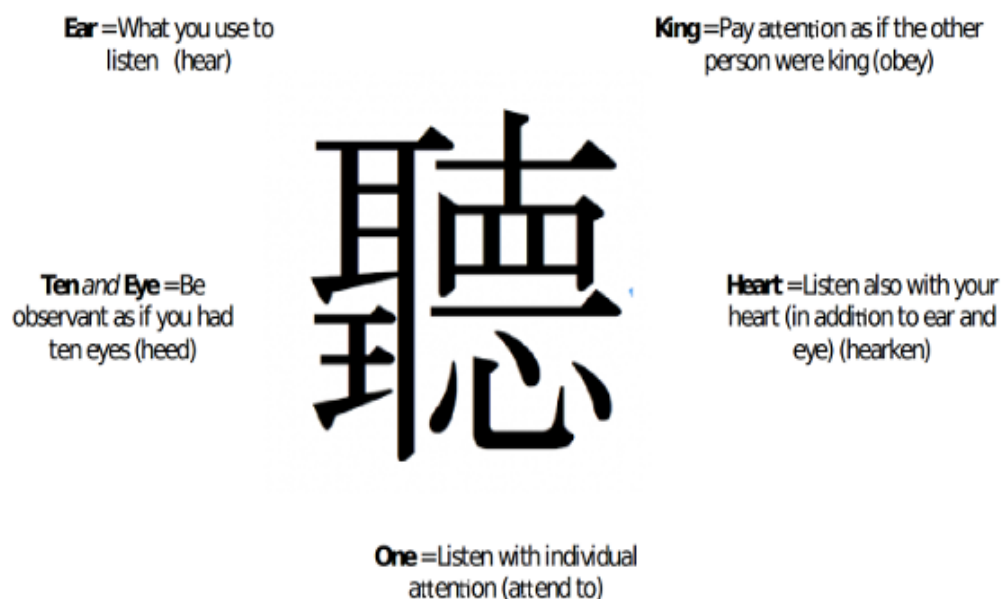
⁶⁶ Mark Lau Branson and Nicholas Warnes, eds. *Starting Missional Churches: Life with God in the Neighborhood*, (Downers Grove, IL: InterVarsity Press, 2014), 178-180.

⁶⁷ Ronald Heifetz and Marty Linsky, *Leadership on the Line* (Boston: Harvard Business School, 2002), 53.

⁶⁸ Mark Lau Branson and Juan F. Martinez, *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities*, (Downers Grove, IL: InterVarsity Press, 2011), 215.

I am reminded of an application of cultural relativity I learned from one of my coaching classes. The class included a coach of Chinese descent who explained how he utilized the Chinese symbol for listening to help a coaching client understand the coaching skill of active listening. He went on to explain how the left side of the character represents an ear. The right side represents the other individual. The eyes and undivided attention are next, and finally, there is the heart. This symbol illustrates that to listen, we must use both ears, watch and maintain eye contact, give undivided attention, and finally be empathetic.⁶⁹ This simple illustration reminded me of how often my Western culture does not listen holistically and, therefore, not as well. Once again, I am now more open to dialogue, learning, sharing, and with the Spirit's insight, understanding.

Figure 1: The Chinese symbol for “listening”



⁶⁹ Google, “Chinese symbol for listening,” accessed January 31, 2020.

The Collateral Effects of Coaching

This desired result speaks to one of the significant collateral effects of coaching. Pastors experience being coached and learn how to use coaching skills to develop others and themselves. Brown's work contends that curiosity and knowledge-building grow together, fostering a synergistic result.⁷⁰ Brown's description of this symbiotic relationship illustrates how the clarity gained from coaching by the client helps them by becoming unstuck to achieve their goals and learn the critical association of coaching and acquisition of clarity.

Webb describes the collateral benefit of ministry leaders receiving coaching consistently. These ministry leaders are apt to begin weaving coaching conversations into the fabric of their daily team interactions. In turn, team members will utilize these powerful coaching conversation techniques within their respective circles of influence.⁷¹ This leadership development practice should be viewed as an ongoing exercise rather than an episodic training event. Industry studies have substantiated that shorter (thirty minutes), more frequent conversations (every two weeks rather than monthly) are most efficient. Powerful coaching conversational techniques affect leadership development most effectively as it becomes a part of the organizational DNA rather than merely discrete training events for relatively few leaders.⁷²

⁷⁰ Brown, *Dare to Lead*, 175.

⁷¹ Keith Webb, *Coaching in Ministry: How Busy Church Leaders Can Multiply Their Ministry Impact* (Bellevue, WA: Active Results LLC, 2015), 53.

⁷² Webb, *Coaching in Ministry*, 60-61.

Keith Webb reminds us of the need to be sensitive to cross-cultural coaching dynamics within a global context. Because coaching can take place globally (the coach in one locale geographically distant from the church planter's area), cultural understanding is all the more critical. While Webb's examples were drawn from an eastern Asian context, I have discovered similarities in cultural nuances between Canada, UK, and USA church planter locales. Even distinguishing between urban, suburban, and rural settings is critical for the coach-church planter relationship. The coach must realize their coaching role will be filtered through the client's cultural perspective. Even when speaking the same linguistic language, the coach must be sensitive to phrases and examples intended to connect with the client and provide illumination.⁷³

Covocational Church Planters

Brad Brisco, in his book *Covocational Church Planting*, discusses three critical aptitudes in the life of church planters. They include personal management, relational management, and financial management. Personal management relates to how one manages themselves and especially their time. Relational management embraces understanding oneself and others (Brisco goes on to tease out the five emotional intelligence elements). Financial management relates to finding and balancing a marketplace job that includes the benefits of money, time, and relational connections.⁷⁴

⁷³ Keith Webb, "Cross-Cultural Coaching," in *Coaching in Asia: The First Decade*, eds. Denise Wright et al. (Singapore: Candid Creation Publishing, 2010), 21-24.

⁷⁴ Brad Brisco, *Covocational Church Planting: Aligning Your Marketplace Calling & The Mission of God*, (Alpharetta: SEND Network, 2018), 237-246, accessed December 26, 2019, <https://www.namb.net/send-network-blog/ebook-covocational-church-planting/.jkh>.

These are all examples of critical areas covered and coached between the coach and prospective church planter(s).

Unfortunately, Ed Stetzer reminds us that church planters' inherent entrepreneurial bent often leads them to believe they are self-sufficient and can figure these key areas out for themselves. Conversely, those church planters who meet regularly with a coach experience significant empirical value from a skilled coach, asking them the hard questions.⁷⁵

We have now surveyed many contemporary sources describing the unique characteristics of missional leadership. Similar to the for-profit world, coaching is eminently applicable in developing missional leaders' adaptive leadership skills. In order to make coaching accessible and affordable to more pastoral leaders, internal coaching networks are an excellent organizational solution. We now turn our attention to the establishment and building of internal coaching networks.

Organizing Robust Internal Coaching Networks

We will now review many sources describing the unique characteristics of an internal coaching network. These unique characteristics include both strengths and vulnerabilities that must be recognized, leveraged, and accommodated. Perhaps most crucial is building into the coaching network adequate ongoing resources to support the volunteer coaches.

⁷⁵ Ed Stetzer and Daniel Im, *Planting Missional Churches: Your Guide to Starting Churches That Multiply*, rev. ed. (Nashville, TN: B&H Publishing, 2016), 141-142.

The Uniqueness of Internal Coaching Networks

Katharine St John-Brooks describes for us how internal coaching functions. Like external coaching, internal coaching strives to provide accessible, affordable coaching services from members within an organization, that is, the coaches, to the other organization members, that is, the clients. The organization acts as the sponsor of the entire internal coaching network and each specific coaching arrangement. The prevailing coaching network model is internal coaches practice their coaching services in addition to their employment responsibilities. At the organization's request, the internal coaches provide their services on a pro-bono basis to their internal clients.⁷⁶

St John-Brooks contends that internal coaching can be better aligned with the organization's corporate DNA and priorities. Therefore, internal coaching is well-positioned as a development tool, and the coaching process focuses on empowering its clients to enhance their respective performance.⁷⁷ MV's creation of an internal coaching network was inspired by its primary goal to empower and resource its church planters. The empowerment of church planters is focused on (1) the health and vitality of the church planter personnel; and (2) the preferred sustainability and reproduction of a healthy church plant. The internal coaching network is aligned with MV's missional goals, and its coaches are trained to serve its church planter clients out of the Vineyard's unique Kingdom Theology values and practices. The internal coaching network serves its

⁷⁶ Katharine St John-Brooks, "Internal Coaching," in *The Complete Handbook of Coaching*, rev. ed., edited by Elaine Cox et al. (London, UK: Sage Publications, 2018), 295.

⁷⁷ St John-Brooks, "Internal Coaching," 296-297.

clients by assisting their development and performance both personally and at the congregational level.

In her research, St John-Brooks summarizes the benefits of internal coaches. They include familiarity with the organization's culture, polity, and subtleties, being eminently more cost-effective and, therefore, more accessible; and the inherent prospect to adjust coaching to effect a periodic adjustment based on the assessment of resultant data.⁷⁸ Both the ICF's emphasis upon non-directive coaching and Logan Leadership's coaching model is premised upon the coaching process, where the coach's background and experience are moot regarding effectively coaching a particular client. St John-Brooks reminds us that the organization's internal coaches' knowledge and understanding represents an intrinsic leverageable advantage in the coaching process. My fieldwork has confirmed that MV internal coach candidates need to be current Vineyard pastors and church planters themselves. This background affects both superior credibility and connection with the church planter client and draws upon the coach's understanding of Vineyard values and practices.

While the driver for internal coaching is exceptionally most cost-effective, the missional result is more coaching available to more clients. Over the past seven years, MV has released some 151 new church plants. Internal coaching has been identified as one of the key contributors to this missional growth. The challenge has and continues to be how to provide professional quality coaching on a pro-bono fee basis to every church planter unit (individual or couple).

⁷⁸St John-Brooks, "Internal Coaching," 298.

St John-Brooks' third point is a unique internal coaching advantage that MV has not capitalized upon previously but is now moving to implement. That is, despite all the coaching services MV has provided, it has been unable to utilize the accumulation of these experiences to loop back to enhancing the church planter discernment process. Conversely, improvements in the church planter vetting process have not been incorporated into the ongoing internal coaching process. To better collaborate with outside ministry resources, MV has partnered with Gloop, a church management analytic software firm.⁷⁹ MV's operational hope going forward is to utilize Gloop analytics and adjust coaching goals accordingly to effect healthier church planters and more sustainable church plants. This unique advantage of internal coaching will afford MV to adapt and enhance its overall church planting resource process in real-time.

Along with the inherent advantages of internal coaching, St John-Brooks outlines an internal coaching system's disadvantages. Perhaps first and foremost is balancing the internal coach's two roles, their day job, and their coaching responsibilities. St John-Brooks' research indicated that 594 internal coaches from around 60 organizations have an average of one to three active clients concurrently. The typical coaching session was one hour in length, with the number of sessions ranging from three to twelve sessions. This significant time commitment is always competing with the day job responsibilities of the internal coach.⁸⁰ St John-Brooks' research illustrates the dilemma that MV has experienced in its all-volunteer internal coaching network.

⁷⁹ Gloop, accessed November 7, 2020, <https://www.gloop.us/>.

⁸⁰ St John-Brooks, "Internal Coaching," 301.

