



**COACHING  
FOR KINGDOM AND CAMPUS RESULTS**



**VERSION 2.1**

# TABLE OF CONTENTS

- 1.01 Marks of an effective coach
- 2.01 How to get the most out of your coaching experience
- 3.01 Table: T<sup>2</sup> Executive Coaching Process
- 4.01 The GROW Model
- 5.01 Coaching analysis: learning from the gap
- 5.04 Table: The multiple roles of a supervisor
- 6.01 What an effective coaching session looks like
- 7.01 General coaching questions
- 8.01 Questioning tips for coaches
- 9.01 Listening tips for coaches
- 10.01 Feedback tips for coaches
- 11.01 Caring and confronting
- 12.01 The 4-stage launch process
- 13.01 Books and websites for coaches

## WORKSHEETS

- W.01 Coaching calendar and activities *(copyable page)*
- W.02 Building rapport with your planter
- W.03 First coaching session
- W.08 First coaching visit agenda *(copyable page)*
- W.09 Coaching Log *(revised 06/09)*
- W.10 Visit report *(copyable page)*
- W.11 Symptoms of imbalance/ Ways to increase energy



## MARKS OF AN EFFECTIVE COACH

*Great coaches know their sport. When Vince Lombardi took on his job with the perpetually-losing Green Bay Packers in 1958, he already had 25 years of football—not badminton—experience.*

*As a chapter planter coach, you are here because you also have experience in your “sport” (i.e., campus evangelism/outreach) and a good understanding of the strategy and goals of InterVarsity’s chapter planting initiative. With that as a given, here are eight marks that are foundational to being a good coach to your planter.*

### 1. A GOOD COACH ESTABLISHES A TRUSTING RELATIONSHIP WITH HIS/HER PLANTER.

*“The prerequisite for coaching is a basic trust in the coachee and confidence that he or she wants to improve.” —Bhatia Samir*

- As Christ-followers, we need to coach “from the inside out.” Our hearts have to be “with” the planter. Jesus said in Matthew 6:21: “For where your treasure is, there will your heart be also.” We have to treasure what the planter needs more than our need to “straighten them out” or “tell them how to do it.” We need to practice saying to ourselves ... “This is not about me.”
- Jesus also said in Matthew 15:18: “But the things that come out of the mouth come from the heart...”
- Trust is built as three things occur: We show true compassion, tell the truth in love, and get results from the process. These outcomes combine to create trust.
- Trust has to be two-way. It is not just the person you are coaching who must trust you, but you must trust the person you are coaching.
- The ‘chemistry’ has to be right between a coach and the planter. An attitude of openness, honesty, caring, and authenticity go a long way toward developing trust and credibility. You as coach set the tone by being real, sharing from the heart, being free to admit mistakes, and longing to see the planter succeed.



## 2. A GOOD COACH APPROACHES COACHING FROM A “PARTNERSHIP PERSPECTIVE.”

*“Coaching is not a spectator sport. A productive coaching relationship begins with two people with fire in their bellies: One who wants desperately to move forward and another who yearns to help that person make the journey.” —James Belasco*

- This is a journey where the focused dialogue of two is stronger than one to bring about personal development and move the mission forward.
- In good coaching relationships, there is joint or shared ownership of the task—even if the roles are different and even not equal. The victories and disappointments, the setbacks and successes belong to you both.
- Know your role. You are a coach, not a mentor, spiritual director, pastor of care or supervisor. Practice saying, “I am not the Messiah.”
- Watch out for triangulation! Keep lines of communication open and direct with your supervisor and planter. Trust your planter and supervisor, but verify what comes at you via a third party.

## 3. A GOOD COACH HAS STRONG LISTENING SKILLS.

*“Everyone should be quick to listen, slow to speak and slow to become angry, for man’s anger does not bring about the righteous life that God desires.” —James 1:19*

- The presenting idea, problem or challenge is not always the real one. Listen for emotion as well as for the facts.
- Coaching conversations include careful listening to (a) verify facts (i.e., grounded in reality), (b) clarify your goals, (c) align your actions with your purpose as a planter, and (d) support your steps to realize your intentions.
- Coaches can stay focused and block out distractions when listening. They practice active listening and seek to understand the planter’s perspective, thoughts, concerns and feelings.

## 4. A GOOD COACH ASKS GREAT QUESTIONS.

*“The directional or strategic power of any coaching dialogue lies primarily in its ability to question.” —Laurence S. Lyons*

- Again, the presenting idea, problem or challenge is not always the real



one. Your questions should probe for the meaning behind what is being said. “What does this mean to you?” is a great question to get at the real deal. Another is: “Is there an underlying or deeper question we need to answer here?”

- Asking questions builds ownership and empowers planters to take action and make choices. What you focus on, you get in return. Coaching seeks to ask questions to paint a clear picture of your current reality (facts), open up new possibilities (perspective), and provide new choices (actions).

## 5. A GOOD COACH THINKS ANALYTICALLY AND STRATEGICALLY.

*“Any enterprise is built through wise planning, becomes strong through common sense, and profits wonderfully by keeping abreast of the facts.” —Proverbs 24: 3-4 (TLB)*

**Analytical thinking** “peels the onion.” Here are some questions to help do this:

- At its essence, what is the issue or decision we are facing?
- What does Scripture tell us in these situations?
- What facts should we have before we decide with total confidence?
- What trends, changes, or problems might be driving this?
- Is this a cause or a symptom or a result of some other action that should be changed?
- Any hidden agendas at work here?
- Can this be broken into parts to make it more analytical?
- Is there a hierarchy of preferred outcomes we need to establish?
- How does this decision impact our overall plan or stage we are in?
- What strengths can we use to deal with this?
- Does this expose us in any way to an unwarranted threat?
- What if we did nothing?
- What would the counter-intuitive or “opposite direction” option be and what are the strengths and risks of it?
- What would this look like 24 hours from now?

*Adapted from Boardroom Confidence, by Bobb Biehl and Ted W. Engstrom.*



**Strategic thinking** can also occur as you identify recent unsatisfactory mission results (either the coach or the CSM). Consider this as a case study.

- Talk together about the possible ways employee performance and behavior contributed to the unsatisfactory results. Refuse to allow all the blame to go to external circumstances or other people; then there is no hope of improvement. Discuss behavioral patterns, habits and motivations that serve as barriers to success in this aspect of the mission. Did employee behavior limit the success of the effort? How?
- Talk together about strategies and tactics that were employed but did not achieve the desired results. Did poor or misguided strategic or tactical choices themselves contribute to a lack of success? How?
- Talk about the resources that may have been lacking. Did time, money or tool allocation issues put success out of the reach of the employee? What could be done differently to make these resources available?
- Talk about the possible need for further training or practice on the part of the employee. Did the employee's lack of skill or ability to carry out the plan or strategy limit the success of the effort? How?
- Ask what changes need to be made to increase the likelihood of a successful outcome of the next opportunity? — behavior, training, practice, planning, tactics, strategy

## 6. A GOOD COACH PROVIDES HONEST, STRAIGHTFORWARD AND CLEAR FEEDBACK.

*"The great advantage of humility is that it is an effective foundation for learning, with complacency and arrogance the most powerful barriers to learning." —Bruce Lloyd*

- To be effective in missional coaching, it is essential to help the person being coached to accept and reflect on feedback (observations/perceptions about behavior, attitudes and actions).
- Feedback that reflects on 'wins' can identify personal strengths, attitudes and actions to build on for increased effectiveness.
- Feedback that points out areas for growth usually reveals a new perspective, illuminates a blind spot, or confronts denial. This type of feedback requires courage.
- A handout has been provided that offers tips on building this skill.





## 7. A GOOD COACH HAS A PASSION FOR RESULTS.

*"Measure what's important and what is measured will become important." —Source Unknown*

- As a coach, you and the planter have to "begin with the end in mind." In IVCF that end is: To establish and advance witnessing communities of students and faculty that follow Jesus Christ as Lord and Savior.
- Your passion has to be for outcomes, as well as the process along the way. Planters are likely to lose sight of what is important at various times. Your passion for the outcome will keep them going.
- You will have to work at seeking constructive outcomes, and move the planter towards commitment to align his/her actions with his missional purpose and intentions.
- Stay in the conversation. Don't exit mentally when on the phone or on-site. Stick with the discussion until specific, measurable, and realistic action plans are set ... along with a means of follow-up, giving support, and accountability for results.

## 8. A GOOD COACH PRACTICES GOOD SELF-CARE.

*"No one is saying that the construction of a balanced life is easy. It requires regular negotiation and renegotiation among at least three forces: the inner set of priorities and values you have set for yourself, the demands of your career, and fluctuating needs of the people you love." —Alan Loy McGinnis*

- Negotiation and re-negotiation of what is best for you will not occur on the fly. Schedule time to check your key health indicators in your spiritual, physical, emotional, relational and mental realms.
- Monitor your energy level and KNOW what replenishes you and when.
- Commit to keep your skills sharp. Take advantage of the ongoing support that InterVarsity Christian Fellowship will provide to you.
- Remember that self-care occurs both alone and in community. Figure out what you need and when. For inspiration, read Matthew 14:22ff.



## HOW TO GET THE MOST OUT OF YOUR COACHING EXPERIENCE

*There are huge benefits from being a coach. What you learn in this experience will sharpen your relational skills, strengthen your capacity to motivate others toward a goal, increase your understanding of your own strengths and weaknesses—and build your faith in Christ as well! To get these benefits though you will need to actively engage the following principles:*

### **1. Establish its priority early on.**

Is this your day job? If not, be realistic. Establish the amount of resources you will give this assignment and the intensity with which you can address this. Then give that block of resources—a solid 100%.

### **2. Keep a journal of lessons learned.**

Coaching can be a rewarding and challenging experience. Record your highs and lows, your lessons learned about yourself, the planter, campus and process. Somewhere downstream, the value of this journal will return itself many times over.

### **3. Lean into the resistance.**

Resistance comes in all shapes. It can masquerade in a variety of forms. Our tendency in life is to either deny it, boundary it and do nothing about it, or go to negative emotions of worry, anger or despair. Just like a physical workout of resistance training, you will get more out of your coaching by moving toward resistance rather than away from it. Stay in the moment.