This inherent disadvantage of internal coaching has played out for MV in several ways. Formerly, MV internal coaches were required to coach at least two church planters concurrently for up to twenty-four sessions each. This internal coaching expectation was very demanding upon the volunteer coach whose day job responsibilities (perhaps the church they were pastoring) often preempted their coaching appointments. As a result, the church planter client would experience an inferior coaching relationship. Another expression would be limited coach assets becoming engaged for long time-periods (up to two years) with a limited number of coaching clients. Ultimately, the volunteer coach's experience would become unfulfilling and unrewarding. Soon after that, the volunteer coach would become demotivated and often would elect to terminate their coaching role. Again, MV would experience diminishing both their coaching assets in general, especially their most experienced coaching assets.

In her research, St John-Brooks also found that internal coaches experienced more client cancellations than external coaches as their services were provided on a pro-bono basis to their clients. Beyond the nuisance factor of canceled appointments or weak engagement of the church planter client, appointment scheduling disruptions can affect the volunteer coach's confidence and the coaching relationship flow.⁸¹ These factors combine to provide an inferior coaching experience for both the coach and the client. Volunteers who are only compensated with the intangible sense of helping the other will quickly wonder if their time would be better spent elsewhere. Beyond the initial CIT practicum phase, MV has not provided adequate coaching supervision to support the

⁸¹ St John-Brooks, "Internal Coaching," 302.

coach who may be struggling with either confidence or the inconsistent engagement of their coaching clients.

How to Support Volunteer Coaches

St John-Brooks now turns her attention to how organizations can best support their internal coaching networks. The initial training of the volunteer coaches comprises a significant share of the organization's investment. She found that this training should cover both theory and practice. Also, there is considerable benefit in utilizing a training course that would lead to a recognizable accreditation of the newly trained volunteer coach.⁸² MV's coach training experience indeed corroborates St John-Brooks' findings. Unfortunately, the training course focused on utilizing content (i.e., Logan Leadership) that was not accredited by the ICF and would not lead to a prospective ACC credential. I contend that the ICF's accreditation would provide the volunteer coach the value of professional coaching training and the enhanced credibility acquired from their training experience. Accredited training would immeasurably aid both the volunteer coach's confidence in dealing with diverse coaching experiences and how to offer pro-bono coaching services with mutual professional expectations. I will speak more about this in the development of my Artifact.

The other three significant areas that organizations can best support their internal coaches are contracting, continuous professional development, and proper coaching supervision. Contracting establishes the mutual expectations for both the coach and the client for the term of the coaching agreement. The mutual expectations include

⁸² St John-Brooks, "Internal Coaching," 303.

confidentiality boundaries, appropriate rescheduling or cancellation arrangements, and proactive check-ins on how the coaching relationship is working.⁸³ While this seems so self-evident, it can often be neglected or overlooked in a rush to initiate the coaching relationship. This coaching skill is a typical oversight of newer volunteer coaches.

Continuous professional development should include both the enhancement of volunteer coaching skills as well as sharing and learning from peer coaching experiences. Regardless of the format, building a community of volunteer coaches necessitates volunteer coaches advancing their knowledge and skill plus the key relational component of feeling part of a collegial community.⁸⁴ Moving forward, MV will address the former by providing mentor coaching that more closely fulfills the ICF definition. That is, mentor coaches will facilitate triads of volunteer coaches (at least annually) to provide constructive feedback relative to ICF core competencies from observed coaching sessions. The latter will also be accomplished in group supervision meetings where volunteer coaches can share their client experiences and learn from their peers.

Finally, St John-Brooks contends that coaching supervision is often neglected within internal coaching networks due to a lack of budget. One way to provide volunteer coaches to reflect on and learn from their practice and receive support is by training the lead coach to provide group supervision in-house.⁸⁵

⁸³ St John-Brooks, "Internal Coaching," 304.

⁸⁴ Ibid.

⁸⁵ Ibid., 306.

Managing the Organization's Coaching Network

Hunt and Weintraub introduce us to the concept of overseeing the coaching capability. Managing the coaching capability includes coaching prework, marshaling key stakeholders' support, qualifying coaches, orienting coaches, matching coaches and clients, supporting ongoing coaching, and measuring results. The prework requires establishing a compelling justification for coaching relative to the needs of the organization. Marshaling key (senior-level) stakeholders' support is critical to the long-term support for the organization's coaching network. Qualifying coaches involves vetting and training internal coaches to facilitate the needs of the two primary stakeholders, the individual and the organization. Coaching orientation should focus on the coaching mission within the organization's unique culture. Efficient matching of coaches and clients considers the best fit, the best chemistry for each prospective coaching engagement. Supporting ongoing coaching focuses on current appointments, especially the ones experiencing problems. Finally, measuring results (speaking to the ROI) includes assessing the individual coaching engagements and how the overall coaching program addresses the organization's needs.⁸⁶

The vetting and training of qualified MV coaches going forward will reflect a both/and strategic approach. While we perhaps continue our current long-term church planter support with up to a twenty-four-month relationship, we also want to develop tactical coaches to meet church planters' needs within three to six-month laser coaching relationships. The vetting, training, and matching must flex to accommodate the

⁸⁶ Hunt and Weintraub, *The Coaching Organization*, 137-144.

individual church planter preference. Coaching orientation, training, tools, and ongoing coaching support will need to be revised and practiced. Assessment approaches will need to be developed to feed periodic strategic ROI determinations.

Blanchard and Miller unpack the need for the relationships that foster effective organizational coaching. Senior-level (or executive) buy-in is modeled by personally engaging in coaching to communicate the organization's high investment in the coaching process's value. A clearly stated WIIFM (what's in it for me) statement linked to the company objectives must be communicated throughout the organization, substantiating the coaching process's value. Confidentiality needs to be explicitly expressed relative to the coaching process's unique dynamics within the organization. This confidentiality must consider both the needs of the individual as well as the organization. Coaching is intended for practical, intentional action. These actions need to be aligned with the individual's key responsibilities and their team and the organization's goals. The coaching internal marketing plan must encourage organization-wide participation and the vitality and value of the coaching effort. Finally, excellent administration is required within the organization (i.e., MV) to track the coaching process and its effectiveness for both the engaged individuals and the organization's goals.⁸⁷

Blanchard and Miller speak to communicating the value of the organization's investment in the internal coaching network and, by extension, the coaching process. The communication of this value must be from the top-down and across the organization. MV's coaching communication needs to be rebranded to convey measurable value to prospective clients (church planters) and potential coaches (church planters and pastors).

⁸⁷ Blanchard and Miller, *Coaching In Organizations*, 49-57.

The duality of the message needs to attract church planters with the pragmatism of the coaching resource. Another category of prospective clients will be sending pastors who grasp the mission of raising and sending out church planters. Candidate coaches should be inspired to marry their passion with coaching skills training to aid MV's church planting strategies.

Blanchard and Miller also focus our attention on the needs for excellent administration of the internal coaching network.⁸⁸ MV's coaching network administrative team is comprised of myself (as the Coaching Specialist) and the administrative coordinator. Much of our dialogue around adapting our protocol is currently focused on better upfront interview and assessment efforts to determine church planter specific coaching needs and match them with the best-skilled coach available for their desired outcome. Blanchard and Miller's work also emphasizes closing the loop by tracking coaching results for individual arrangements and the collective effort's positive impact on achieving MV's goals.

Delivering Internal Coaching

Senesi admonishes us to be passionate about delivering great coaching.⁸⁹ The focus on coaching delivery addresses the evaluation of the current system. The assessment includes assessing the need, measuring the capacity, and examining the coaching process's quality. Within MV, our need for coaching is defined primarily by the

⁸⁸ Blanchard and Miller, *Coaching In Organizations*, 57.

⁸⁹ Dino Senesi, *Sending Well: A Field Guide To Great Church Planter Coaching*, (Nashville, TN: B&H Publishing, 2017), 203-207.

number of released church planter units. The church planter unit may be a single lead pastor, a co-pastor team, or perhaps each co-pastor will desire their own coach. They are offered up to four blocks of coaching, where each block of coaching is for six months. We have found this to be the best way to keep both the church planter and the coach engaged and attentive to the coaching process. As coaching capacity is available, pre-launch church planters and pastors may have coaching access for three to six months. As defined by the MV church planting process, this need for coaching can be quite dynamic. MV coaches are all trained volunteers who must juggle their primary ministry responsibilities, bi-vocational income demands, and stage of life flexibility. Therefore, who is available to coach, and what available capacity they have is very fluid. The coaching process effectiveness is evaluated anecdotally based on church planter feedback, enhanced viability of the church plant, and annual assessments of each active coach.

Senesi's approach is predicated on vetting and training more contemporary church planters (with established churches of three to five years old) to pay-it-forward by agreeing to coach a newer church planter, one at a time, over the next few years.⁹⁰ This approach incorporates those who have recent successful church planting experiences and a passion for giving back to their movement by aiding ongoing church planting efforts. With a few more experienced coaches guiding their efforts (perhaps functioning as just-in-time mentor coaches), those who have fresh field experiences and contemporary perspectives can cope with an acceptable coaching load by focusing on one coaching client at a time.

⁹⁰ Senesi, "Sending Well," 244-245.

How to Support Internal Coaches

Another critical ingredient in organizing robust coaching networks is active coaching supervision, the coaches' supervision and mentoring. The supervision role deals with the coach's development, while the mentoring responsibility deals with developing the coach's skills. Within the MV coaching network, this role is described as the mentor coach. Currently, there are seven mentor coaches, including myself. The mentor coach is an active coach who also serves their respective coaches' development by utilizing their own coaching experience to benefit their coaches. Since MV's mentor coaches are volunteers, their current role emphasizes their particular coaches' developmental aspect rather than a view towards the ICF prescribed guidelines. Per ICF's definition, proper mentor coaches focus on enhancing the skills of coaches according to ICF core competencies (CC).

Coaching supervision is the supervisor coach and the coach engaged in regular dialogue. The dialogue described here is not merely between the coach and the supervisor coach but also allows the coach to reflect upon their internal self-dialogue during a specific recent coaching session. This regular dialogue process between the coach and the coach supervisor provides space for reflection and collaborative learning for the coach's benefit, and by extension, their clients (that is, church planters and pastors).⁹¹

Alison Maxwell defines the developmental coach as trained employee coaches who offer coaching services to employees of their organization as a component of their job description. Since these internal developmental coaches offer services approximating

⁹¹ David Clutterbuck, Carol Whitaker, and Michelle Lucas, *Coaching Supervision: A Practical Guide for Supervisees*, (New York, NY: Routledge, 2016), 1-13.

external professional coaches, they are subject to the same workload stresses. They, therefore, should be resourced with the same level of professional support.⁹²

Recruiting and Training Coaches

Sraban Mukerjee's research focuses on how internal coaching affects or transforms its volunteer coaches.⁹³ Mukerjee reminds us that organizations need to weigh the costs and benefits of hiring external coaches compared to developing their internal coaches' corps. He contends that internal coaching networks provide superior services to the organization beyond cost and access to organizational members. Since internal coaches are selected and trained to coach other organization members, they already understand the organization's dynamics and industry setting. That is, they are aware of the context and speak the language of their clients.

Mukerjee further contends that the development and nurturing of an internal coaching culture should address several crucial factors. (1) Prospective coaches should be recruited carefully based on their passion for the value of coaching in the organization, their skill set, and their credibility within the organization. (2) Coach training should address both life and performance coaching skills, explore how best to build critical trust between the coach and the employee, and maintain a partnership posture in the coaching relationship. (3) The coaching practicum (typically six months of monthly coaching sessions) should carefully select practice clients. The engagement of the practice clients

⁹² Alison Maxwell, "Supervising the Internal Coach," in *Coaching & Mentoring Supervision: Theory and Practice*, ed. Tatiana Bachkirova et al. (New York, NY: McGraw-Hill, 2011), 186.