*(For a back to basics overview on resistance you might encounter, go to: [http://www.findarticles.com/p/articles/mi\\_m3495/is\\_n4\\_v41/ai\\_18298708/pg\\_1](http://www.findarticles.com/p/articles/mi_m3495/is_n4_v41/ai_18298708/pg_1))*

### **4. Apply immediately what you learn in your other work and relationships.**

Experience shows that the more we practice a new value or learning and the more we do that right away, the more likely it is to stick with us. If you learn an effective way to motivate your planter or handle conflict, bring that learning home. If you learned how to be more culturally relevant or scope out the land through this effort, take it back to your campus. Quickly applied learning tends to stick with us.





### ***5. Be willing to “get lost.”***

The path forward is not clearly marked for any of us. Six months from now all of us in IVCF will have a better grasp on what it means to plant a chapter in the 21st century. We all have to be willing to “get lost” and find our way. That requires flexibility in attitude and approaches. Form follows function here too.

### ***6. Ask for help!***

You are not expected to fix everything in your planter’s world. IVCF stands behind you with the force and history of the entire organization. “No news is good news” will probably signal trouble to senior leadership. So put your supervisor and IVCF on your speed dial.



# T<sup>2</sup> EXECUTIVE COACHING PROCESS

STEP	CONTRACTING	ASSESS	PLAN	IMPLEMENT	REVIEW
<b>GOAL</b>	<p>Agree on facts of situation and mutual expectations</p> <ul style="list-style-type: none"> <li>• Discussion with sponsor</li> <li>• Discussion with client</li> </ul>	<p>Agree on issues to be addressed in the coaching process</p> <p>Depending on situation include some or all of the following with feedback:</p> <ul style="list-style-type: none"> <li>• Administer assessment instruments</li> <li>• Gather information from others</li> <li>• Self assessment exercises</li> <li>• Discuss results and implications</li> </ul>	<p>Agree on a plan of action, desired outcomes and measures</p> <ul style="list-style-type: none"> <li>• Collaborative process to discuss and agree on which approaches will achieve outcomes</li> <li>• Agree on a plan and how to measure progress</li> <li>• Prepare a written development plan</li> </ul>	<p>Agree on each party's role in implementing the plan</p> <p>Depending on situation include some or all of the following:</p> <ul style="list-style-type: none"> <li>• Simulations</li> <li>• Observe client in action and provide feedback</li> <li>• "Homework" could include on-the-job activities to practice desired behaviors, written assignments, training and reading</li> <li>• Feedback</li> </ul>	<p>Agree on progress measured against goals</p> <ul style="list-style-type: none"> <li>• Collaborative discussion to review progress measured against goals</li> <li>• Client to gather feedback as appropriate from peers, direct reports and boss on his/her progress</li> </ul>
<b>APPROACH</b>					
<b>TOOLS</b>		<ul style="list-style-type: none"> <li>• 360° feedback as required</li> <li>• Other assessment instruments as required</li> <li>• Any assessments already completed by the client</li> </ul>	<ul style="list-style-type: none"> <li>• Sample plans</li> </ul>	<ul style="list-style-type: none"> <li>• Training courses</li> <li>• Simulations</li> <li>• Video feedback</li> <li>• Books</li> <li>• Internet resources</li> <li>• Team building</li> </ul>	<ul style="list-style-type: none"> <li>• 360° feedback</li> <li>• Input from others</li> <li>• Coach's feedback</li> <li>• Self review</li> <li>• Performance appraisals</li> </ul>
<b>OUTCOMES</b>	<p>Agreement by all parties concerned to engage in the coaching process</p>	<ul style="list-style-type: none"> <li>• Self awareness</li> <li>• Clarity of key issues to address</li> </ul>	<ul style="list-style-type: none"> <li>• Action plan</li> </ul>	<ul style="list-style-type: none"> <li>• Personal and professional development</li> <li>• New or improved skills</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior change</li> <li>• Progress toward measurable business impact</li> <li>• Positive feedback from others</li> </ul>

# THE GROW MODEL

## *Coaching team members to improve performance*

One key role of any leader is to coach team members to achieve their best. As “coach,” you will typically help your team members to solve problems, make better decisions, learn new skills or otherwise progress in their role or career.

While some leaders are fortunate enough to get formal training as coaches, many are not. They have to develop coaching skills for themselves.

Now this may sound daunting. But if you arm yourself with some of proven techniques, find opportunities to practice and learn to trust your instincts, you can become a better coach, and so enhance your team’s performance.

One proven approach that helps with this is the **GROW** model. GROW is an acronym standing for **Goal - Current Reality - Options - Will**. The model is a simple yet powerful framework for structuring a coaching session.

A useful metaphor for the GROW model is the plan you might make for an important journey. First, you start with a the map: With this, you help your team member decide where they are going (their *Goal*) and establish where they currently are (their *Current Reality*). Then you explore various ways (the *Options*) of making the journey. In the final step, establishing the *Will*, you ensure your team member is committed to making the journey and is prepared for the conditions and obstacles they may meet on their way.

## HOW TO USE THE TOOL

Use the following steps to structure a coaching session:

### **1. Establish the Goal:**

First, with your team member, you must define and agree the goal or outcome to be achieved. You should help your team member define a goal that is specific, measurable and realistic.

In doing this, it is useful to ask questions like:

*“How will you know that you have achieved that goal?”*

*“How will you know the problem is solved?”*

### **2. Examine Current Reality:**

Next, ask your team member to describe their Current Reality. This is a very important step: too often, people try to solve a problem without fully considering their starting point, and often they are missing some of the information they need to solve the problem effectively.



As the team member tells you about his or her Current Reality, the solution may start to emerge.

Useful coaching questions include:

*“What is happening now?”*

*“What, who, when, how often”*

*“What is the effect or result of that?”*

### **3. Explore the Options:**

Once you and your team member have explored the Current Reality, it's time to explore what is possible, meaning all the many possible options you have for solving the problem. Help your team member generate as many good options as possible, and discuss these.

By all means, offer your own suggestions. But let your team member offer his or hers first, and let him or her do most of the talking.

Typical questions used to establish the options are:

*“What else could you do?”*

*“What if this or that constraint were removed?”*

*“What are the benefits and downsides of each option?”*

*“What factors will you use to weigh up the options?”*

### **4. Establish the Will:**

By examining Current Reality and exploring the Options, your team member will now have a good idea of how he or she can achieve their Goal. That's great—but in itself, this may not be enough! So your final step as coach is to get you team member to commit to specific action. In so doing, you will help the team member establish his or her will and motivation.

Useful questions:

*“So what will you do now . and when?”*

*“What could stop you moving forward?”*

*“And how will you overcome it?”*

*“Will this address your goal?”*

*“How likely is this option to succeed?”*

*“What else will you do?”*

More tips on next page >



## HELPFUL TIPS

### *Tip 1: Know your own role*

In its traditional application, the GROW model assumes that the coach is not an expert in the “client’s” situation, and therefore must act as an objective facilitator, helping the client select the best options and not offering advice or direction.

However, when a leader coaches his or her team members, other dynamics are in play: As a leader you will usually have some expert knowledge to offer (see our article on expert power\*). Also, it’s your job to guide the selection of options which are best for your organization, and veto options that are harmful.

### *Tip 2: Practice by coaching yourself*

A great way to practice using the model is to address your own challenges and issues. When you are “stuck” with something, you can use the technique to coach yourself. By practicing on your own challenges and issues, you will learn how to ask the most helpful questions. Write down some stock questions as prompts for future coaching sessions.

### *Tip 3: Ask great questions—and listen well*

The two most important skills for a coach are the ability to ask good questions, and effective listening.

Don’t ask closed questions: “Did that cause a problem?” Do ask open ones: “What affect did that have?” Be prepared with a list of questions to for each stage of the G-R-O-W process.

Listen well and let your “client” do most of the talking. Remember that silence is valuable thinking time: you don’t always have to fill silence with the next question.

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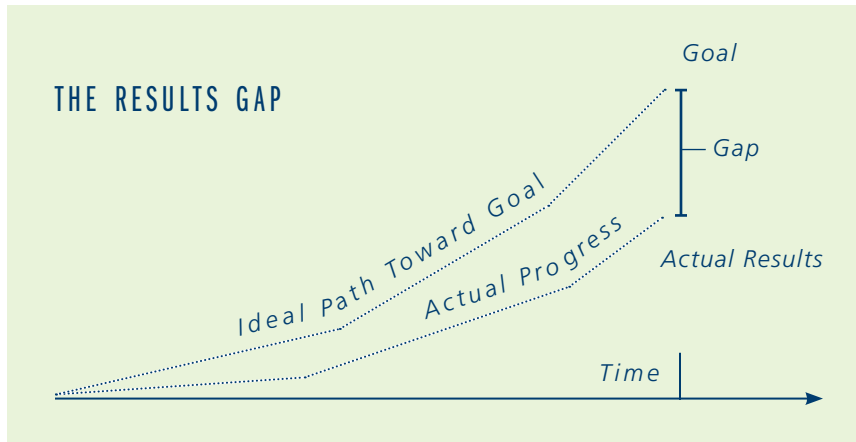
[http://www.mindtools.com/pages/article/newLDR\\_89.htm](http://www.mindtools.com/pages/article/newLDR_89.htm).

\*This article and more may be found at [www.mindtools.com](http://www.mindtools.com).



## COACHING ANALYSIS: LEARNING FROM THE GAP

Rich Lamb, Nov. 2006



### Questions for a missional coaching analysis and discussion

1. Identify recent unsatisfactory mission results (either the coach or the CSM). Consider this as a case study.
2. Talk together about the possible ways employee performance and behavior contributed to the unsatisfactory results. Refuse to allow all the blame to go to external circumstances or other people, for then there is no hope of improvement. Consider behavioral patterns, habits and motivations that serve as barriers to success in this aspect of the mission. Did employee behavior limit the success of the effort? How?
3. Talk together about strategies and tactics that were employed but did not achieve the desired results. Did poor or misguided strategic or tactical choices themselves contribute to a lack of success? How?
4. Talk about the resources that may have been lacking. Did time, money or tool allocation issues put success out of the reach of the employee? What could be done differently to make these resources available?
5. Talk about the possible need for further training or practice on the part of the employee. Did the employee's lack of skill or ability to carry out the plan or strategy limit the success of the effort? How?
6. What changes need to be made to increase the likelihood of a successful outcome of the next opportunity?—behavior, training, practice, planning, tactics, strategy.
7. Agree upon a few specific and measurable goals and deadlines for the changes to be made.