⁹³Sraban Mukherjee, "Does Coaching Transform Coaches? A Case Study of Internal Coaching" *International Journal of Evidence Based Coaching and Mentoring* Vol. 10, No. 2 (2012): 76-87.

will sharply influence the learning and emotional impact on the newly trained coaches.

(4) Mentor coaches should regularly interact with newly trained coaches for six to nine months (he recommended some twelve one-hour sessions) to assist the coaches in training with challenges that arose from their practice training sessions.⁹⁴

Mukherjee's research outlines four imperatives for the vetting and training of new coaches for an internal coaching network.⁹⁵ He first addresses the understanding and credibility of the prospective coaching candidates. To Mukherjee's second point, coach training should include both non-directive (i.e., what the church planter would like to be coached on) and directive or performance considerations. Non-directive coach training would focus on whatever the church planter wants to initiate in their coaching sessions. Directive or performance coach training would include perspectives for established pertinent topics that contribute to healthy church planters and healthy church plants. Both coaching approaches will utilize the same crucial coaching skills of active listening and powerful questions.

Mukherjee's third point speaks to the often overlooked aspect of the coach-in-training practicum, the crucial vetting of prospective practice coaching clients for the newly trained coaches.⁹⁶ All Vineyard internal coaching networks have experienced the fallout of this gap in strategic engagement. If the freshly prepared coach has a weak learning experience with their practice clients, their learning becomes severely hampered, and they may become demotivated and terminate their coaching involvement. Again,

⁹⁴ Mukherjee, "Does Coaching Transform Coaches," 81.

⁹⁵ Ibid., 80.

⁹⁶ Ibid., 81.

repeating the double black swan result of wasted training budget and a depleted, perhaps, demoralized coaching corps. In many ways, the vetting of prospective practice clients may be as critical as the vetting of coaching candidates. Regardless, this suffered gap should be closed by not permitting or directing the vetting of the prospective practice clients exclusively to the coaches-in-training. Practice clients should be primarily drawn from the coaches-in-training themselves. Coaches can practice on others within their cohort under the supervision of more experienced mentor coaches. Coaches-in-training learn how to coach and give constructive feedback under the mentor coach's watchful eye utilizing triad pedagogical methods.

Finally, Mukherjee affirms the high value of well-trained, actively engaged mentor coaches.⁹⁷ In my view, mentor coaches are critical because they can compensate for deficiencies in the two previous areas (coach training content and coaching practicum challenges.) Skilled mentor coaches should be readily available before, during, and following new coach training. They should also be actively engaged in the ongoing development and assessment of the coaches. These crucial mentor coach challenges speak to the need to strategize and think through the competency hierarchy from top to bottom or front to back. The supervisory coaching competencies should be planned and determined before initiating the new coach training campaign.

Focus on Both the Person and the Activity of Coaching

Dave Ulrich reminds us of the fundamentals of being a coach (the noun) and the activity of coaching (the verb). Coaches partner with their clients to define the goal,

⁹⁷ Mukherjee, "Does Coaching Transform Coaches," 81.

observe the effects of actionable steps, and offer safe, objective, affirming feedback on further action steps. That is, coaches help their clients achieve what they cannot resolve (unassisted) themselves. This interactive process, which is only enhanced through practiced trial and error, is an acquired art and systematic science. Crucially, the art of coaching (the verb) must flow out of the relationship of trust built between the coach (the noun) and the client. The coaching activity is focused on asking open-ended questions that stimulate the client's self-reflection. The neuroscience of coaching affirms that this practice enhances powerful learning for the client because it is their chosen option rather than the receipt of imposed content. Masterful coaches (the noun) have a developed coaching (the verb) worldview and process. Their coaching worldview is personalized to themselves as the coach. Their coaching process is customized to the current client and their context. That is, they are adept at adapting their style and content for the benefit of their clients. Their masterful coaching philosophy and practice are why their clients trust them and why they are considered successful professional coaches.⁹⁸

Ulrich's work reminds us to focus on both the person and the activity of coaching. Coaching is a valuable and useful tool to help pastors develop much needed adaptive leadership skills based on neuroscience and a skilled coach's artful application. Coach training should focus on the neuroscience and the deceptively simple-looking coaching fundamental skills of active listening and powerful questions. However, mentor coaches should engage and foster their supervised coaches' skill enhancement and develop the

⁹⁸ Dave Ulrich, "Coaching the Coaches" in *Coaching for Leadership: Writings on Leadership from the World's Greatest Coaches*, Third Edition, rev. ed., edited by Marshall Goldsmith, Laurence Lyons, and Sarah McArthur, 291 (San Francisco, CA: Pfeiffer, 2012), 1-9.

coaches' coaching philosophy and how it reinforces MV's church planting mission. That is, mentor coaches should not only focus on developing coaches' skills but also how coaches think and process to adapt themselves and their skills to their church planter clients. Succinctly, mentor and supervisor coaches must think beyond tactical coaching skills (the verb) and consider how to strategically develop the coaches' vital adaptive philosophy (the person).

We have now reviewed many sources describing the unique characteristics of an internal coaching network. These unique features include both strengths and vulnerabilities that must be acknowledged, understood, and accommodated. Perhaps most crucial is building into the coaching system ongoing resources to support the volunteer coaches following initial recruitment and training. We will now turn our attention to sustaining the vitality of the internal coaching network.

Sustaining the Vitality of the Internal Coaching Network

For all the arguments previously outlined above, Vineyard church planters desperately need access to a robust internal coaching network. For professional quality coaching resources to be readily available for VUSA's evolving needs, the coaching network must become much more vigorous and sustainable. The historical challenge has been retaining experienced professional quality coaches while providing their internal services on a pro bono basis.

I contend that Vineyard coaching networks have been deficient in supervising their volunteer coaches' support and development with adequately trained supervisor coaches. The closest approximation of the role is its mentor coaches, who are senior-level coaches who help develop less experienced coaches' coaching skills. Multiply

Vineyard's coaching network has incurred high turnover due to its premise of open-ended volunteer leadership within the pro-bono coaching structure. This Vineyard value of "giving it all away" will always jeopardize experienced coaches' retention and, therefore, the sustainability of the network's training and development efforts. What can we do to try to overcome these inherent organizational philosophical challenges to longevity and viability?

Viability and Sustainability

An internal coaching network is unique among the industrial practices of coaching in general and coaching within church planting organizations. Simon Machin's research bears out how internal coaching is defined by coaches who have coaching as a specified part of their role and who provide a unique safe place for their clients (perhaps even more dramatically than external coaches).⁹⁹ Vineyard coaches are all volunteers who have other day jobs. I am fortunate that my lead pastor considers my coaching responsibilities for the Vineyard movement as part of my local pastoral portfolio. These volunteer coaches provide safe places for their church planter clients by keeping all conversations within the coaching agreement. That is, nothing is passed onto the respective area or regional leaders. This safe place provides a unique outlet to the church planter and is presented as the movement's investment in their lives and ministry. Conversely, I wonder how to convey more tangibly to the coaches the movement's investment in their respective lives and ministry.

⁹⁹ Simon Machin, "The Nature of The Internal Coaching Relationship" *International Journal of Evidence Based Coaching and Mentoring* Special Issue No. 4 (October 2010): 38-40.

Jo Feehily's research focuses on a sample of internal volunteer coaches who reflected upon their coaching experiences and the personal impact upon themselves as coaches.¹⁰⁰ Feehily reminds why internal coaching networks have become common among organizations. She quotes an Institute of Leadership and Management study (2011), where 83 percent of surveyed organizations sourced their coaching internally.¹⁰¹ Internal coaching networks of trained volunteers are a preferred, cost-effective approach to make coaching much more widely available to all an organization's employees. Key stipulations for an effective internal coaching network are effectual coach selection, initial training, continued professional development of coaches (including coaching supervision) and clearly defined missional goals for the coaching network aligned with the organization's goals. Since these coaches are unpaid, they provide their services on a pro bono basis to their clients within the organization.

Feehily asks the obvious question, how are these coaches benefitted? Her research found that the coaches derived their benefits from several sources. They enjoyed being part of a specially trained cadre of coaching professionals. They enjoyed participating in the potent process of coaching with a client about their aspirations. They reveled in the sense of purpose in contributing to the organization's goals when their day jobs may be less satisfying and fulfilling. Feehily contends that these perceived coach benefits are

¹⁰⁰ Jo Feehily, "Exploring the Lived Experience of Internal Coaches," *International Journal of Evidence Based Coaching and Mentoring* Special Issue No. 12 (2018): 73-84.

¹⁰¹ Lauren Franze, "Creating a Coaching Culture" *Institute of Leadership & Management*, May 2011: 1-12.

derived from the nurturing environment of the initial training, the coaching sessions, and coaching supervision¹⁰²

Feehily's research speaks to the viability and sustainability of a volunteer coaching system. How are internal coaches compensated commensurately to invest, primarily time, in their professional development as coaches and continue to derive fulfillment from aiding the organization in accomplishing its corporate goals? MV needs to continue to develop its coaches professionally and make them feel special. Every month members of the network are invited to write a coaching tip that addresses a resource, method, or approach they have found helpful within their coaching practices. These coaching tips are shared throughout the Vineyard Coaching Collaborative and provide ongoing learning while empowering individual coaches to share their newfound coaching expertise with their colleagues and peers.

Monthly I meet with the mentor coaches to apprise them of the ongoing teambuilding of the renewed Vineyard Coaching Collaborative and inspire them to encourage their respective coaches. Perhaps the most significant compensation available to coaching coordinators like myself is to continually cast vision both to VUSA about our coaching network's Kingdom work and, to our coaches how their efforts are moving our movement and the Kingdom forward.

For example, the current COVID-19 pandemic has motivated a recent Vineyard Response group facilitated by the National Coordinator of Vineyard USA. Some ninety Vineyard pastors have attended three weekly webinars designed to provide strategic considerations to leading local churches both within, and as we gradually come out of,

¹⁰² Feehily, "Exploring the Lived Experience of Internal Coaches," 73-84.

the pandemic. MV coaching was invited to offer coach-facilitators for the Zoom break-out cohorts. In my work with the Vineyard Coaching Collaborative, a proposal was constructed and submitted to provide follow-up coach-facilitators for interested ongoing pastoral cohorts. Also, MV internal coaches volunteered to provide up to three coaching sessions to any pastor wanting individual coaching. This recent serendipitous opportunity is an example of a contextual need presenting itself and “showcasing” how network coaches can adapt and flex to serve Vineyard USA. I hope that each network coach will feel significantly valued and appreciated by the pastors of our movement.

The Value of Coaching Supervision

Alison Maxwell’s “Supervising the Internal Coach” speaks to the very support that MV coaches have been historically devoid of receiving. She contends that the perception of organizational support for internal developmental coaches seems to diminish upon the completion of the initial new coach training. This perception is due to the broad spectrum of support (from a very high significant investment to very low) that organizations make available to their internal coaches’ ongoing development and support.¹⁰³ My observation is this would be a fair assessment of the lack of continuing investment and support received by MV internal coaches. While coaching supervision should be tailored to fit the nature of the internal coaches’ operating environment, organizations often give more lip service than demonstrated support to the coaching supervision effort.¹⁰⁴ In the case of MV, my field research would indicate the total lack of

¹⁰³ Maxwell, “Supervising the Internal Coach,” 189-190.

¹⁰⁴ Ibid.

understanding of the role of coaching supervision and how it affects the development of the individual coaches and their perception of ongoing organizational support.