For example, the CSM may have been expecting (based on fellowship size and history) to bring ten students to an area conference, but only is



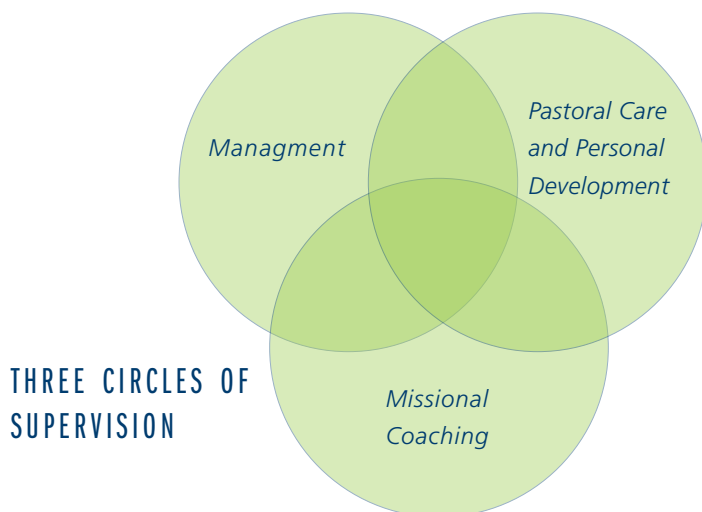


able to recruit two. This result is unsatisfactory, and probably related to employee performance, but not in a linear fashion. The poor results could be due to a combination of linked issues:

- The CSM may lack good recruitment skills (a trainable skill issue)
- The CSM may have indeterminate recruitment skills but didn't believe in the value of this particular event (a motivation and team player issue)
- The CSM may have been discouraged after a couple of negative conversations with students (a character—persistence—issue)
- The CSM may have never had a plan to recruit students for the conference, and only done so in a haphazard way (a planning issue)
- The CSM may have expected that student leaders (who had themselves never attended this conference nor were they planning to attend) were the ones to recruit students to come to the conference (a strategy/tactics issue)
- The successful campus sports team might have a crucial home game that weekend (obstacles beyond the CSM's control)

In fact, most of these could have been going on to some extent (motivation, character, strategy, planning issues) but the CSM's ready and unreflective explanation, upon being asked by his or her supervisor, is the one that absolves the CSM of responsibility, "The team had a home game this weekend that will determine their eligibility for a bowl game spot. No one wanted to miss the game."

A supervisor has many roles: manager (supervising FR, reports, etc), pastoral care (asking about family, Sabbath, spiritual growth, emotional health), and missional coaching (watching performance and giving timely and specific feedback, addressing training needs, adapting assignments to the ongoing developmental needs of the staff person).



It is possible that supervisors can fail to take on the appropriate role of coach because that is the most time-intensive role to take on. Yet that is exactly what is necessary to see improvements in performance and results. (See the chart following this article.)

The challenge for a supervisor is to get beyond the pastoral concerns and coach for missional success. When people fail to reach their hopes and goals, supervisors may want to pastor them, to encourage and support them. Coaching (in part by asking these difficult questions) may seem harsh or unfeeling. Yet coaching can actually be pastoral, in so far as people want to improve, and coaching can show the way. Nothing salves the pain of failure and disappointment like hope and success.

Ideal mission results coaching discussions involve discrete results, where the issue can be understood in a finite way. "Failure to grow this year" can be broken down into its constituent parts for more fruitful analysis.



## FUNDAMENTAL COMPONENTS OF GROWING CHAPTERS



# THE MULTIPLE POTENTIAL ROLES OF A SUPERVISOR

SUPERVISORY ROLE:	COACH	TRAINER	MANAGER	SHEPHERD	MENTOR
TOP-LINE FOCUS:	Mission Effectiveness	Job skills, knowledge, abilities (SKAs), habits	Performance goals and standards	Spiritual and emotional health	Career and future wisdom and guidance
RELATIONAL/ TASK ORIENTATION:	High relational High task	Low relational High task	Low relational High task	High relational Low task	High relational Low task
KEY QUESTIONS:	What works? What does not? How do we become more effective?	What SKAs are needed? How can we ensure they will be put into use?	What are your expectations and requirements? How are you accomplishing the tasks we've agreed you'll do?	How are you, really? How can you become more healed and whole?	How can we think through your growth & development?
EXAMPLES:	How can you work toward increasing leadership team retention?	How can you improve your training for student leaders?	What things have you done to shore up your deficit?	How does your family feel about your travel?	What is your next growth opportunity?
KEY SKILLS OF ROLE:	Analysis, vision, motivation; emotional intelligence	High impact training and teaching	Attention, accountability, follow-through	Compassion and thoughtfulness	Listening and wisdom
RESOURCES OFFERED:	Tactics & strategies	Insights and paradigms	Systems and tools	Prayer and support	Experience and networking
FAITHFULNESS IS EXPRESSED AS:	Patience and Persistence: I will keep at it with you until we discover keys to effective ministry in your context.	Servanthood: I care more that you learn what you need and act on it than that I teach what I want.	Integrity: We both will do what we say we'll do.	Care: I value you more than just for the work you do.	Loyalty: I care more for your development than I do for how the goals of the organization are met by you.
CHALLENGE IS EXPRESSED AS:	Courageous and dogged analysis	Drills and practice	Accountability w/ consequences but w/o shame	Speaking the truth in love	Enlarging vision and elongating horizon
SUPPORT IS EXPRESSED AS:	Confidence in supervisee's ability to succeed	Noticing and acknowledging improvement	Frequent, specific, timely Affirmation	Prayerful sharing of burdens and celebration of joys	Sponsorship and investment for the journey
HELPING THE SUPERVISEE TO:	Do the right things successfully	Do the right things proficiently	Keep priorities & commitments	Do ministry in a healthy way	Pursue life in a developmental way
ANOTHER WAY TO PUT IT:	Discover together what it takes to "win" or succeed	Train toward proficiency in those tasks	Manage progress in the accomplishment of those tasks	Ensure that other things do not hinder progress	Think beyond the present tasks to what lies further ahead
WHEN IT IS GOING WELL ...	The supervisee is becoming more fruitful	The supervisee is learning and applying it	The supervisee is making progress	The supervisee is growing spiritually and relationally	The supervisee has vision for his/her future and is pursuing it well
CONTRIBUTION TO MORALE:	Ministry vision and practical help	Ministry competence	Organizational consistency	Personal health and relational community	Personal empowerment



## WHAT AN EFFECTIVE COACHING SESSION LOOKS LIKE

*Coaching should always be tailored to the individual planter's needs. Below is a simple five-step process that will work in many coaching sessions.*

### ***Step 1: Begin with prayer***

Ask the Holy Spirit to help you listen and to provide guidance, clarity, wisdom, and insight as needed.

### ***Step 2: How are you—really?***

Just as life is not broken out into separate areas, the planter brings all aspects of his/her life to the coaching session. Therefore, it is important to find out what is pressing in the planter's life.

Some sample questions include:

- How are you feeling?
- How's your family?
- Anything I can pray for you about that's really stretching you right now?
- What have you been doing to play?

### ***Step 3: Check progress***

Get the facts and the planter's perceptions using questions such as the following:

- What has been accomplished since we last met/talked? How is this being done?
- What has encouraged you?  
What has been a challenge?
- What have you learned? What have you observed about yourself or the team you are working with?
- What has unfolded that will affect what we talk about or do today or your long-term agenda or goals?

## NOTES





#### ***Step 4: Agree on day's agenda***

Questions you might ask include the following:

- What is your agenda, or, what do you want to focus on today? *(Note: If several items come up, pick no more than two key issues to focus on.)*
- Are there any long-range, big-picture questions we can focus on? Any immediate challenges we'll want to talk about?
- While the choice of each session's agenda is the planter's, part of the coach's job is to help the planter keep the wide, long view.

#### ***Step 5: What's next?***

Decide what you will focus on before your next session.

- Choose questions for reflection, action items (projects), habits to initiate or strengthen, focuses to hold, or outside resources (such as reading, or key conversations) to utilize.
- A possible statement would be: "We can create a series of possibilities together: I frequently make suggestions, but the ultimate commitment to specific choices is up to you."
- Choose only one or two high impact areas on which to focus, with the planter choosing the goal.
- Before you leave, be sure you both reach consensus about what the area of focus will be and what outcome you are trying to move toward or achieve.

## NOTES





## GENERAL COACHING QUESTIONS

*Below are some sample questions to help maximize your coaching session. Remember to establish a friendly rapport before asking the questions, since building the relationship is key to effective coaching.*

1. What have you accomplished since our last conversation (or visit)?
2. What remains undone? Why?
3. What do you want to talk about during this call/meeting?

*For each of the particular items to discuss:*

4. Tell me the facts of the situation.
5. What would your dream solution be?
6. How do you want to accomplish this solution?
7. Describe your next steps to achieve that solution.
8. How can I be of support to you in accomplishing this?
9. When do you want to meet/talk again?

## NOTES





# QUESTIONING TIPS FOR COACHES

## *Definition*

Questions are a form of inquiry that provide tremendous data.

## *Context*

Leaders often are called upon to give answers, while asking questions is the key tactic of effective coaches. Well-planned and carefully delivered questions can:

- Encourage storytelling that clarifies the reality and the dream.
- Cultivate personal and organizational awareness.
- Invite reflection.
- Surface emerging options and decisions.
- Develop clear plans.
- Create commitment for action agreements.

## *Application*

Thomas Nebel and Steven Ogne provide **99 Excellent Coaching Questions** in their new book: *Empowering Leaders Through Coaching*. Some of their questions are listed below:

### **LISTEN ACTIVELY:**

- How is your ministry going?
- How are you doing personally?
- How is the family?
- How are you and God doing?
- What issues are important to you now?
- Where are you feeling resistance?



## CELEBRATE WINS:

- What are you excited about?
- What is your greatest accomplishment this month?
- What prayers have been answered?
- How has God been faithful?
- Where have you demonstrated your best leadership?
- Who are your most loyal ministry partners?

## CARE PERSONALLY:

- What help do you need?
- Where do you receive support and encouragement?
- What have you done to “play”?
- Are you sleeping well?

*Note: If the planter is facing issues that need more help than you know how to offer, contact the coaches' coach, Jim Lundgren.*

## STRATEGIZE GENERAL PLANS:

- What are your immediate priorities?
- How are you continuing to attract and involve new people?
- How is leadership development happening?
- Where are you seeing the most progress?



# LISTENING TIPS FOR COACHES

## *Definition*

Listening is essentially making an effort to hear or pay attention to another person for mutual understanding.

## *Context*

The leader tends to listen to multiple stakeholders to envision or create organizational action. Listening by a coach is more individually focused; the coach tends to listen to one person or a small group to reflect or mirror intentions. In a very basic way, leaders listen to personally drive success, while coaches listen to help others create success. Sever Ogne, author of *Empowering Leaders Through Coaching* says: "Coaching is the hands-on process of helping people succeed."

## *Application*

You can coach others to succeed by using these simple active listening techniques:

**1. OBSERVE.** According to some writers, one-on-one communication consists of words (7%), tone (38%), and body language (55%). Make sure that you pay attention to all three. Incongruency between message, tone, or delivery is an indicator of thinking or emotions that may need to be clarified. Record your observations and reflect on them strategically (see below).

**2. ENCOURAGE.** To convey interest and keep your planter talking, use noncommittal words with a positive tone of voice:

"I see..."

"Yes..."

"That's interesting..."

**3. RESTATE.** Periodically repeat your understanding of the speaker's words:

"I heard you say..."

"So, you think..."



**4. REFLECT.** Occasionally, check your perception as to what the speaker is communicating in tone, body language or word. Consider the tone, body or word clue, form a statement of what the clue is saying, and ask a clarifying question:

Statement: "It appears to me that..." Question: "Is this correct?"

Statement: "I heard you say..." Question: "Am I right?"

Statement: "I sense that..." Question: "Is this how you feel?"

**5. SUMMARIZE.** Pull ideas and facts together by restating, reflecting, and summarizing key feelings or ideas. Pay particular attention to repeated metaphors, story themes or patterns. Issues that can act as barrier points or release points are often buried in metaphors or themes like natural elements, battles, fears, joys, places or people. Use the reflection techniques to validate your observations.



# FEEDBACK TIPS FOR COACHES

## *Definition*

Feedback is a response or reaction that provides guidelines for adjustment or development.

## *Context*

In a leadership context, feedback is a critical tool for mid-course correction. The leader will often give directive feedback that is focused on creating specific strategic action. The coach tends to use feedback to reflectively support the development of an individual or small group.

John Maxwell, in a 1996 *Leadership Journal* article, wrote that, “Adding value comes from listening to people. If I know their heart, then I know exactly where to add value. I develop the part of themselves they want to see developed, not what I happen to need at the time. This prevents me from using people.”

## *Application*

You can add value as a coach by providing feedback about the areas that the other person is longing to see developed.

## FEEDBACK SHOULD BE:

- Timely. Provide feedback as soon as possible.
- Specific and descriptive. Be clear about the behavior.
- Goal-oriented. Focus on behavior and value of changing.
- Non-evaluative. Avoid negative terms and personality criticisms.
- Limited. Focus on the smallest number of items that will have the greatest impact.
- Two-way. Request feedback yourself.

## FEEDBACK GENERALLY FOLLOWS THESE STEPS:

- Solicit the other person’s impressions.  
“In this situation, what is your perception of how you . . . ?”



- Describe behaviors observed.  
“Where do you see the greatest opportunities for growth in . . . ?”  
“I saw . . . ” or “I heard . . . ” or “I observed . . . ”
- Check for agreement or disagreement.  
Statement: “It appears to me that . . . ” Question: “Is this correct?”  
Statement: “Is it possible that . . . ” Question: “Am I right?”  
Statement: “I sense that . . . ” Question: “Is this how you feel?”
- Give an opportunity for the other person to suggest alternatives.  
“What other ways could you . . . ?”
- Share and explore their ideas.  
“What if . . . ?” or “Would you consider . . . ?”
- Close on an upbeat note, perhaps sharing a brief prayer.





# CARING AND CONFRONTING

## CREATING RECEPTIVITY FOR ACCEPTING FEEDBACK

*We are unwilling to change what we do not believe needs to be changed.  
If feedback is not accepted, change will not occur.*

*To be effective in missional coaching, it is essential to help the person being coached to accept and reflect on feedback (e.g., the coach's observations/ perceptions about behavior, attitudes and actions).*

*Coaching feedback that reflects on "wins" can help the planter identify personal strengths, attitudes and actions to build on for increased effectiveness. This can feel exciting and energizing to the planter. Feedback that emphasizes areas for growth usually reveals a new perspective, illuminates a blind spot, or confronts denial. This can feel awkward or uncomfortable.*

*Obviously, a foundation of openness and trust must be established before feedback on areas for potential growth can be effective. However, once this foundation is laid, what does "accepting feedback" look like? It means the planter acknowledges that the feedback has merit and agrees to more closely examine his or her actions/ behavior/attitudes with the coach in order to develop an action plan for change. This is not just head agreement, but a heart commitment to move forward with transformation.*

### **Key coaching issues to be considered to create receptivity for accepting feedback:**

#### **1. BE HONEST AND STRAIGHTFORWARD.**

- Subtlety will not breed trust.
- Respect the planter's desire for growth by frankly expressing your observations and looking for ways to move forward.

#### **2. BE CLEAR ON WHAT NEEDS TO CHANGE.**

*Clarity means:*

- The planter understands the feedback and has a clear picture of what action, behavior, or attitude needs to change.
- The planter is clear about the situations when this action, behavior or attitude occurs (or does not occur).



- The planter gets the connection between this action, behavior or attitude, and his/her personal effectiveness and ability to move forward with InterVarsity's mission.

### 3. PRIORITIZE FEEDBACK.

*Ask yourself the following questions . . .*

- Is this a key driver for moving forward in mission and personal performance? In other words, will a change in this behavior or attitude significantly improve overall performance, or is this something that bothers either the coach or planter, but is not a critical factor?
- Is there a strong desire on the planter's part to change this behavior?
- Is this an issue that can be relatively easy to change? To increase motivation, sometimes it is effective to choose the "quick win."
- Choose only one critical issue to develop into an action plan so as not to overwhelm the planter and to build a pattern of success. Once a "win" is recorded, move on to another critical issue.

### 4. PAINT A PICTURE.

*Express or state what the desired action, attitude or behavior looks like. This means:*

- The planter has a clear picture of what the changed action, behavior, or attitude looks like.
- The planter is clear about the situations when this changed action, behavior or attitude needs to occur (or does not occur).
- The planter understands how this new action, behavior or attitude will increase their personal effectiveness and ability to move forward with InterVarsity's mission.

### 5. WORK TOGETHER TO DEVELOP AN ACTION PLAN.

*Below are questions to help work together to formulate a plan.*

- What's going on here?—Identify the problem
- What do we know?—Get the facts
- What are the root causes?—Assess the facts
- What might we do?—Develop solutions



- What is the best thing to do?—Determine how God is leading
- How do we do it?—Lay a plan and implement
- Is the problem solved?—Measure progress

## 6. MODEL HOW TO ACCEPT FEEDBACK

- At the end of each coaching session, solicit feedback from your planter on your wins as a coach (i.e., what has been most helpful to the planter) and areas where you can grow or improve as a coach.
- If no feedback is forthcoming on areas for you as a coach to grow, choose one of the eight marks of an effective coach, and ask to be rated on a 1 to 10 scale with 10 being high. If it is not a 9 or 10, ask if the planter has any suggestions that would move you closer to a 10.
- Thank the planter for their feedback.

## CARE-FRONTING IS CONFRONTING IN A CARING WAY

*We are most useful as care-fronters when we are not so much trying to change other people as we are trying to help them see themselves more accurately.*

- **Care-fronting works like showing people their reflections in a mirror or having them watch a videotape of themselves.** They get a perspective on themselves that they cannot achieve any other way.
- **Care-fronting is not trying to motivate people to change by condemning them.** Sometimes we are tempted to try to get people to change by making them feel guilty. Instead, we should firmly but lovingly communicate how their actions are affecting us and then leave the results to God. This way the change will be sincere, not the result of manipulation.
- **Care-fronting risks conflict.** Whenever we tell someone the truth, we risk conflict. Conflict is normal; it is not something to be avoided if we are going to build healthy relationships. There are options available when we face conflict. Each is sometimes appropriate, but one of them is generally the best option.



## *Five options for dealing with conflict*

### **1. I win—you lose**

On rare occasions we have to exercise authority and overpower others. This may send a message that we do not care about them or their feelings.

### **2. Retreat**

If we constantly withdraw from conflict, nothing is ever solved. However, it is appropriate to withdraw and regroup if we are in conflict with someone who is about to overpower us.

### **3. I give in**

If the source of conflict is an issue that does not matter, it is okay to give in to the other person. However, if we are always giving in and not standing our ground, we will become angry on the inside even though we may be smiling on the outside.

### **4. I will meet you halfway**

This is an excellent way to resolve conflict. Negotiation is used to settle everyday differences. The problems come when we are pressured to violate our standards in order to reach a settlement. Truth cannot be sacrificed for peace.

### **5. I care enough to confront**

This is an excellent way to approach a conflict. We let others know what we want and need from them. We let them see how their actions are impacting us, and at the same time, we are asking them how they see us and what they need from us. This approach communicates care and respect, and it strengthens the bonds between people.