Maxwell's research highlights the value of coaching supervision for both the development of the internal coach and the impact on their coaching clients. Her study contends that coaches should receive one hour of supervision for every eight to fifteen hours of coaching clients.¹⁰⁵ Maxwell concedes that internal coaching networks often find the coaching supervision role most challenging to grasp. The function of coaching supervision is more difficult to assess, given the primary focus on pragmatic internal coaching network's concentration on the practical needs of its clients. It is much easier to determine the role of developing coaching skills accomplished through ICF prescribed mentor coaches.¹⁰⁶ My experience has helped me to differentiate the need for mentor coaching to develop the skills of MV's coaches. However, coaching supervision is needed to establish MV's coaches and instill in them the intangible value of being an integral team member cared for and supported by the VUSA organization.

Given the multi-faceted dimensions of coaching supervision, Maxwell outlines various approaches to format.¹⁰⁷ Multiple options include one-on-one, peer, and group. Additionally, the coaching supervisor can be an external professional or a trained internal master coach. These optional approaches are often driven by cost and how coaching supervision is tailored to meet the specific internal coaching network's needs.¹⁰⁸ My

¹⁰⁵ Alison Maxwell, "Supervising the Internal Coach," 191.

¹⁰⁶ *Ibid.*, 192-193.

¹⁰⁷ *Ibid.*

¹⁰⁸ *Ibid.*

current contention is for me to pursue coaching supervision training. I will then provide this service annually via group supervision to all active coaches. This approach seems to be the best compromise of minimal cost to the internal network, affording all active coaches the opportunity to receive coaching supervision and demonstrating added value by MV towards its coaches' professional and ethical development. Oxford Brooks has several graduate degrees and training certification programs in this field.¹⁰⁹ I hope to initiate certification training in May 2021 and begin offering coaching supervision soon after that. I see an initial application within MV and expect to make this available to our sibling, Vineyard UK/IRE's internal coaching network.

Peter Hawkins focuses on the breadth and depth of "Coaching Supervision." Continuing professional development (CPD) is one of the tangible added value investments of internal coaching networks towards their coaches. Hawkins contends that continual personal development is at the heart of continuous professional development.¹¹⁰ Much like coaching, coaching supervision's perceived value, and resultant engagement are spread across a spectrum within the global coaching world. The UK coaching usage of coaching supervision has grown from 44 percent to 92.31 percent from 2006 to 2014. In contrast, North America reports the lowest rate of coaches using coaching supervision at 43.64 percent as of 2014, compared to the global usage rate of 83.18 percent.¹¹¹ One of the positive reasons for the significant increase in coaching supervision was the growing

¹⁰⁹ Oxford Brooks University, "Professional Certificate of Advanced Study in Coaching Supervision," accessed November 7, 2020, <https://www.brookes.ac.uk/iccams/opportunities-for-study/professional-certificate-of-advanced-study-in-coaching-supervision/>.

¹¹⁰ Peter Hawkins, "Coaching Supervision," in *The Complete Handbook of Coaching*, rev. ed., edited by Elaine Cox et al. (London, UK: Sage Publications, 2018), 434.

¹¹¹ Hawkins, "Coaching Supervision," 437.

perception of its contribution to the coaches' CPD. However, where it lags the most is often tied to the lack of organizational investment and tangible commitment to its consistent influence upon an organization's coaches.¹¹² For internal coaching networks, this comes down to the perceived benefit by the organization of investment in the CPD of its coaches.

Hawkins' research found that coaching supervision is comprised of three aspects: (1) the coach and their coaching, (2) mentoring the development of the coach within the coaching profession, and (3) an external perspective to aid the quality of the coaching practice. Some have described these aspects as normative, formative, and restorative. An alternative approach may describe the elements or functions as developmental, resourcing, and qualitative.¹¹³ My research has led me to see this critical function as essential to a healthy, robust internal coaching network.

While I will continue to learn and experience more of this nuanced coaching specialty, I see where our current MV coaching network is lacking this component. Without coaching supervision, coaches perceive their value to the organization based alone on their coaching skills. With little ongoing MV mentor coaching currently, the development of their skills is left to chance and their respective experience. Is it any wonder volunteer coaches tire quickly and become distracted or demotivated to continually develop not only their skills but, more importantly, themselves as coaches?

For an internal coaching network like MV, the question quickly turns to available trained and qualified coach supervisor resources. Externally, this is both a limited

¹¹² Hawkins, "Coaching Supervision," 437-438.

¹¹³ Ibid.

professional resource and probably not a cost-effective resource to volunteer coaches. Much like the development of all the other coach resources, how does an internal coach network develop this coach supervisor resource? What many internal coaching networks have chosen is to have the lead coach trained by an outside qualified supervision program.

Kate Pinder's "Group Supervision" speaks to the theory and practice of group supervision.¹¹⁴ While group supervision is inherently more cost-effective than one-to-one supervision, its other benefits include meeting the needs of working with a qualified supervisor while learning from colleagues' coaching experiences.¹¹⁵ This supervision approach allows a limited supervision resource to be effectively spread across a team of coaches within a single organization. Group supervision does not preclude the opportunity for individual supervision as the need arises. A format for group supervision seems to be most suitable for phasing in coaching supervision to MV.

Like group mentor coaching, I imagine the optimal group size should be no smaller than three but no larger than five participants plus the supervisor. Pinder points out that the advantage of group supervision within an organization is that all participating coaches share the same knowledge of the organization, context, and polity dynamics.¹¹⁶ The disadvantage of group supervision is the crucial need for the confidentiality of clients being coached, which is much more difficult since the coaches and their clients are all part of the same organization.

¹¹⁴ Kate Pinder, "Group Supervision," in *Coaching & Mentoring Supervision: Theory and Practice*, ed. Tatiana Bachkirova et al. (New York, NY: McGraw-Hill, 2011), 196.

¹¹⁵ Pinder, "Group Supervision," 198.

¹¹⁶ *Ibid.*

Pinder describes four types of group supervision with a certified supervisor. They include authoritative, participative, cooperative, and peer groups.¹¹⁷ My sense of Vineyard values and practices would lead me to consider the participative type of group supervision. In this approach, the group supervisor will need to act as both a group facilitator and a trained content consultant. Since coaches will be at different levels of experience, I want to draw on and train more senior coaches to collaborate in the subject supervisee's supervision experience. Each participant will come with one coaching issue to be resolved, have others provide one constructive suggestion, compile the tips (including my own), and then ask the supervisee to reflect upon what they have received.

Pinder reminds us of the group supervisor's role and responsibility, including administrative tasks, group facilitation skills, and a professional aptitude that fosters an environment where the supervisee and the group feel safe.¹¹⁸ These required skills and group dynamics may not be as needful in a one-on-one supervision setting. The inherent advantage is a broader opportunity for constructive feedback from group supervision members. Also, group members learn to listen, draw upon their own experiences, and grow in their confidence and understanding of their coaching practice.¹¹⁹ As I document and introduce this process, a crucial element will be how this is communicated to group participants before, during, and when reflecting upon group supervision sessions. Therefore, the communication of the group supervision contract may be the most crucial step in the process.

¹¹⁷ Pinder, "Group Supervision," 198.

¹¹⁸ Ibid., 200.

¹¹⁹ Ibid., 201.

Janet Butwell's research focused on the benefits of group supervision for coaches. The essential services include learning and development through continued professional development and networking, where coaches can meet regularly and counter the isolation, particularly felt by newer coaches. Other significant benefits include normalized formal agreements to clarify internal boundaries and delineate ethical questions concerning client referrals. The greatest challenge to realizing these benefits is the anxiety of finding mutual times for meeting within already demanding schedules.¹²⁰ Vineyard coaches currently receive a monthly coaching tip and suggested resources to aid their professional development. All coaches are invited to participate in valuing their experience and their perspective. MV mentor coaches have been encouraged to meet monthly with their supervised coaches, but my fieldwork observations indicate this happens inconsistently for all mentor coaches and their respective supervised coaches. Regular networking opportunities countering isolation is a significant factor in valuing and empowering volunteer coaching efforts. Standardized coaching agreements and templates need to be further refined as part of my Artifact library of professional development.

Alison Hodge's research focuses on the value of coaching supervision as a development process. Since the early 2000s, coaches of mid and upper management corporate leaders are called executive coaches. The need for coaching supervision has emerged to support executive coaches in the professional execution of their craft.

Coaching supervision supports executive coaches by providing their sponsors and clients

¹²⁰ Janet Butwell, "Group Supervision for Coaches: Is It Worthwhile? A Study of the Process in a Major Professional Organization," *International Journal of Evidence Based Coaching and Mentoring* Vol. 4, No. 2 (Autumn 2006): 46, 51.

some measure of quality control. This need has been principally identified within the European theatre of coaching, exemplified by the European Mentoring & Coaching Council (EMCC).¹²¹

Pastors and church planters act as their respective local church organizations' executives, so I view Vineyard coaches as providing executive-level coaching. Hodge's working definition of coaching supervision states, "[supervised] coaches can receive feedback, broaden their perspectives, generate new ideas, and maintain standards of effective practice."¹²² This collaborative relationship between the supervisor and the supervised coach is intended to attend both the coach's emotional well-being and growth.¹²³ This observation comes home to me, predominantly as I observe my Vineyard Missions colleagues fixating upon system expectations rather than their coaches' expectations, culminating in the annual third-party assessment by Logan Leadership. Attending both the respective coach's emotional well-being and their coaching competency infuses their volunteer role with value and organizational appreciation.

Coaching Supervision Framework and Practice

Armstrong and Geddes' work focused on describing a useful coaching supervision framework and practice. They contend that the coaching supervision's effectiveness can be observed via the quality of the respective coaches' self-reflection

¹²¹ Alison Hodge, "The Value of Coaching Supervision as a Development Process: Contribution to Continued Professional And Personal Wellbeing for Executive Coaches," *International Journal of Evidence Based Coaching and Mentoring* Vol. 14, No. 2 (August 2016): 87-89.

¹²² Hodge, "The Value Of Coaching Supervision as a Development Process," 89.

¹²³ Ibid.

and self-knowledge.¹²⁴ The process of coaching supervision should move through a series of phases when interacting with each supervised coach plus, in our Vineyard context, mentor coaches. Generally, these phases moved from building safety and trust to distinguishing between content and the coaching process, to identifying new learning and the resultant action steps.

I was reminded in reviewing Armstrong and Geddes' work, how coaching supervision should interact, and treat its clients, the coaches, and mentor coaches, much like each coach should be engaging their respective client. Previously, MV mentor coaches "coach or supervise" coaches while the Coaching Specialist "coaches or supervises" the mentor coaches. What is critical is that these relationships are perceived and function collaboratively rather than hierarchically. Within our current Vineyard coaching network, these supervisory relationships between mentor coaches and coaches are called "co-labs" (i.e., coaching laboratories). The supervisory relationship between the Coaching Specialist and the mentor coaches was formerly called the mentor roundtable.

Armstrong and Geddes found that practical coaching supervision benefits included a reflective space, a community of practice, a learning space, and the quality of the coaching supervisor's facilitation skills.¹²⁵ Again, much like in a one-on-one coaching session, the supervisor must hold a space for the mentor coaches and them for their

¹²⁴ Hilary Armstrong and Mandy Geddes, "Developing Coaching Supervision Practice: An Australian Case Study," *International Journal of Evidence Based Coaching and Mentoring* Vol. 7, No. 2 (August 2009): 4.

¹²⁵ Armstrong and Geddes, "Developing Coaching Supervision Practice," 8.

respective coaches. This space is for both mentor coaches and coaches to reflect on both their coaching practices and themselves.