## *Carefully frame your words to help a person level and respond honestly*

- **Focus your feedback on your observations, not your conclusions.**

Comment not on what you think, imagine, or infer but on what you have actually seen or heard. Conclusions will evoke immediate defensiveness. Example of good feedback: “You are not looking at me and not answering when I speak. Please give me your attention and answer.”

- **Focus your feedback on descriptions, not judgments.** Do not comment on another’s behavior as nice or rude, right or wrong. Use a



clear, accurate description in neutral language. When a value judgment is received, there is a momentary break in contact. Example of good feedback: "I am aware that your reply to my request for information was silence. Please tell me what this means."

- **Focus feedback on ideas, information, and alternatives, not advice and answers.** Comment not with instructions on what to do with the data you have to offer but on what the data, the facts, suggest for additional options. The more options that are available, the less likely it is that a person will come to a premature solution. Example of good feedback: "I have several other options that you may have thought about, but let me run them by you again."
- **Focus feedback not on why but on what and how.** "Why" critiques values, motives and intents. "Why" is judgmental; "what" and "how" relate to observable actions, behaviors, words, and tone of voice. Example of good feedback: "Here is where we are; let's examine it."
- **Care-fronting should be done in a caring, gentle, constructive, and clear manner.** Never care-front in a way that could be interpreted as blaming, shaming, or punishing.

*Taken from Living Free Coordinator's Guide, Jimmy Ray Lee and Dan Strickland, Turning Point, Chattanooga, TN, 1999, pp 127-129. Used with Permission from Livingfree.org*

## TRIANGULATION IN COACHING AND SUPERVISION

As the coach and supervisory work together to further the ministry of a staff member on campus it is critical to guard all three sets of relationships. All too often we can destroy the trust that is critical for the partnership between the coach, the supervisor and a staff member when one person talks to another person in the triangle about the person who is not there. Conversations about a third party who is not in the room are complex in that they can either be quite helpful or very destructive.

As Dan Oestreich has written, "It wouldn't seem very realistic to suggest we should never talk about other people unless they are present. And triangulation can't be all bad. If I need some positive coaching about how to approach a colleague on a delicate matter, isn't it legitimate that I rehearse a little with a third person I trust?"

"Yes it is, but this is not the triangulation I am speaking of, which has much more to do with negative discussions of the motives, qualities, and character



of others than any sort of positive rehearsal. Broadly speaking, it refers to all those times when a person is inconsistent in his or her statements, saying one thing to another individual directly, and something else at the water cooler or over the phone, or otherwise 'in private.' The reputation of the person discussed is often defined by the water cooler discussion."

([http://unfoldingleadership.blogspot.com/2005\\_11\\_01\\_archive.html](http://unfoldingleadership.blogspot.com/2005_11_01_archive.html))

### **You can see signs of negative triangulation when you:**

1. Find yourself totally believing that what you are *hearing* about the third party is true.
2. Spend too much time talking too long about the *third party* when he or she is *not* in the room.
3. Take on the role of explaining person B to person C and person C to B. This is a mistake for several reasons:
  - a. It is very easy to move into *gossip or moralizing*.
  - b. You do not really know the *thinking and the motivations* of the third party.
  - c. In the eyes of the person you are talking with you eventually take on the personage of the person you are attempting to explain.
4. Attempting to be a mediator when both parties do not own you as a mediator that they respect and trust.
5. Avoid asking the critical question of the one who is talking to you about a third party. Here are some examples of helpful statements and critical questions to ask in a conversation that is moving toward negative triangulation.
  - a. "As I am listening to you share your concerns and struggles with your supervisor, I am sensing that the two of you have some issues that need to be worked out."
  - b. "Let's brainstorm some potential ways for the two of you to work this out."
  - c. "Which of these steps seems most workable to you?"
  - d. "How can I support you in taking this step?"
6. Find yourself making agreements with person B that will effect person C without *fully informing* person C in writing.





## WE HAVE TO TALK

### *A Step-By-Step Checklist for Difficult Conversations*

by Judy Ringer

*Think of a conversation you've been putting off. Got it? Great. Then let's go.*

*There are dozens of books on the topic of difficult, crucial, challenging, important (you get the idea) kinds of conversations. Those times when you know you should talk to someone, but you don't. Maybe you've tried before and it went badly. Or maybe you fear that talking will only make the situation worse. Still, there's a feeling of being stuck, and you'd like to free up that stuck energy for more useful purposes. There are many well-written and informative books on how to have these important, crucial, and difficult conversations. At the end of the article, I list them. Get at least one and read it. They're all great.*

*What you have here is a brief synopsis of best practice strategies: a checklist of action items to think about before going into the conversation; some useful concepts to practice during the conversation; and some tips and suggestions to help you're energy stay focused and flowing, including possible conversational openings.*

*You'll notice one key theme throughout: you have more power than you think.*

## WORKING ON YOURSELF

### **How to prepare for the conversation before going into the conversation, ask yourself some questions:**

1. What is your purpose for having the conversation? What do you hope to accomplish? What would be an ideal outcome?

You may think you have honorable goals, like educating an employee or increasing connection with your teen, only to notice that your language is excessively critical or condescending. You think you want to support, but you end up punishing. Some purposes are more useful than others. Work on yourself so that you enter the conversation with a supportive purpose.

2. What assumptions are you making about this person's intentions?

You may feel intimidated, belittled, ignored, disrespected, or marginalized, but be cautious about assuming that that was their intention. Impact does not necessarily equal intent.



3. What “buttons” of yours are being pushed? Are you more emotional than the situation warrants?

Take a look at your “backstory,” as they say in the movies. What personal history is being triggered? You may still have the conversation, but you’ll go into it knowing that some of the heightened emotional state has to do with you.

4. How is your attitude toward the conversation influencing your perception of it?

If you think this is going to be horribly difficult, it probably will be. If you truly believe that whatever happens, some good will come of it, that will likely be the case. Try to adjust your attitude for maximum effectiveness.

5. Who is the opponent? What might they be thinking about this situation? Are they aware of the problem? If so, how do you think they perceive it? What are their needs and fears? What solution do you think they would suggest? Begin to reframe the opponent as partner.

6. What are your needs and fears? Are there any common concerns? Could there be?

7. How have you contributed to the problem? How have they?

## 4 STEPS TO A SUCCESSFUL OUTCOME

*The majority of the work in any conflict conversation is work you do on yourself. No matter how well the conversation begins, you’ll need to stay in charge of yourself, your purpose and your emotional energy.*

*Breathe, center, and continue to notice when you become off-center – and choose to return again. This is where your power lies. By choosing the calm, centered state, you’ll help your opponent/partner to be more centered, too.*

*Centering is not a step; centering is how you are as you take the steps. (For more on Centering, see the Resource section at the end of the article.)*

### **Step 1: Inquiry**

Cultivate an attitude of discovery and curiosity. Pretend you don’t know anything (you really don’t), and try to learn as much as possible about your opponent/partner and their point of view. Pretend you’re entertaining a visitor from another planet, and find out how things look on that planet, how certain events affect them, and what the values and priorities are there.

If they really were from another planet, you’d be watching their body language and listening for the unspoken energy as well. Do that here. What do they really want? What are they not saying?



Let them talk until they're finished. Don't interrupt except to acknowledge. Whatever you hear, don't take it personally. It's not really about you. Try to learn as much as you can in this phase of the conversation. You'll get your turn, but don't rush it.

### ***Step 2: Acknowledgment***

Acknowledgment means to show that you've heard and understood. Try to understand them so well you can make their argument for them. Then do it. Explain back to them what you think they're really going for. Guess at their hopes and honor their position. They won't change unless they see that you see where they stand. Then they might. No guarantees.

Acknowledge whatever you can, including your own defensiveness if it comes up. It's fine; it just is. You can decide later how to address it.

For example, in an argument with a friend I said: "I notice I'm becoming defensive, and I think it's because your voice just got louder and sounded angry. I just want to talk about this topic. I'm not trying to persuade you in either direction." The acknowledgment helped him (and me) to recenter.

Acknowledgment can be difficult if we associate it with agreement. Keep them separate. My saying, "this sounds really important to you," doesn't mean I'm going to go along with your decision.

### ***Step 3: Advocacy***

When you sense that they've expressed all their energy on the topic, it's your turn. What can you see from your perspective that they've missed? Help clarify your position without minimizing theirs.

For example: "From what you've told me, I can see how you came to the conclusion that I'm not a team player. And I think I am. When I introduce problems with a project, I'm thinking about its long-term success. I don't mean to be a critic, though perhaps I sound like one. Maybe we can talk about how to address these issues so that my intention is clear."

### ***Step 4: Problem-Solving***

Now you're ready to begin building solutions. Brainstorming is useful, and continued inquiry. Ask your opponent/partner what they think would work. Whatever they say, find something that you like and build on it.

If the conversation becomes adversarial, go back to inquiry. Asking for the other's point of view usually creates safety, and they'll be more willing to engage.

If you've been successful in centering, adjusting your attitude, and in engaging with inquiry and useful purpose, building sustainable solutions will be easy.



Practice, practice, practice! The art of conversation is like any art—with continued practice you acquire skill and ease.

You, too, can create better working and family relationships, ease communication problems and improve the quality of your work and home environment. You're on the way, and here are some additional hints:

## TIPS AND SUGGESTIONS

A successful outcome will depend on two things: how you are and what you say. How you are (centered, supportive, curious, problem-solving) will greatly influence what you say.

Acknowledge emotional energy—yours and theirs—and direct it towards a useful purpose.

Know and return to your purpose at difficult moments.

Don't take verbal attacks personally. Help your opponent/partner come back to center.

Don't assume they can see things from your point of view.

Practice the conversation with a friend before holding the real one.

Mentally practice the conversation. See various possibilities and visualize yourself handling them with ease. Envision the outcome you're hoping for.

## HOW DO I BEGIN?

Opening the conversation In my workshops, a common question is How do I begin the conversation? Here are a few conversation openers I've picked up over the years—and used many times!

"I have something I'd like to discuss with you that I think will help us work together more effectively.

"I'd like to talk about \_\_\_\_\_ with you, but first I'd like to get your point of view."

"I need your help with what just happened. Do you have a few minutes to talk?"

"I need your help with something. Can we talk about it (soon)?" If they say, "Sure, let me get back to you," follow up with them.

"I think we have different perceptions about \_\_\_\_\_. I'd like to hear your thinking on this."

"I'd like to talk about \_\_\_\_\_. I think we may have different ideas on how to \_\_\_\_\_."



"I'd like to see if we might reach a better understanding about \_\_\_\_\_.  
I really want to hear your feelings about this and share my perspective as well."

Write a possible opening for your conversation here:

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Good luck! Let me know if this article has been useful by contacting me at <http://www.judyringer.com>.

## RESOURCES

*The Magic of Conflict*, by Thomas F. Crum (<http://www.aikiworks.com>).

*Difficult Conversations*, by Douglas Stone, Bruce Patton, and Sheila Heen

*Crucial Conversations*, by Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler (<http://www.crucialconversations.com>)

*FAQs about Conflict*, by Judy Ringer. This article can be found on the Free Articles page at <http://www.judyringer.com>.

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About the Author: Judy Ringer is the author of *Unlikely Teachers: Finding the Hidden Gifts in Daily Conflict*. A black belt in aikido and nationally known presenter, she specializes in unique workshops on conflict, communication, and creating a positive and purposeful life. She is the founder of Power & Presence Training and chief instructor of Portsmouth Aikido, Portsmouth, NH, USA. Other articles on this topic are available at <http://www.JudyRinger.com>

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## 4 STAGE LAUNCH PROCESS

### STAGE 1—FORMING A MISSIONAL CORE

*Primary focus: Finding Potentially Missional Christians and engaging them with the mission/vision*

Developmental Issues:

- Planter seeks God's heart for the campus, and invites students and faculty to pray for the campus. Enlist the Christian community to pray for the new chapter.
- Planter passionately articulates the vision and mission of the chapter in a variety of settings.
- Experiment with several strategies to attract and invite potentially missional Christians.
- Gather potentially missional Christians in small group Bible studies and other events to build relationships and engage them with the mission and vision of InterVarsity.
- Develop core students/faculty further by involving them in evangelism, invitations and other missional activities.
- Hold catalytic event/retreat for core to cast vision and unveil plans for the next stage.



# STAGE 1 – THE PLANTER

Key Question: *Am I gathering the right kind of people in the core of the plant?*

CHALLENGES THEY WILL FACE	NEEDS THEY WILL FEEL	VALUES/SKILLS TO DISPLAY	METHODS, TOOLS, ETC. NEEDED	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>• Their own personality cracks (e.g., over-confidence, easily overwhelmed, etc.)</li> <li>• Discerning the missional potential and relevance of people</li> <li>• Continuing to meet new people</li> <li>• Staying spiritually fresh</li> <li>• Following the Stage 1 plan</li> <li>• Vision casting</li> <li>• Getting recognized as a student organization</li> <li>• Selecting the right MCs and PMCs to focus on</li> </ul>	<ul style="list-style-type: none"> <li>• Loneliness</li> <li>• Feeling overwhelmed with the number of things to do</li> <li>• Highs and lows</li> <li>• How to learn from a gathering or outreach event that does not go well</li> <li>• Exhaustion due to meeting many new people and working long hours</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to cross ethnic boundaries</li> <li>• Use of Facebook page to connect with students</li> <li>• Communicating the importance of academics</li> <li>• Demonstrating a heart for evangelism</li> <li>• Ability to meet people with ease</li> <li>• Willingness to learn context (campus culture)</li> <li>• Ability to navigate highs and lows</li> <li>• Can identify the right 10-20 Core people</li> </ul>	<ul style="list-style-type: none"> <li>• A good understanding of the strategy and vision</li> <li>• A persuasive presentation of the vision and strategy</li> <li>• Gathering tools and skills—(e.g., branded printed tools)</li> <li>• Models of catalytic meetings (scripted)</li> <li>• Use of the internet in connecting with potential core members (e.g., Facebook.com)</li> <li>• Follow up contacts <i>personally</i> and not just by email or Facebook ads, pages or messages</li> <li>• Understands the system for how universities inform new students about organizations and assign space to student organizations</li> </ul>	<ul style="list-style-type: none"> <li>• There is a group of 10-20 Missional Christians who form a core</li> <li>• This group has met for a catalytic event/retreat</li> <li>• The Core is unified around vision and values</li> <li>• One or two people have become Christians</li> </ul>



# STAGE 1 – THE COACH

CHALLENGES THEY WILL FACE	NEEDS THEY WILL FEEL	VALUES/SKILLS TO DISPLAY	METHODS, TOOLS, ETC. NEEDED	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>• Getting off on the right foot with the planter and their supervisor</li> <li>• Establishing a pace of regular interaction</li> <li>• Staying motivated</li> <li>• Helping the planter deal with impatience and finding ways to help him or her channel that energy in helpful ways</li> </ul>	<ul style="list-style-type: none"> <li>• I am a help to the planter</li> <li>• InterVarsity values their role</li> <li>• A roadmap for coaching</li> <li>• Time management guidelines</li> <li>• SOS line to IV national to troubleshoot problems</li> <li>• Coaching resources</li> <li>• Planting resources to pass along</li> <li>• Feedback on their own performance</li> </ul>	<ul style="list-style-type: none"> <li>• Can nurture the “I need a challenge” or “cowboy” mindset of the planter</li> <li>• Ability to discern a planters mood and help them process productively</li> <li>• Ability to listen well</li> <li>• An interaction style with the planter that mixes nurturing for results with a strong sense of how the first stage should unfold</li> <li>• Can’t be in it for themselves</li> <li>• Ability to help the planter select natural social networks on campus that will help them work the system and connect with leaders.</li> <li>• Ability to discern the differences and similarities between their own planting experience and the experience of this planter</li> </ul>	<ul style="list-style-type: none"> <li>• Coach’s conference call where they support one another</li> <li>• Tools and systems received at NISSET</li> <li>• Collegiate Ministries Website for planters: (<a href="http://www.intervarsity.org/mx/page/chapterplanting">www.intervarsity.org/mx/page/chapterplanting</a>)</li> <li>• Well-planned coaching visits, worked out ahead of time</li> <li>• Strong, ongoing connection with the supervisor</li> <li>• Good grasp of key Stage One pages in the <i>Chapter Planting Manual</i></li> </ul>	<ul style="list-style-type: none"> <li>• Has a well established relationship with the planter and strong communication with the supervisor</li> <li>• Has a grasp of the planter, context, and needs (i.e., what they respond to)</li> <li>• Has prayed regularly for the planter</li> <li>• Will have connected with the planter through phone calls every other week and a visit in the fall during which the coach will have met with the core group</li> <li>• Will have carbon copied the supervisor on all communications with the planter</li> </ul>

# STAGE 1 – THE SUPERVISOR

CHALLENGES THEY WILL FACE	NEEDS THEY WILL FEEL	VALUES/SKILLS TO DISPLAY	METHODS, TOOLS, ETC. NEEDED	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>Working positively to support the planter/coach team</li> <li>Managing the time they give to the planter/coach (i.e., they could over or under-manage)</li> <li>Seeing him/herself as a vital player in the process, not a distant, busy leader</li> </ul>	<ul style="list-style-type: none"> <li>To feel included in the mix with planter and coach</li> <li>How to manage their need to coach the planter</li> <li>How to support the plant and planter on the area team without sending negative messages to the rest of the team</li> <li>Understanding</li> </ul>	<ul style="list-style-type: none"> <li>Understands and supports the four-stage launch</li> <li>Knows the roles of both the coach and the planter</li> <li>Allows for messiness</li> <li>Ready to train the planter in areas that are vital to planting effectively (e.g., developing and training PMCs)</li> <li>Gives permission to the planter to bypass certain IVCF “expected attendance” events/protocols</li> <li>Nurturing the “I need a challenge” or “cowboy” mindset of the planter</li> </ul>	<ul style="list-style-type: none"> <li>Reference tools</li> <li>Lifeline to InterVarsity</li> <li>Website: (<a href="http://www.intervarsity.org/mx/page/chapterplanting">www.intervarsity.org/mx/page/chapterplanting</a>)</li> <li>Conference calls with peers</li> </ul>	<ul style="list-style-type: none"> <li>Planter has accomplished Stage 1 and is still at it and liking it—didn’t quit</li> <li>Planter, supervisor and coach are a true team</li> <li>Coaches are performing</li> <li>Planter is funded</li> <li>Planter feels well-connected to their IV Area team</li> <li>Has prayed regularly for the planter</li> </ul>

## 4 STAGE LAUNCH PROCESS

### STAGE 2 – BUILDING MOMENTUM

*Primary focus: Working with a Core Group to advance the chapter's mission*

Developmental Issues:

- Develop prayer-life/practices of the core.
- Core Meetings designed to inspire, train (e.g., GIGs, NSO), and carry out the mission of the chapter.
- Core Members recognize their relational networks, become skilled at inviting to SGs and all other chapter events. Larger scale NSO is launched by Core.
- Core Group holds 2-3 high-caliber Gathering Events to build momentum in the chapter.
- Select Core Members experiment with leading missional small groups.
- Hold catalytic events that celebrate the community, cast vision and call for future involvement and commitment.
- Use the Stage 2 Wave to plan evangelistic events, Gathering events and Core meetings in a way that builds momentum.