Tina Salter's work focused on studying the benefits and the resistance to coaching supervision within the European coaching community.¹²⁶ Some professional coaching associations (e.g., the EMCC) are mandating coaching supervision. Since our coaching network is entirely voluntary, and we are striving to enhance our network's sustained viability, I have elected to focus on several of the benefits. Supervised coaches should expect their coaching skills to improve. The supervisor's outside perspective enabled them to be more objective and stimulating to the coaches' learning. Supervised coaches should expect to be supported, and their development enhanced by coaching supervision. That is, coaching supervisors should provide a safe place for coaches to share and discuss whatever is on their mind, whether relating to client dynamics or their self-awareness. Supervised coaches should expect to be empowered and treated as collaborative partners in the coaching supervision's process. I see these described benefits as qualitative metrics to measure the effectiveness of our Vineyard's coaching supervision process.¹²⁷

Michelle Lucas focuses on the maturation work of coaching supervisors to become not only better coaches but also coaches with more depth. She describes the progression within the context of the following selected supervision principles. The coaching supervisor needs to progress from "ask to offer." As a coach, they are governed by ICF core competencies (CC) to ask open-ended questions and not lead or direct the

¹²⁶ Tina Salter, "Exploring Current Thinking Within the Field of Coaching on the Role of Supervision," *International Journal of Evidence Based Coaching and Mentoring*, Special Issue No. 2 (November 2008): 31-35.

¹²⁷ Salter, "Exploring Current Thinking," 34.

client. The supervisor needs to grow into offering the supervised coach the benefit of their lengthier experience without overshadowing the coach's self-discovery and learning.¹²⁸ The coaching supervisor needs to progress from "solution-focused to exploring."

Lucas contends that coaches typically look for momentum to emerge from the coaching session(s) to help the client determine their solution and actionable steps. Rather than focusing on what comes next, Lucas argues coaching supervisors need to explore the depths of what is already known by the coach.¹²⁹ The coaching supervisor needs to progress from "coaching as a tool to coaching as a mindset." The coaching supervisor models and collaborates with the supervised coach on how they approach their clients and practice. The approach should focus more on preparing the coach's state of being rather than their skill set.¹³⁰ Finally, Lucas contends that the coaching supervisor needs to progress towards focusing on self-care. That is, the coaching supervisor needs to again think beyond the development of the supervised coach as a skilled, ethical practitioner but also view the long-term health and well-being of the coach. Coaching supervisors need to recognize, model, and advocate for healthy coaches being more effective coaches.¹³¹

¹²⁸ Michelle Lucas, "From Coach to Coach Supervisor—A Shift in mind-set," *International Journal of Evidence Based Coaching and Mentoring* Vol 15, No. 1 (February 2017): 12-13.

¹²⁹ Michelle Lucas, "From Coach to Coach Supervisor," 13-14.

¹³⁰ *Ibid.*, 18.

¹³¹ *Ibid.*, 19.

Conclusion

Volatility, uncertainty, complexity, and ambiguity (i.e., VUCA) are genuine contextual factors globally for everyone, including the Church. A coaching framework is an excellent “sandbox” for learning to adapt one’s perception, goals, and action steps. The crux of adaptive leadership is learning to gain a “30,000-foot view” to see the presenting issue from a new perspective. A coaching framework provides a space to model presence, calm, and affirmation for the adaptive leader.

Most of the significant work of pastoring does not lend itself to measurable metrics. A coaching framework helps the missional leader perceive the value and significance of their ministry. Faith-based coaches are uniquely suited to coach missional leaders utilizing trained skills and a compassionate heart open to the Spirit’s presence. The coaching framework uses both directive and non-directive techniques to work towards healthy church planters and church plants.

An internal coaching network is a unique approach to providing coaching access to an organization’s leaders. Some of the inherent advantages are cost-effectiveness and, therefore, greater access to more developing leaders. Since internal coaches typically provide their services on a pro bono basis, their only compensation is intangible but critical. Internal coaches need to feel they are part of a specially trained team of professional coaches. Internal coaches need to feel worth from their CPD and their coaching sessions. Finally, internal coaches feel significance from the coaching supervision they receive.

The internal coaching network must recognize the inevitable high turnover due to its premise of open-ended volunteer leadership within the pro bono coaching network.

New coaching candidates should be continuously recruited, vetted, and trained. Newly trained coaches need to be launched with the appropriate support to enhance successful coaching engagements. New mentor coaches need to be continuously recruited and trained from the active coach pool. Active coaches will also feel significance from an assessment methodology that incorporates peer review, client feedback, and coach supervisor feedback.

Previously, I described the problem I perceived when I inherited the current MV internal coaching network in May 2019. I enumerated the double black swan result of losing over two-thirds of the trained coaches to attrition and the wasted tens of thousands of training dollars over seven years. The resultant collateral damage included a demotivated cadre of volunteer coaches, haphazard professional training and development, and a dated third-party coaching product line that I perceived as irrelevant and unresponsive.

First and foremost, MV's coaching network must be understood and developed as an internal coaching network staffed with all-volunteer coaches. The coaching network's unique strengths will be leveraged, and its inherent weaknesses will be recognized and accommodated. MV will move from a static, reactive, hierarchical approach to an adaptive, fluid, pipeline approach. Recruiting, training, coaching, and assessing will always support VUSA's pastoral leaders' fluid coaching needs.

The expensive, dated training and coaching tools have been discarded and replaced with an entirely new infrastructure. The new infrastructure will be based on digital products designed, owned, and operated by VUSA. Online access reduces training

costs and increases access drastically. Increased access affords enhanced training with smaller triads of coaches-in-training.

The training will be designed to be entirely accessible online and capable of being accredited by ICF. ICF reference sources are already available in six major languages, including Spanish; therefore, only coach training instructional materials will need to be translated by Vineyard designated translation teams. We now turn our attention to the description and specification of the Artifact.

SECTION 4: ARTIFACT DESCRIPTION

In Section 1, I declared there needs to be a replacement library of products that are timely and responsive to MV's unique requirements. MV's revised internal coaching network infrastructure will become more of a developmental pipeline, much like the church planter pipeline. The revised coaching network will be built to accommodate volunteer coaches' natural activation and deactivation due to life circumstances and phases. This section will describe the Artifact to be utilized as a scope-of-work document to achieve MV denominational support and an execution document to be implemented by the MV senior-level coaches.

Coach in Training (CIT) candidates will be continuously recruited, vetted, and trained. CIT candidates will be targeted from the pools of church planters, female pastors, pastors of color, and Spanish speakers with three to five years of experience. Newly trained coaches will be launched with robust support to focus on coaching one church planter well at a time. Church planters will be interviewed and assessed to enhance the matching-up process of the church planters' coaching needs and the best available volunteer coach. This contracting process will initiate more effective connections and coaching engagements. Active coaches will feel valued through helpful contracting, professional resources, and group coaching supervision. Mentor Coach in Training (MCIT) candidates will be recruited and trained from the senior coach pool and empowered to pursue ICF credentials. Active coaches will enhance their skill and personal development from an assessment methodology that incorporates peer review, client feedback, and coach supervisor feedback.

My Artifact will include all elements of the proposed revised MV internal coaching network infrastructure. The new infrastructure will continue helpful threads from the current structure, including the annual MV Coach Thinktank (formerly known as the All Coach Meeting) and monthly MV (formerly known as Mentor) Coach Roundtable meetings. The MV Coach Thinktank will be held in January of each year and include poll-driven options for daytime and evening choices. We discovered that providing a daytime and evening option enables flexibility and greater access for more active coaches due to their day job responsibilities. These meetings are held via Zoom, and recorded versions are distributed to all active coaches. The focus of these meetings is organizational collegial connection and vision casting within the MV coaching network framework to accomplish missional objectives for the coming year. There will be many changes envisioned between now and throughout 2021. Therefore, there will need to be much attention given to strategic communication to all active coaches. I will utilize the MV support staff to consult, produce, and develop the strategic communication campaign needed before the annual MV Coach Thinktank meeting.

The MV (formerly know as Mentor) Coach Roundtable is being renamed because the former Mentor Coach title indicated the length of coaching service for MV and commensurate perception of coaching competency. Going forward, I want mentor coaching to singularly describe the technical role of developing newer coaches' skills rather than an indication of seniority. This technical nuance will be reflected in the new mentor coaching curriculum. The MV Coach Roundtable has functioned as the collaborative company of senior coaches plus the Coaching Specialist and the Church Planter and Coaching Coordinator. While I will provide the bulk of the research and

writing of the draft elements for the revised internal coaching infrastructure, this cooperative group will be essential for focusing on executing the new protocols. Their collaborative work will include assessing field observations, editing current materials, and generating new ideas. ICF credentialed coaches will need to teach the ICF core competency components to apply and receive ICF accreditation for the newly amplified new coaching and mentor coaching curriculums.

Additionally, ICF credentialed coaches must provide the mentor coaching needed by the CITs to qualify as mentor hours outlined by ICF expectations. Since I am currently the only ICF credentialed coach, I propose empowering and encouraging the other senior coaches to pursue ICF credentials to expand the number of credentialed trainers and mentor coaches. Partial underwriting of this process by MV will be illustrated in Section 5. Additionally, I will invite ICF credentialed coaches from other Vineyard coaching networks to collaborate with us in our training efforts.

The final continuing thread from the current structure will be a significantly expanded catalog of tools and resources. This catalog will include essential coaching tools to address contracting, prep questions, concluding the end-of-coaching-term, coach assessments, and mentor coaching ICF CC feedback. Resources will consist of suggested books, blogs, articles, monthly coaching tips, and outside-coaching resources (e.g., spiritual direction or therapy). This robust catalog of tools and resources will be made available to all Vineyard internal coaching networks, such as Vineyard Missions and Vineyard UK/IRE, hopefully becoming an ongoing collaborative clearinghouse. All tools and resources will be initially produced in English and available in an invited-group-access-format such as Google docs or Dropbox. As quickly as Vineyard translation assets

can be realized, all English products need to be translated into Spanish for Spanish-speaking coaches and pastoral clients. While MV focuses on Spanish-speaking church plants within the US and Puerto Rico, these materials will be made available throughout Vineyard's global relationships via Vineyard Missions or partner Spanish-speaking Vineyard National Associations throughout Latin America.

New CIT Training is essential and must be exclusively accessible online.

Accessible online training incurs minimal costs while also accommodating the volunteer coaches' schedules. Because of pursuing accreditation by ICF via the ACSTH (Approved Coaching Specific Training Hours) process, the content will consist of eight weekly synchronous learning (SL) instructor-led sessions built around ICF Core Competencies (CC). Alternating weeks will consist of eight triad practice-coaching sessions led by an ICF credentialed mentor coach. Subsequently, as CITs begin initial coaching engagements of six months, six one-on-one mentor coaching sessions will be conducted, totaling thirty student contact hours. While the initial CIT training will be conducted via SL in English, subsequent course offerings will be conducted in English and Spanish via a blend of asynchronous learning (AL) and SL in keeping with ICF's Blended Learning guidelines.¹³² Practice-coaching triads will utilize an effective coaching education pedagogy. Coach education recognizes that face-to-face training (even virtual) provides a unique opportunity to learn from training experiences that can be subsequently accessed as future learning material. Perhaps the essential practice of the coach-client-observer

¹³² ICF Blended Learning for CCE Providers, accessed September 20, 2020, <https://coachfederation.org/app/uploads/2017/12/BlendedLearning.pdf>.

triad is the observer role. Led by the mentor coach, the aim is for the observer skills to be absorbed and transferred by the CIT as they observe themselves coaching future clients.¹³³

MCIT training will focus on the facilitation skills of triads and coach skill development relative to the ICF CC. With the intent of being accredited by ICF via the CCE (Continuing Coaching Education) accreditation process, the initial training will function via SL as MCITs shadow me as I facilitate and offer triad feedback. While ICF currently requires no official mentor coach training, I will be borrowing heavily from the ReciproCoach mentor coach training workbook I utilized during my training.¹³⁴ Mentor coaches will employ ICF CC Feedback Sheets (initially available in English and subsequently in Spanish) when providing constructive feedback to coaches within coaching triads. In essence, every time CIT coaching triads are taking place, I propose to have MCITs in attendance and shadowing the ICF credentialed mentor coach. Hopefully, these training hours attracting CCE credits will provide value and enticement for MCITs to invest themselves in learning mentor coaching skills, acquiring ICF credentials, and expanding the mentor coaching assets within the MV internal coaching network.