## STAGE 2 – THE PLANTER

*Key Question: Am I deploying the core wisely so that they are leading from their gifts and strengths?*

CHALLENGES THEY WILL FACE	NEEDS THEY WILL FEEL	VALUES/SKILLS TO DISPLAY	METHODS, TOOLS, ETC. NEEDED	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>• Keeping core Christians convinced that this is a good thing</li> <li>• Vision-casting to committed and new people</li> <li>• Developing understanding in the core about developmental issues of this stage</li> <li>• Developing a sustainable plan for winning, keeping, and lifting commitment</li> <li>• Developing culturally relevant events—finding the fit</li> <li>• Developing a discipleship plan</li> <li>• Determining which core members to delegate key roles to, and making adjustments when a person is not working out in their new role</li> </ul>	<ul style="list-style-type: none"> <li>• Under-resourced</li> <li>• Doubts</li> <li>• How to lift vision</li> <li>• Getting the right people involved</li> <li>• How to get people to pray</li> <li>• Teamwork and team development</li> <li>• Are my supervisor and coach still behind me?</li> </ul>	<ul style="list-style-type: none"> <li>• God answers prayer</li> <li>• Steadiness</li> <li>• Passion for the plan and the people</li> <li>• Innovation</li> <li>• Discernment about whom to entrust with major leadership roles</li> <li>• Ability to learn and move on when one approach does not work</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous use of tools to cast vision to enlarge the core</li> <li>• Develop a leadership model to build ownership among the committed</li> <li>• Ideas and methods for an effective preview event and outreach events beyond</li> <li>• A discipleship plan for Core members</li> <li>• Connections with what other planters are doing and learning in this stage</li> </ul>	<ul style="list-style-type: none"> <li>• Core of 20 to 30 has begun to solidify and is added to</li> <li>• Some (one or two) find Christ</li> <li>• Core owns the vision as theirs</li> <li>• Range of culturally relevant outreach events and strategies have been identified &amp; programmed</li> <li>• Preview gatherings become systemized</li> <li>• Adequate funds to do the job are in place</li> </ul>

## S T A G E 2 – T H E C O A C H

CHALLENGES THEY WILL FACE	NEEDS THEY WILL FEEL	VALUES/SKILLS TO DISPLAY	METHODS, TOOLS, ETC. NEEDED	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>• Be an encourager</li> <li>• Help the planter stay on task</li> <li>• Pray for the planter regularly</li> <li>• Wisdom about when to intervene and when to let a situation or strategy “play itself out”</li> </ul>	<ul style="list-style-type: none"> <li>• The challenge of balancing encouragement/ passion for the project with well-timed, thoughtful intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Encourager/demonstrates a “can do” spirit</li> <li>• Good listener</li> <li>• Accountability is good</li> </ul>	<ul style="list-style-type: none"> <li>• Keep helpful ideas and resources flowing on teamwork, core group development, ideas for events, etc.</li> <li>• Regular visit &amp; accountability system/ pattern established</li> </ul>	<ul style="list-style-type: none"> <li>• Planter achieves results of this stage</li> <li>• Planter’s spiritual connection with God and energy is strong</li> <li>• Planters are working well together</li> </ul>

## S T A G E 2 – T H E S U P E R V I S O R

CHALLENGES THEY WILL FACE	NEEDS THEY WILL FEEL	VALUES/SKILLS TO DISPLAY	METHODS, TOOLS, ETC. NEEDED	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>• Balancing when to lead and when to stay out of the way</li> <li>• Adequately resource the coach and planter with time and attention</li> <li>• Clarify and articulate what success is</li> <li>• Establish a passion for results and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• The support of IVCF senior leadership</li> <li>• To discern what is going on with available feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Servant Leadership: "How can I serve you?"</li> <li>• Get needed resources for coach and planter</li> </ul>	<ul style="list-style-type: none"> <li>• IVCF senior leadership has systematized its engagement model</li> <li>• Website</li> <li>• Conference calls</li> <li>• Face to face meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Planter is successful in this stage</li> </ul>

## 4 STAGE LAUNCH PROCESS

### STAGE 3 – DEVELOPING MISSIONAL LEADERS

*Primary focus: Empowering missional leaders to increase evangelism and expand the Core*

Developmental Issues:

- A strategic rhythm of events and gatherings continues, led by the planter and select leaders.
- Prayer meetings and a variety of prayer practices are led by core members.
- The vision and mission is renewed by the Leaders Team and shared with the larger Core at a Catalytic Event. Core members engage their own areas of personal influence on campus.
- Multi-faceted NSO and Comprehensive Evangelism Strategy is carried out.
- SGs and Gathering Events are designed to continue generating more missional people, and add to the Core.
- Leaders receive ongoing training to lead SGs and may help lead the Core Team in Evangelism and Gathering Events.
- Catalytic Events are held for new core members and future leaders.





## STAGE 3 – THE PLANTER

*Key Question: Have we maintained a strong core community and discipleship while establishing a regular large-group meeting that the core is delighted to bring others to attend?*

CHALLENGES THEY WILL FACE	NEEDS THEY WILL FEEL	VALUES/SKILLS TO DISPLAY	METHODS, TOOLS, ETC. NEEDED	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>• Keeping vision alive</li> <li>• Rallying chapter to outreach events</li> <li>• Executing an effective promotional strategy</li> <li>• Multi-ethnic sensitivity</li> <li>• Launching a full scale NSO program</li> </ul>	<ul style="list-style-type: none"> <li>• How to do effective promotion</li> <li>• Keeping energy up in core team</li> <li>• Developing relevant programming for outreach strategy</li> <li>• Identifying leadership</li> <li>• Discerning whether the group is ready to jump into a weekly meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Dependence on God</li> <li>• Networking to get promotion done</li> <li>• Delegation is the way I work</li> <li>• A healthy mix of visionary leadership and pastoral care for individuals and the core</li> </ul>	<ul style="list-style-type: none"> <li>• Tool kit for developing outreach programs, events and systems</li> </ul>	<ul style="list-style-type: none"> <li>• People are finding Christ</li> <li>• The momentum of the plant and the core is continuing to grow</li> <li>• A strong large-group meeting is established</li> <li>• The chapter is developing a healthy respect on campus</li> <li>• Insures new believers are channeled into a discipleship system</li> <li>• Begins incorporating the basic principles of building strong chapters</li> </ul>

## STAGE 3 – THE COACH

CHALLENGES THEY WILL FACE	NEEDS THEY WILL FEEL	VALUES/SKILLS TO DISPLAY	METHODS, TOOLS, ETC. NEEDED	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>• Appropriately challenging the planter to be innovative</li> <li>• Is what I am hearing from the planter accurate?</li> </ul>	<ul style="list-style-type: none"> <li>• Graciously using evaluative criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Servanthood</li> <li>• Patience</li> <li>• Hope and belief in the plant and the planter</li> </ul>	<ul style="list-style-type: none"> <li>• Tools to help the planter multi-task</li> <li>• Regular contact with the planter and supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Planter feels supported</li> </ul>

## STAGE 3 – THE SUPERVISOR

CHALLENGES THEY WILL FACE	NEEDS THEY WILL FEEL	VALUES/SKILLS TO DISPLAY	METHODS, TOOLS, ETC. NEEDED	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>• Juggling priorities</li> </ul>	<ul style="list-style-type: none"> <li>• How to handle the feelings that planters are “coloring outside the IVCF lines”</li> </ul>	<ul style="list-style-type: none"> <li>• Openness</li> <li>• Support</li> <li>• Prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Means to monitor planters at various stages</li> <li>• Regular contact with the planter and coach</li> </ul>	<ul style="list-style-type: none"> <li>• Planter feels supported</li> </ul>

## 4 STAGE LAUNCH PROCESS

### STAGE 4 – TRANSITION TO BUILDING STRATEGY

*Primary focus: Assessing chapter structures, leaders and core team to determine where new momentum lies*

Developmental Issues:

- Stage 4 Assessment will be done.
- This section will be developed further as building strategies and ways they integrate with planting emerge.



## S T A G E 4 – T H E P L A N T E R

CHALLENGES THEY WILL FACE	NEEDS THEY WILL FEEL	VALUES/SKILLS TO DISPLAY	METHODS, TOOLS, ETC. NEEDED	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>• Being culturally relevant but biblically sound</li> <li>• The rollout of an invitation strategy</li> <li>• Keep praying</li> <li>• Keeping vision up with core leadership</li> <li>• Ensuring that weekly chapter events have impact and relevance</li> </ul>	<ul style="list-style-type: none"> <li>• To be relevant</li> <li>• To not be afraid, embarrassed or overconfident</li> </ul>	<ul style="list-style-type: none"> <li>• Spiritual confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach programming and methods</li> <li>• Ongoing process of student leadership development is in place</li> <li>• A clear understanding of the principles of chapter building and a sense of how to integrate them into the life of the chapter</li> </ul>	<ul style="list-style-type: none"> <li>• People coming to Christ</li> <li>• A chapter or two coalesces</li> <li>• Christians discipling new believers</li> </ul>

## STAGE 4 – THE COACH

CHALLENGES THEY WILL FACE	NEEDS THEY WILL FEEL	VALUES/SKILLS TO DISPLAY	METHODS, TOOLS, ETC. NEEDED	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>• Keeping energy sustained in the planter</li> <li>• Helping planter process early wins and losses</li> <li>• Helping planter think beyond “low hanging fruit”</li> </ul>	<ul style="list-style-type: none"> <li>• Time to support the planter in this busy phase</li> </ul>	<ul style="list-style-type: none"> <li>• Patience</li> <li>• Faith</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials from NISSET and follow-up tools (To be determined as we go)</li> </ul>	<ul style="list-style-type: none"> <li>• Planter achieves their goals</li> </ul>

## STAGE 4 – THE SUPERVISOR

CHALLENGES THEY WILL FACE	NEEDS THEY WILL FEEL	VALUES/SKILLS TO DISPLAY	METHODS, TOOLS, ETC. NEEDED	DESIRED OUTCOMES
<ul style="list-style-type: none"> <li>• Getting to enough meetings to get an accurate feel for things</li> <li>• Developing an appropriate means for feedback</li> <li>• Grace to allow for experimentation</li> </ul>	<ul style="list-style-type: none"> <li>• How to keep energy sustained</li> </ul>	<ul style="list-style-type: none"> <li>• Patience</li> <li>• Faith</li> </ul>		<ul style="list-style-type: none"> <li>• Planter achieves their goals</li> </ul>