All coaching engagements will become more tactical, focusing on the ultimate question, “How is this helping the client?” Coaching agreements will be three to six-months with optional renewals (to be mutually agreed upon by both coach and client), whereas formerly, every church planter was promised up to twenty-four months of coaching. Laser coaching engagements will be offered concentrated on specific,

¹³³ Simon Western, *Coaching and Mentoring: A Critical Text*, (London, UK: Sage Publications, 2012,) 279-283.

¹³⁴ ReciproCoach, “Mentor Coach Training Workbook (2016),” accessed October 1, 2020, <https://reciprocoach.com/mentor-coach-pathway-training>.

pragmatic coaching of perhaps three months by senior coaching specialists. Regardless of engagement length, every six months, the client will complete a concluding document to assess the coaching engagement and constructive feedback for the coach's development. Therefore, there will be a concerted effort to compile our senior coaches' specialties and their preferred client profiles. Collectively, these efforts will enhance the matching of declared coaching needs and available best-fit experienced coaches.

A newly added value service will be offered to all active coaches. Group coaching supervision sessions will be scheduled to include all active coaches annually. As the Coaching Specialist for MV, I will pursue coach supervisor certification at my chosen program offered by Oxford Brooks in May 2021.¹³⁵ Upon completion of the pre and onsite coursework, I will begin offering group supervision sessions. These sessions will be provided virtually via SL and comprised of up to five coaches facilitated by the coach supervisor. The intent is for each coach to bring a case to be discussed, receive peer feedback, and be provided final thoughts by the coach supervisor. Each participating coach will continue the process for the balance of the group session, and then the group will conclude with prayer. The learning focus is to learn from peer review and the coach supervisor how to reflect upon one's coaching practice and development as a coach.

Finally, each active coach will receive a compiled annual assessment and resultant goals for their coaching improvement. The yearly assessment process will include client concluding documents, observed ICF CC feedback from mentor coaches, and the

¹³⁵ Oxford Brooks University, "Professional Certificate of Advanced Study in Coaching Supervision," accessed November 7, 2020, <https://www.brookes.ac.uk/iccams/opportunities-for-study/professional-certificate-of-advanced-study-in-coaching-supervision/>.

feedback from their annual group coaching supervision session. MV support staff will help develop simple, easy-to-use technology to compile these findings for an interview with an appropriate member of the MV Roundtable. Future development may lead to a singular digital instrument that can accommodate multiple inputs, producing a relevant scored result similar to a 360-degree assessment.

SECTION 5: ARTIFACT SPECIFICATION

MV needs a revised internal coaching network infrastructure that will be responsive and adaptive to support its church planting goals. The former coaching network was predicated on an inflexible third-party coaching system that became irrelevant to MV's context and emerging needs. The former methodology for training new coaches was built around costly and inefficient in-person training. The former coaching network was unable to accommodate the realities of volunteer coach turnover and fluid coaching client demands. Finally, the former coaching network was ineffective in valuing the work and motivating MV's corps of volunteer coaches.

This section will outline the specifications for the proposed Artifact. The tone and appearance of the Artifact are to function as an internal "work-in-progress" to reflect MV's revised internal coaching network. The Artifact needs to serve as a working document to reflect VUSA's reorganized leadership organization's needs and its associated MV church planting structure for 2021 and the future.

Project Goal

The revised internal coaching network's goal starts with the end in sight, the church planter's health and viability, and the church plant. All coaching engagements will be assessed tactically as to how they are helpful to each specific church planter client in their respective setting. The new infrastructure's goal is to dare to develop and execute a coaching network that is always learning how to improve coaches and how to deliver relevant, practical coaching. Finally, the goal of MV's internal coaching network is to

accommodate the expected transitions of volunteer coaches and yet provide a robust and sustainable pro bono coaching organization that will grow to meet expected church planting needs.

Audience

First priority coaching clients are church planters in the US and US territories. Secondary priority coaching clients are pastors and ministry leaders who MV is well-positioned to support. Secondary priority coaching clients might include pastors approaching retirement, associate pastors becoming first-time lead pastors, and specialty ministry leaders such as chaplains. These coaching clients will consist of both English and Spanish speakers. Coaching candidates will be church planters with three to five years of experience and younger pastors, focusing on training more female pastors, pastors of color, and Spanish-speaking pastors.

Scope and Content

The CIT training program (two to three triads, totaling six to nine participants) comprises thirty student hours. It will include eight weeks of online synchronous learning (SL) instructor-led sessions, with alternating weeks consisting of eight online triad practice-coaching sessions led by a mentor coach. Each CIT will be connected to one-on-one mentor coaching sessions. Each CIT will be assessed by their respective client at the end of the six-month engagement and reviewed with their mentor coach.

MCIT training program comprises twenty-five student hours. It includes eight weeks of online SL, observing mentor coaches facilitate CIT practice-coaching triads, and six monthly sessions immediately following mentor coaches providing one-on-one

mentor coaching. Mentor coaches will debrief the MCIT for thirty minutes at the end of each practice-coaching triad and one-on-one mentor coaching session.

Group Coaching Supervision sessions are comprised of up to five active coaches. The plan for each group session will be two student hours. It will include an online presentation of a case by each participating coach (five minutes), online peer review (ten minutes), and online coach supervisor comments (nine minutes). Participants will be required to prepare their case as part of AL pre-work. The intent is for every active coach to attend a Group Coaching Supervision session annually. Coaching Supervision summations will be included as part of each coach's annual assessment.

Annual assessments will be compiled and reviewed with each active coach. The coach's assessment will include client reviews from the concluding session of each six-month coaching engagement, mentor coaching reviews, and coach supervisor reviews produced from group coach supervision sessions. This assessment methodology approach will be an interim solution until an online satisfactory 360-degree assessment instrument can either be developed or procured. The intent is for the MV Coach Roundtable members to share equally in reviewing each active coach's assessment to aid their ongoing growth.

Budget

Since this is a full revamp of the existing MV internal coaching infrastructure, the budget represents the first year's costs, with future years reflecting cost savings. All training and meetings will be accessible online. All materials, tools, and resources will be in digital format. Therefore, everything will be available for downloading and printing by participants. I will illustrate costs outside of MV support staff assistance (e.g., Church

Plant Process & Coaching Coordinator) since their salaries are already covered within the MV general budget. MV will underwrite all costs associated with the coaching network. I will not capture general travel costs for myself representing MV at VUSA events since many of these events are currently diverting to a virtual format due to pandemic travel restrictions.

CIT Training

- Graphic design support of approximately 24 hours @\$100/hour or \$2,400. I will be teaching all the initial twelve hours of content and will be donating my time.
- Zoom account dedicated to MV coach training \$150/year.
- I would like to utilize two other ICF credentialed coaches from within the VUSA or Vineyard UK/IRE to assist me with the mentor coaching elements. I would pay those coaches for 34 hours of mentor coaching at \$75/hour or \$5,100.
- ACSTH application fee to ICF for accreditation of 36 program hours is \$1,500 (this cost will be incurred following the first year's course completion).

Total CIT Training costs are \$9,150.

MCIT Training

Since this is primarily a shadowing and observation training format, there is minimal cost involved. The cost of the ICF credentialed coaches performing the mentor coaching tasks is included in the CIT Training. CCE application fee for 25 program hours is \$600. Total MCIT Training costs are \$600.

Group Coaching Supervision

The primary cost is the coaching specialist's training becoming certified as a coaching supervisor. Professional Certificate of Advanced Study in Coaching Supervision tuition is 1,650 pounds sterling (\$2,150) for the first year and 1,000 pounds sterling (\$1,300) over years two and three. Travel costs will not be included since many training events are currently diverting to a virtual format due to pandemic travel restrictions. Total Group Coaching Supervision costs are \$3,450.

Tools and Resources

Spanish translation costs are estimated to be \$2,000. ICF application costs for two coaches to become credentialed as ACC coaches, \$500/application, or \$1,000. Total Tools and Resources costs \$3,000.

The grand total of all budgeted costs equals \$16,200.

Ongoing Evaluation

The MV Coach Roundtable will meet monthly to review all coaching operations. Active coaches will be evaluated by their clients every sixth month of the six-month engagements. Their client assessments will include both growth opportunities for the coach as well as the coaching network. Upon completion, CIT and MCIT training cohorts will be solicited for their perceptions and suggestions for improving the training experience. Active coaches will receive 360-degree feedback from members of the MV

Coach Roundtable. Active coaches will be solicited for their input upon completion of their Group Coach Supervision sessions.

Standards of Publication

There will be no hard copy materials produced as all materials will be digital in format. Content presentations will include helpful graphics and illustrations to draw attention to relevant ICF reference documents and critical concepts. MV's professional graphic branding will be the prevalent theme throughout each presentation slide and visual image. Since all of these materials will be presented online, effective ethnographical communication is critical to enhancing participants' engagement. Additionally, CIT Training content will utilize robust Zoom participant strategies to aid concentration and improve the learning experience. These tech strategies would include recording all presentation content sessions and making the recordings available to participants for review.

Action Plan

The following calendar and timeline reflect MV internal coaching operations projected for 2021. These activities and timeline are displayed in Appendix B.

- January: MV Coach Thinktank, two sessions—one during the day, one in the evening.
- February-November: monthly MV Coach Roundtable.
- February-May: CIT Training, eight weeks of content presentations alternating with eight weeks of practice coaching triads.
- May: Coach Supervision Training for Coaching Specialist.

- June-November: monthly one-on-one mentor coaching with CITs.
- February-November: MCIT Training, where MCITs shadow ICF credentialed coaches conducting mentor coaching.
- June-October: monthly Group Coaching Supervision sessions.
- November-December: MV Coach Roundtable members review with each active coach their respective compiled assessment.

SECTION 6:
POSTSCRIPT

I went back to school to seminary in January 2017 after not being in school for thirty-five years. While I had always dreamed of going to seminary, the typical factors of cost, time, and life stage and ministry always seemed to preclude acting on that dream. I had just turned sixty-one and looked down the road towards transitioning out of local church ministry and wondered what God might have next. Additionally, I was almost twelve years into serving under an abusive micro-managerial senior pastor whose ministry worldview couldn't be more divergent than my own, so I was looking for a way out in any direction.

I had already been coaching church planters and pastors for over three years and loved the sense of accomplishment and fulfillment partnering with pastoral leaders in the Vineyard. I completed Fuller's MAT degree program at Houston's regional campus in two years. I quickly fell in love with learning from typically much younger men and women fellow-seminarians whose stories and perspectives, while much different than mine, were striving to discern God's call on their lives. Almost immediately, I wanted to pursue a practical theological doctoral program well-suited to my practitioner propensities and my passion for being around and learning from diverse men and women seeking to serve and follow God's calling in their lives and their locales.

I came to Portland Seminary's Leadership and Global Perspective track in 2018 with high hopes but no clue how to perform doctoral research. On the first day, it was emphasized to find and focus on a specific project or problem one wanted to solve. My problem was unclear until I became Multiply Vineyard (MV)'s Coaching Specialist or

lead coach in May 2019. I wasn't sure how to translate my inherited internal coaching network challenge into a dissertation, but I certainly had a jumble that needed to be untangled, rearranged, and transformed. I began to wonder how God could be calling me to utilize the doctoral research process to revise MV's internal coaching network infrastructure to support the mission of church planting.

I have learned that coaching is not magic but merely a potent tool in a skilled coach's hands. Unfortunately, coaching is confused with whatever descriptive term precedes the verb. Since it is not regulated like engineering or accounting, one can call anything coaching, and a plethora of coach training options, professional or certified, exist. More nuanced, I learned that MV sponsored creating an internal coaching network to provide accessible, affordable coaching services to all of its church planters, both now and in the future. So why did I inherit a failing system? To provide high caliber, professional-quality coaching from volunteers, one must understand how to feed, nurture, and grow the internal coaching network. Sustainable vitality is critical to providing adaptive coaching services from motivated volunteers to church planters' ever-changing needs.

The final Artifact reflects interviews and interactions with individuals representing fifteen different church planting and coaching entities. These include coaching and church planting leaders from The Foursquare Church, Vineyard National Associations (both USA and UK/IRE), North American Missions Board (NAMB); Communitas International, Stadia Church Planting, and Houston Church Planting Network (HCPN); Creative Results Management and Logan Leadership coach training programs. My field research taught me that the coach's coaching for the client,

significantly associated with the Kingdom's work of church planting, should be exemplary. However, it should begin with the end in sight. Organizations must clearly outline the missional goals for the sponsored coaching network, assess the system's effectiveness given the missional goals, and consider how to motivate volunteer coaches to revel in the work of the Holy Spirit through their coaching investment in their clients.

Internal coaching networks are unique organizational coaching entities and must be understood to leverage strengths and compensate for weaknesses. My Pecha Kucha presentation generated many kind encouragements and yet, many thought-provoking comments and questions: "Bring this to the Presbyterians!" "How do you see your coaching networks scaling internationally?" "How would you train church planters and coaches for a cross-cultural experience?" "I hope you take this on the road. Churches need to know about this amazing resource." "Is there space for healthy cross-denominational coaching relationships?" "It would be great to hear how this model could be used even outside the Vineyard church."

Internal coaching networks provide affordable, accessible coaching services from culturally intelligent leaders of an organization (the coaches) to others within the organization (the clients). While my Artifact is borne out of the MV church-planting arm of VUSA, this infrastructure could be easily adapted and implemented both globally and throughout any missional organization. The infrastructure's strength is tied to a global coaching professional standard (ICF) yet adaptive to any faith-based organization's mission, goals, and objectives.

My dissertation process has enabled me to create a coaching infrastructure that is professionally competent, both viable and sustainable, and adaptive to the changing needs

of the organization's mission. The system has been built with constant assessment and evaluation built-in to enhance and refine improvements. My fundamental conviction is coaching services should be available for every pastoral and missional leader. The only way these services will be affordable and accessible is through establishing volunteer internal coaching networks. Therefore, perhaps most strategically, the internal coaching network must accommodate the expected dynamics of volunteers. If the Coaching Specialist or lead coach is a volunteer, such as myself, the coaching infrastructure should adapt and grow regardless of the individual leader. Based on my research, the feedback from my Pecha Kucha, and my growing international connections, I need to be prepared to give away what I have learned and developed. My dissertation process has prompted me to prepare to spend the balance of my ministry assisting other organizations create coaching networks to coach their respective developing leaders.

APPENDIX A:

MV Revised Internal Coaching Infrastructure

The goal of MV's internal coaching network is to accommodate the expected transition dynamics of volunteer coaches and yet provide a robust and sustainable pro bono coaching organization that is scalable to meet expected church planting needs.

Timeline for Calendar Year 2021

January: MV Coach Thinktank, for all active coaches

January 26-29: MV Summit (virtual)

February-May: Coach in Training (CIT) Training for new coaches (eight weeks of online content alternating with eight weeks of online triad practice coaching)

February-November: Monthly Coach Roundtable for senior coaches

February-November: Mentor Coach in Training (MCIT) Training for senior coaches desiring to be trained as mentor coaches (shadowing ICF credentialed mentor coaches)

May: Coach supervision training for Coaching Specialist

June-October: Monthly group coaching supervision (groups of up to five active coaches)

June-November: One-on-one mentor coaching for CIT coaches

July 12-16: VUSA National Global Conference (proposed)

November-December: Assessment process (peer review for all coaches)

December 2021: CIT training recruitment and vesting of candidates for 2022

Meetings

MV Coach Thinktank

It will be held in January of each year and include poll-driven options for daytime and evening choices. By providing a daytime and evening option, more active coaches can attend due to their day job responsibilities. These meetings will be held via Zoom, and recordings will be distributed to all active coaches. The focus of these meetings is organizational collegial connection and vision casting to accomplish MV missional objectives for the coming year.

MV Coach Roundtable

Formerly known as the Mentor Coach Roundtable, this forum is being renamed because the former title indicated the length of coaching service for MV and commensurate perception of coaching competency. Mentor coaching will singularly describe the ICF-defined technical role of developing CIT coaches' skills rather than an indication of seniority. The MV Coach Roundtable meets monthly and functions as the collaborative company of senior coaches, including the Coaching Specialist and the Church Plant Process & Coaching Coordinator. With a renewed focus on laser, tactical coaching, senior coaches will be empowered to focus on preferred coaching client profiles or tactical areas of expertise.

Tools and Resources

Contracting

Coaching agreements will be three to six-months with optional renewals to be mutually agreed upon by both coach and client. In contrast, formerly, every church planter was promised up to twenty-four months of coaching. All coaching engagements will become more tactical, focusing on the ultimate question, “How is this helping the client?” Laser coaching engagements will be offered, concentrating on specific, pragmatic coaching of perhaps three months by senior coaching specialists. Please see Appendix C for the Standard Coaching Agreement.

Regardless of engagement length, at the end of the engagement or six months (whichever comes first), the client completes a concluding document. The concluding document will assess the coaching engagement and provide constructive feedback for the coach’s development. Please see Appendix D for the Coaching Agreement Concluding Document. There will be a concerted effort to compile our more senior coaches’ specialties and their preferred client profiles. The Coaching Specialist and the Church Plant Process & Coaching Coordinator will enhance the matching of declared coaching needs and available best-fit experienced coaches.

Prep Questions

The mission of MV coaching is (1) helping church planters to love Jesus, their families, and the Vineyard despite the rigors of church planting, and (2) church plants that are sustainable beyond five years and impacting their communities for the Kingdom of God. Prep Questions should reflect these missional end-goals and be initially produced

in English and available in an invited-group-access-format such as Google docs or Dropbox. As quickly as Vineyard translation assets can be recognized, all English products need to be translated into Spanish for Spanish-speaking coaches. The MV coaching community will continuously update prep Questions to reflect various clients' needs and coaching agreement foci.

Other Resources

These resources will include suggested books, blogs, articles, monthly coaching tips, and outside-coaching resources (e.g., spiritual direction or therapy). Similar to Prep Questions, input for these resources will come from the MV coaching community and be made available to all Vineyard internal coaching networks, such as Vineyard Missions and Vineyard UK/IRE, hopefully becoming an ongoing collaborative clearinghouse. All materials need to be translated or sourced for Spanish-speaking coaches and clients as translation assets are identified.

Training

New Coach

Coach-in-Training (CIT) training is essential and will be accessible entirely online. Coaching candidates will be church planters with three to five years of experience and younger pastors, focusing on training more female pastors, pastors of color, and Spanish-speaking pastors. Because of pursuing accreditation by ICF via the ACSTH (Approved Coaching Specific Training Hours) process, the content will consist of eight weekly synchronous learning (SL) instructor-led sessions built around ICF Core

Competencies (CC).¹³⁶ Alternating weeks will consist of eight triad practice-coaching sessions led by an ICF credentialed mentor coach. Subsequently, as CITs begin initial coaching engagements of six months, six one-on-one mentor coaching sessions will be conducted, totaling thirty student contact hours. While the initial CIT training will be conducted via SL in English, subsequent course offerings will be conducted in English and Spanish via a blend of asynchronous learning (AL) and SL in keeping with ICF's Blended Learning guidelines.¹³⁷

Content courses will be based on the Updated ICF Core Competency Model released in October 2019, intended to go into effect in early 2021.¹³⁸ Each class will cover one of the eight core competencies (CC).

- (1) Coaching Ethical Practices: Helping aspiring coaches understand and consistently apply high standards of coaching practice. The course will cover 1.5 hours of teaching and direct student contact. The material will be taught online (probably via Zoom) and utilize synchronous learning. The primary delivery method uses a webinar format with an ICF credentialed instructor providing lecture and interactive discussion relative to coaching church

¹³⁶ ICF Updated Core Competency Model October 2019, accessed June 10, 2020, https://coachfederation.org/app/uploads/2019/11/ICFCompetencyModel_Oct2019.pdf.

¹³⁷ ICF Blended Learning for CCE Providers, accessed September 20, 2020, <https://coachfederation.org/app/uploads/2017/12/BlendedLearning.pdf>.

¹³⁸ ICF Updated Core Competency Model October 2019, accessed June 10, 2020, https://coachfederation.org/app/uploads/2019/11/ICFCompetencyModel_Oct2019.pdf.

planters and pastors. Students will be directed to reference the ICF Code of Ethics.¹³⁹

- (2) Coaching is a Way-of-Thinking: Helping aspiring coaches develop and maintain a way-of-thinking that is open, curious, flexible, and client-focused. The course will cover 1.5 hours of teaching and direct student contact. The material will be taught online (probably via Zoom) and utilize synchronous learning. The primary delivery method uses a webinar format with an ICF credentialed instructor providing lecture and interactive discussion relative to coaching church planters and pastors.
- (3) The Critical Importance of Coaching Agreements: Helping aspiring coaches learn to partner with the client to create clear and concise agreements that will govern both the coaching relationship and the work to be accomplished in each session. The course will cover 1.5 hours of teaching and direct student contact. The material will be taught online (probably via Zoom) and utilize synchronous learning. The primary delivery method uses a webinar format with an ICF credentialed instructor providing lecture and interactive discussion relative to coaching church planters and pastors.
- (4) Creating a Safe Space and Place for the Client: Helping aspiring coaches learn to partner with the client to develop a relationship based on mutual respect and trust. The course will cover 1.5 hours of teaching and direct student contact. The material will be taught online (probably via Zoom) and utilize

¹³⁹ International Coach Federation, “Code of Ethics – 2020,” accessed November 7, 2020, https://coachfederation.org/app/uploads/2020/01/ICF-Code-of-Ethics_final_Nov12.pdf.

synchronous learning. The primary delivery method uses a webinar format with an ICF credentialed instructor providing lecture and interactive discussion relative to coaching church planters and pastors.