## BOOKS AND WEBSITES FOR COACHES

### **Books:**

- Bianco-Mathis, V.E., Bianco-Mathis, L.K., Bianco, Clinton, Robert J. *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*. Colorado Springs: NavPress. 1988.
- Collins, Gary R. *Christian Coaching: Helping Others Turn Potential into Reality*. Colorado Springs: NavPress. 2001.
- Crane, Thomas and Patrick, Lerissa Nancy. *The Heart of Coaching: Using Transformational Coaching to Create a High Performance Culture*. FTA Press. 2001.
- Cresswell, Jane. *Christ-Centered Coaching: 7 Benefits for Ministry Leaders*. Chalice Press. 2006.
- Goldsmith, Marshall, Lyons, Lawrence, and Freas, Alyssa (eds.). *Coaching for Leadership: How the World's Greatest Coaches Help Leaders Learn*. San Francisco. Jossey-Bass/Peiffer. 2000.
- Hargrove, Robert. *Masterful Coaching: Extraordinary Results by Impacting People and the Way They Think and Work Together*. San Francisco: Pfeiffer. 1995.
- Harney, Kevin. *Seismic Shifts. Little Changes That Make a Big Difference in Your Life*. Grand Rapids: Zondervan. 2005.
- Jones, Laura Beth. *Jesus, Life Coach*. Nelson Business. 2004.
- Ledesma, Ruth. *Coaching by the Book: Principles of Christian Coaching*. Xlibris. Corp. 2002.
- Maxwell, John C. *Developing the Leaders Around You*. Nashville: Nelson Publishers. 1995.
- McGinnis, Alan Loy. *Bringing Out the Best in People*. Minneapolis: Augsburg Publishing. 1985.
- Nebel, Thomas and Ogne, Stevens. *Empowering Leaders Through Coaching*. Chicago: ChurchSmart Resources. 1996.
- Nelson, Alan. *Coached by Jesus: 31 Lifechanging Questions Asked by the Master*. Howard Books. 2005.
- Peterson, David B. and Hicks, Mary Dee. *Leaders as Coach: Strategies for Coaching and Developing Others*. Personnel Decisions, Inc. 1996.



- Pue, Carson. *Mentoring Leaders*. Grand Rapids: Baker Book House. 2005.
- Shula, Don and Blanchard, Kenneth. *Everyone's a Coach*. Grand Rapids: Zondervan. 1995.
- Stoltzfus, Tony. *Leadership Coaching : The Disciplines, Skills, and Heart of a Coach*. BookSurge Publishing. 2005.
- Umidi, Joseph. *Transformational Coaching*. Xulon Press. 2005.
- Whitmore, John. *Coaching for Performance: Growing People, Performance, and People*. Nicholas Brealey Publishing. 2002.
- Whitworth, Laura, Kimsey-House, Henry, and Sandahl, Phil. *Co-Active Coaching: New Skills Toward Coaching People Toward Success in Work and Life*. Davies-Black Pub. 1998.
- Wooden, John. *They Call Me Coach*. Chicago: Contemporary Books, Inc. 1988.

**Websites:**

- |                                |  |
|--------------------------------|--|
| Christian Coaches Network      | <a href="http://www.christiancoachesnetwork.com">www.christiancoachesnetwork.com</a> |
| Coaching.com                   | <a href="http://www.coaching.com">www.coaching.com</a>                               |
| CoachNet                       | <a href="http://www.coachnet.org">www.coachnet.org</a>                               |
| CoachU                         | <a href="http://www.coachu.com">www.coachu.com</a>                                   |
| Coachville.com                 | <a href="http://www.coachville.com">www.coachville.com</a>                           |
| Harvard Business School        | <a href="http://www.hbs.edu">www.hbs.edu</a>   |
| International Coach Federation | <a href="http://www.coachfederation.com">www.coachfederation.com</a>                 |
| Life@Work Journal              | <a href="http://www.lifeatwork.com">www.lifeatwork.com</a>                           |







# WORKSHEETS



# COACHING CALENDAR AND ACTIVITIES

July - September 2007

KEY DATES	COACHING ACTIVITIES

COACH .....

PLANTER .....

COACHING FOR KINGDOM AND CAMPUS RESULTS



## BUILDING RAPPORT WITH YOUR PLANTER

*Thought starters for things the coach might want to know about the planter.*

1. What do I know about my planter?
2. What do I not know about my planter but would like to know?
3. What does my planter need to know about me?
4. What are my planter's favorite learning styles?
5. How would my planter describe his/her leadership style?
6. On a scale of 1 to 10, to what extent does my planter feel the need for coaching? What is their reasoning for this number . . . or where does he/she feel the greatest need?
7. What does the planter want most from me as coach or from this process?
8. What does our ideal time together look like for my planter?

*Some of the above material was adapted from Learning Strategies for Newly Appointed Leaders by Julie Johnson.*



# FIRST COACHING SESSION

*Use this handout to help guide the session when you will meet with your planter at the close of NISSET. You may also wish to revisit the draft coaching agenda you created in an earlier session to fine-tune the flow of questioning for this first session.*

## **1. Process NISSET with your planter – get their feedback**

*Below are sample questions to help you get on the same page in light of the NISSET training. The line of questions will vary depending on how much time the coaches and planters have spent together already.*

- How has the week been for you?
- What has been most helpful? What will be your big “Aha!” take away?
- What excites you as you look forward to this assignment?
- What looks really challenging and even daunting?



## 2. *Let's talk about expectations as we work together*

- What are you looking for from me as your coach?
- How can I serve you best?
- Is there anything I need to know about your working style, punctuality, best ways to connect, when to call and not to call, etc.?
- What would I do that would tick you off?



### *3. Review Stage One in chapter launch*

- What are your early thoughts on establishing a foundation on your campus to build upon?
- Tell me about the vision that is beginning to take shape for your campus. Have you ever been there? What do you know about this campus? The soil? The receptive groups? Other ministries at work?
- Are there any goals that are shaping up in your thinking?
- What is your history with discipling students, and how might it apply to this new situation?
- What would success look like to you in this first stage?



- Have you started to build an action plan? If so, let's review it or talk about it. *(Note: Choose only 1 or 2 high impact areas on which to focus, with the planter choosing the area.)*

- What are your major concerns at this point? *(Listen and then practice feedback skills to make sure you understand them and, if necessary, offer some troubleshooting strategies)*

- How can I help you in the next 30 days?

- When can I expect some kind of a written update from you?





#### 4. Calendar, visit planning and next steps

- Use the blank calendar (see the sheet “Coaching Calendar and Activities — July - September 2007”) to plan out your connections for the next three months: first set of meetings on campus, off campus, emails, phone call schedule, etc. (Coaches should revisit their work done earlier this week when they brainstormed a hypothetical calendar. Then work with the planter to create a new Coaching Calendar.)
- Before you leave, be sure you both know the next time you will be in contact with each other and who will initiate the contact.

#### 5. Closing prayer time

- What are the top three issues we need to pray about regarding:
  - each other
  - the planting process
  - the students headed to our campus



# FIRST COACHING VISIT AGENDA

1.

2.

3.

4.

5.

6.

7.

8.



COACH \_\_\_\_\_

PLANTER \_\_\_\_\_

# COACHING LOG

Record your phone and significant email interactions with your planter as they happen. Below is a sample form. Please use the Word document format online at <http://www.intervarsity.org/mx/item/6101/> and email it to Jim Lundgren as an attachment. Send your updated log to Jim at the end of each month starting September 30.

DATE	COACHING ACTIVITY <small>(visit, phone call, email, resource provided, etc.)</small>	KEY FOCUS OF ACTIVITY	WHAT'S HAPPENING IN THE PLANT?
12/03/08	Phone Call	Debriefed month	<p>Had core meeting last week with 4 of the key students showing up, including new male leader. <i>Planter</i> was very pleased how the meeting went and really feels like she finally has at least these 4 as her missional core.</p> <p>She is excited to hold core meeting #2 this Thursday night and expects that group to be more like 6 or 7.</p> <p>They will hold their first Bible study next Tuesday; building prayer support for that.</p> <p><i>Planter</i> met another new student yesterday. This student has a ton of non-Christian friends and is planning to come to core meeting; this is a definite praise and the type of student contact we have been looking for.</p>



COACH \_\_\_\_\_

PLANTER \_\_\_\_\_

## VISIT REPORT

Use this form to report to Jim Lundgren on-site visits.  
Send to Jim within one week of your visit.

<b>GENERAL INFORMATION</b>	DATE: ON-SITE: LOCATION: WHO MET:
<b>PLANT STAGE AND STEP</b>	
<b>MAIN PURPOSE</b> <i>of visit</i>	
<b>GENERAL SENSE</b> <i>of how planter is doing (highs and lows)</i>	
<b>MAJOR BREAKTHROUGHS</b> <i>to celebrate</i>	
<b>CRITICAL ISSUES</b> <i>to address</i>	
<b>RESOURCES NEEDED</b>	
<b>NEXT STEPS</b> <i>the planter is committed to</i>	
<b>MY "TO DO" LIST</b>	



# SYMPTOMS OF IMBALANCE

## Ways to Increase Energy Capacity and Recover Energy

Used courtesy of Willow Creek Association from presentation by Dr. Jack Groppe

### MY NEXT STEPS:

#### SPIRITUAL:

Connecting your behaviors to your purpose

Feel emptiness  
 Feel spiritual void  
 Feeling that the world owes you  
 Apathy

1. Define for yourself, "Why am I working at...?"
2. Regularly ask yourself, "Do my behaviors reflect why I'm working at..."

#### MENTAL:

Improving how you think

Lack of focus during pressure or due to multi-tasking  
 Lack of creativity  
 Constantly running out of time  
 Negative self-talk

1. Focused chunking vs. multi-tasking
2. Work in intervals

#### EMOTIONAL:

Improving how you feel

Impatience  
 Defensive  
 Critical spirit  
 Frustrated easily  
 Resentful

1. Practice Image Correction.
2. Stop the show, catch yourself and say "Stop."
3. Ask yourself the question, "What matters most right now?"

#### PHYSICAL:

Maintaining physical energy

Fatigue in general  
 Low energy troughs (slumps)  
 Headache  
 Sore neck and shoulders  
 Weight gain in general

1. Exercise—aerobics, strength, and flexibility exercises
2. Gain better posture—The walk of the confident fighter
3. Move periodically to mobilize oxygen to the brain—Quick walk
4. Eat breakfast
5. Eat healthy snacks
6. Hydrate/drink water
7. Deep breathing
8. Sleep at least 7 hours