- (5) The Coaching Art of Being Present: Helping aspiring coaches learn to be fully present for the client during the session and affect a style that is for the benefit of the client. The course will cover 1.5 hours of teaching and direct student contact. The material will be taught online (probably via Zoom) and utilize synchronous learning. The primary delivery method uses a webinar format with an ICF credentialed instructor providing lecture and interactive discussion relative to coaching church planters and pastors.
- (6) The Ultimate Coaching Skill (Learning to Listen Actively): Helping aspiring coaches learn to listen to the client robustly, what is spoken, what is not spoken, and how it is spoken. The course will cover 1.5 hours of teaching and direct student contact. The material will be taught online (probably via Zoom) and utilize synchronous learning. The primary delivery method uses a webinar format with an ICF credentialed instructor providing lecture and interactive discussion relative to coaching church planters and pastors.
- (7) Creating Awareness for the Client: Helping aspiring coaches evoke awareness for the client through powerful questions, silence, and imagery. The course will cover 1.5 hours of teaching and direct student contact. The material will be taught online (probably via Zoom) and utilize synchronous learning. The primary delivery method uses a webinar format with an ICF credentialed

instructor providing lecture and interactive discussion relative to coaching church planters and pastors.

(8) Helping the Client Move Forward: Helping aspiring coaches learn how to partner with the client to transform learning and insight into action. The course will cover 1.5 hours of teaching and direct student contact. The material will be taught online (probably via Zoom) and utilize synchronous learning. The primary delivery method uses a webinar format with an ICF credentialed instructor providing lecture and interactive discussion relative to coaching church planters and pastors.

Each week of the course content will be alternated with weekly practice-coaching triads. The CITs will be assigned to specific triads for the term of the CIT Training. Each trio of CITs will be led by an ICF credentialed coach functioning as the mentor coach and facilitating this effective coaching education pedagogy. The weekly practice-coaching triad will cover 1.5 hours of mentor coaching and direct student contact. The trios of CITs will meet virtually online (probably via Zoom) and utilize synchronous learning. The primary delivery method will use virtual face-to-face training. CITs will come prepared to be coached on something for twenty minutes. Each CIT will rotate the role of coach, client, and observer. After twenty minutes of coaching, the observer and the mentor coach will give the coach feedback. Perhaps the essential practice of the coach-client-observer triad is the observer role. Led by the mentor coach, the aim is for the observer skills to be absorbed and transferred by the CIT as they observe themselves coaching future clients.

Following the sixteen weeks of course content and practice-coaching triads, each CIT will be connected with a single coaching client. Each CIT will bring to the CIT Training one prospective client who has agreed to be coached for six monthly sessions. The preparation and vetting of these practice-coaching clients are crucial to the learning experience of each CIT. CITs will contract with their practice-clients for up to one hour of online coaching per month for six-month agreements utilizing the Contracting Document described in Appendix C. CITs will also be assigned a mentor coach for six months of online one-on-one mentor coaching sessions to enhance their coaching skills and learning. After the six months of practice-coaching, each CIT will be assessed by their respective clients utilizing the Concluding Document described in Appendix D. The final CIT one-on-one mentor coach meeting will debrief their practice-coaching experience and learning. Graduates will be awarded Certified MV Coach certificates and notified once ICF has accredited their training hours.

Mentor Coach

Mentor Coach in Training (MCIT) training will focus on the facilitation skills required for CIT practice-coaching triads and one-on-one mentor coaching. Mentor coaching concentrates on enhancing CIT coach skill development relative to the ICF core competencies (CC). While ICF requires no official mentor coach training, I will be borrowing heavily from the ReciproCoach mentor coach training workbook.¹⁴⁰ With the intent of being accredited by ICF via the CCE (Continuing Coaching Education)

¹⁴⁰ ReciproCoach, "Mentor Coach Training Workbook (2016)," accessed October 1, 2020, <https://reciprocoach.com/mentor-coach-pathway-training>.

accreditation process, the training will function virtually via SL as MCITs shadow the credentialed ICF mentor coach as they facilitate and offer triad feedback to CITs. MCITs will learn to utilize the Mentor Coach Strengths Growth Feedback form described in Appendix E (initially available in English and subsequently in Spanish) when providing constructive feedback to coaches within coaching triads or one-on-one mentor coaching.

In essence, every time CIT coaching triads are scheduled, an MCIT is in attendance and shadows the ICF credentialed mentor coach. Whenever a CIT one-on-one mentor coach session is scheduled, an MCIT attends and shadows the ICF credentialed mentor coach. The MCIT Training program comprises twenty-five student hours: eight weeks of online SL observing mentor coaches facilitate CIT practice-coaching triads and six monthly sessions following mentor coaches providing one-on-one mentor coaching. Mentor coaches will debrief MCIT for 0.5 hours at the end of each practice-coaching triad and one-on-one mentor coaching session. Hopefully, these training hours attracting CCE credits will provide value and enticement for MCITs to invest themselves in learning mentor coaching skills, acquiring ICF credentials, and expanding the mentor coaching assets within the MV internal coaching network. MCITs are directed to review ICF Mentor Coaching Duties and Competencies as an additional reference.¹⁴¹

Group Coach Supervision

A newly added value service will be offered to all active coaches. These sessions will be provided virtually via SL and comprised of up to five coaches facilitated by the

¹⁴¹ International Coach Federation, "Mentor Coaching Duties and Competencies", accessed November 7, 2020, <https://coachfederation.org/mentor-coaching#:~:text=Mentor%20Coaching%20for%20an%20ICF,with%20the%20ICF%20Core%20Competencies>.

coach supervisor. The intent is for each coach to bring a case to be discussed, receive peer feedback, and then be provided final thoughts by the coach supervisor. Each participating coach will continue the process for the balance of the group session and conclude with prayer.

The focus is to learn from peer review and the coach supervisor how to reflect upon one's coaching practice and development as a coach. The plan for each group session will be two student hours: online presentation of a case by each participating coach (five minutes), online peer review for (ten minutes), and online coach supervisor comments (nine minutes). Participants will be required to prepare their case as part of AL pre-work. The intent is for every active coach to attend a Group Coaching Supervision session annually. Coaching Supervision summations will be included as part of each coach's annual assessment.

Assessment

Finally, each active coach will have a compiled annual assessment, which will generate resultant goals for their coaching improvement. The coach's assessment will include client reviews from the concluding session of each six-month coaching engagement, mentor coaching reviews, and coach supervisor reviews produced from group coach supervision sessions. This assessment approach will be an interim solution until an online satisfactory 360-degree assessment instrument can either be developed or procured. The intent is for the MV Coach Roundtable members to share equally in reviewing each active coach's assessment to aid their ongoing growth.

APPENDIX C:

Standard Coaching Agreement

The Standard Coaching Agreement document was adapted from the ICF Sample Coaching Agreement.¹⁴²

(Review, complete, sign, and return the form before our first session.)

Client name:

Email:

Phone:

Coach name:

Email:

Phone:

Coaching Agreement

- Proposed six-session coaching agreement.
- Upon completing the final or sixth session (whichever comes first), the coach will check in with the client about the mutual interest in re-contracting for an additional term.
- The client will be provided the Concluding Document and will complete and return it to the coach.
- The fee basis will be pro bono for coaching services sponsored by Multiply Vineyard (MV). Fees for coaching services outside the MV's sponsorship will be mutually agreed upon by both the coach and client.
- Session durations typically are 30-60 minutes.

¹⁴² Adapted from “ICF Sample Coaching Agreement”, accessed October 26, 2020, <https://coachfederation.org/app/uploads/2017/11/SampleCoachingAgreement.pdf>.

Ground Rules

- The coach will set Zoom meeting links and email the links to the client for each upcoming coaching session.
- The coach will check in with the client and send out Prep Questions (preparation questions) about one week before the scheduled appointment.
- The client will prepare for each coaching session by sharing responses to the Prep Questions forty-eight hours before the scheduled appointment.
- Either the coach or the client may reschedule sessions within the coaching series time frame. When rescheduling, make every effort to give the other at least forty-eight hours' notice.
- If the client feels some part of the coaching relationship is not working, please give the coach specific feedback so issues may be addressed promptly. Feedback is essential for continuing development.

Confidentiality and Responsibilities

- As a coaching client, I understand and agree that I am fully responsible for my physical, mental, and emotional well-being during my coaching calls, including my choices and decisions. I am aware that I can choose to discontinue coaching at any time.
- I understand that coaching is a Professional-Client relationship I have with my coach. It is designed to facilitate the creation/development of my personal, professional, or business goals and focus on developing and carrying out a strategy/plan to achieve those goals.
- I understand that coaching is a comprehensive process that may involve all areas of my life, including professional, financial, health, relationships, recreation, education, and Christian

spirituality. I acknowledge that deciding how to handle these issues, incorporate coaching into those areas, and implement my choices is exclusively my responsibility.

- I understand that coaching does not involve diagnosing or treating mental disorders, as defined by the American Psychiatric Association. I know that coaching is not a substitute for counseling, psychotherapy, psychoanalysis, mental health care, or substance abuse treatment. I will not use it in place of any form of diagnosis, treatment, or therapy.
- I promise that if I am currently in therapy or otherwise under the care of a mental health professional, I have consulted with the mental health care provider regarding the advisability of working with a coach and that this person is aware of my decision to proceed with the coaching relationship.
- I understand that information will be held as confidential unless otherwise stated, in writing, except as required by law, such as by being a mandated reporter.
- I understand that my name and contact information for the coach credentialing process, but not the contents of my coaching session, may be given to the International Coaching Federation (ICF) and other qualified organizations. Any digital recordings of sessions will be made only with the express permission and foreknowledge of the client.
- I understand that coaching is not a substitute for professional advice by legal, medical, financial, business, or other qualified professionals. I will seek independent professional guidance for legal, medical, financial, business, or other matters. I understand that all decisions in these areas are exclusively mine, and I acknowledge that my choices and my actions regarding them are my sole responsibility.

I have read and agree to the above stipulations.

Client signature: _____

Date: _____

Coach signature: _____

Date: _____

APPENDIX D:

Coaching Agreement Concluding Document

Client: _____ Date: _____

1. What was your tactical focus going into your coaching agreement?

2. How helpful has the coaching process been?

To bring clarity to your thinking?

To help you make goals?

To figure out the next steps?

3. What is your primary takeaway from your coaching experience?

4. What did your coach do well to help move you towards your goals?

5. Where could your coach grow to improve their coaching skills?

APPENDIX E:

Mentor Coach Strengths: Growth Feedback

As you observe your mentee coaching, make notes about their strengths and the areas where they need to grow concerning each CC.¹⁴³

ICF Competency	Strengths	Growth
A. Foundation 1. Demonstrates Ethical Practice Understands and consistently applies coaching ethics and standards of coaching .		
2. Embodies a Coaching Mindset Develops and maintains a mindset that is open, curious, flexible and client-centered		
B. Co-Creating the Relationship 3. Establishes and Maintains Agreements Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans, and goals. Establishes agreements for the overall coaching engagement as well as those for each coaching session		

¹⁴³ Adapted from ReciproCoach. “Mentor Coach Training Workbook (2016),” accessed October 1, 2020. <https://reciprocoach.com/mentor-coach-pathway-training>.

ICF Competency	Strengths	Growth
<p>4. Cultivates Trust and Safety</p> <p>Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust</p>		
<p>5. Maintains Presence</p> <p>Is fully conscious and present with the client, employing a style that is open, flexible, grounded, and confident</p>		
<p>C. Communicating Effectively</p> <p>6. Listens Actively</p> <p>Focuses on what the client is and is not saying. Understands what is being communicated in the context of the client systems and to support client self-expression</p>		
<p>7. Evokes Awareness</p> <p>Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor, or analogy</p>		
<p>D. Cultivating Learning and Growth</p> <p>8. Facilitates Client Growth</p> <p>Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process</p>		

ICF Competency	Strengths	Growth
Other General Feedback		

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