

Christian Coaching Tools

Owned by ResourceZone

Background to the Coaching Process

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In late 1999, after a number of years of training coaches, a team of USA practitioners came together to review their work and address the question, '*how can we determine whether the coaches we are training are effective or not*'? Generally they had some idea based on the interactions with trainees, but they lacked objective feedback. How do you objectively measure a coach's competency? What makes an excellent coach excellent? The team sensed it was time to develop a more comprehensive understanding of coaching. Out of that conversation was born a research project that eventually resulted in a comprehensive coaching model, specific norms for measuring coaching competencies and a specific way of applying these to an individual.

Stage One:

Led by Dr Bob Logan and Dr Gary Reinecke a small research team was set up and began bringing together all they could find out about coaching to construct a comprehensive model. They discussed the coaching models they were using, along with others they were familiar with. They dissembled each model, analysed the pieces, and constructed a comprehensive understanding of the process. Over a six month period, the team pieced together all the essential components of coaching and the 5 R coaching process emerged: Relate, Reflect, Refocus, Resource, and Review. That process serves as the road map for coaching relationships.

After strong affirmative feedback from the rest of the International Team, they added one final piece to this part of the research project. They reviewed the written works others had put together to see if there were any gaps in their model. They studied the top 20 books in the field of coaching and compared them to their coaching process. That process confirmed the 5R coaching model was simple yet comprehensive solidly grounded in both experience and research.

Stage Two:

The second stage of the research project was to identify the specific competencies and micro-skills required by an effective coach. The team discussed the coaching competencies they were using, along with others they were familiar with. Once they had compiled a preliminary list of competencies, the team sought feedback from several other ministry organizations committed to and involved in coaching. Their feedback confirmed that they were on the right track, but prompted them to include some additional competencies and refine the ones they already had.

Much of what most coaches were doing seemed good but through reflection and dialogue, they discovered two major missing pieces. Surprisingly, these components were missing not only in secular models, but in Christian ones as well.

The first was being anchored in Christ (which eventually became abiding in Christ), being rooted and grounded in one's identity in Christ. The concept comes from Hebrews 6:19: "We have this hope as an anchor for the soul, firm and secure." The function of anchors is to provide steadiness among moving waters. When our identity is securely anchored in Christ, we can take a posture of listening instead of reacting as people tell us things. We are not threatened, because we know who we are in Christ.

The second missing piece was listening for discovery (which eventually became part of communication). Many models discussed reflective listening skills, but none talked about the importance of listening for discovery. Listening for discovery means listening without bringing our own agenda to the table. Listening in such a way as to help the other person discover God's agenda for themselves. This approach allows coaches to summarise, ask questions, and invite people to unpack the issues – all without short-circuiting the process by giving their own opinions.

After 12 months of work and fine tuning, the team ended up with nine competencies with five to seven microskills under each of them. Now it was time to test the theory. Dr. Charles Ridley, an expert in the field of behavioural psychology, joined the team and helped them to develop open-ended inquiries for each microskill under those nine competencies.

An example of an open-ended inquiry designed to assess the micro-skill “give those you are coaching the time necessary to discover God's agenda, digest information, and process their emotions before moving ahead,” would be an interviewer asking a coach, “How have you helped someone by listening effectively?” The interviewer would then press for concrete specifics until the actual behaviour of the coach was clear. This process helped more clearly define each microskill, and allowed the assignment of norms (numerical ratings from 1 to 5) to each microskill.

A high performing coach was a 4 to 5, medium was 2.5 to 3.5, and low was 1 to 2. For example, within the category of listening effectively:

- A high performer may create insightful opportunities for people to process.
- A medium performer may ask questions that allow people the time they need to process, but might sometimes give them too much time, frustrating some more goal-driven people.
- A low performer may interrupt people while they process information and emotions.

This research was then used in extensive behavioural interviews with 20 effective coaches from four continents. The behavioural interview was a three-phase process (outlined in two resources¹). **Phase 1 – Gather** the Interview Data; **Phase 2 – Evaluate** the Interview Data; **Phase 3 – Report** on the Interview Data. The process required 6-9 hours per person (Phase 1 (3-4 hours), Phase 2 (1-2 hours), Phase 3 (2-3 hours)). Gary Reinecke facilitated this process and followed up each coach with a 90-minute appointment to help participants design a Personal Development Plan. At the end of this the team felt they had enough data from a diverse pool of coaches to refine the competencies, microskills, and norms. They again sought feedback from other groups involved in coaching and made final changes. The behavioural assessment was then released to the public with a further review taking place twelve months after release. The assessment has been in use around the world for over 10 years.

Stage Three:

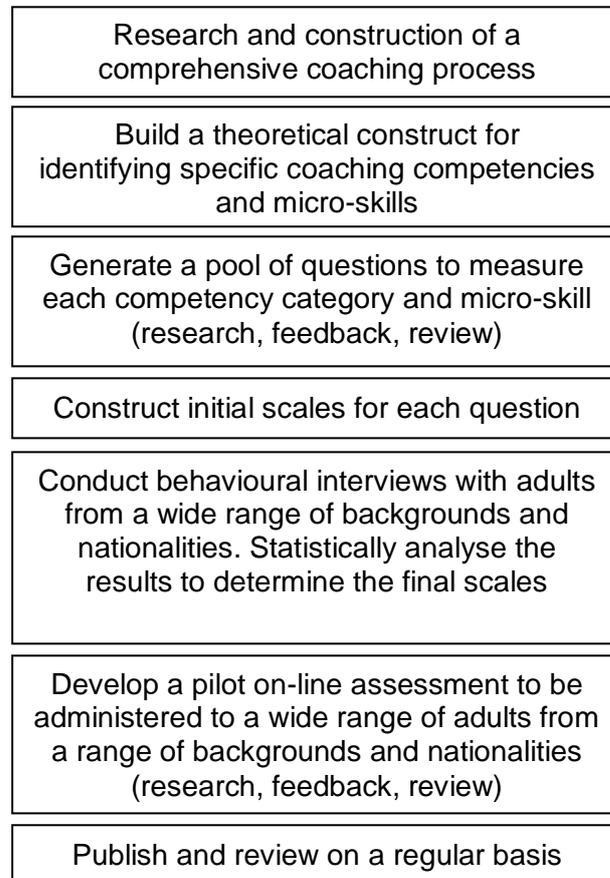
With a coaching process and specific competencies and microskills in place the team moved to apply their work to a 360 degree on-line assessment. Christoph Schalk, an organizational psychologist from NCD International was invited to join the team and helped develop the on-line process (he was chosen because he was responsible for organizing one of the largest Christian research projects of its kind in the world which to date has surveyed over 100,000 churches and Christian organisations worldwide).

An on-line construct was developed and the data from stage two was added to create the questions for the assessment. A pilot assessment was administered to a wide range of adults from a range of backgrounds and nationalities. Over a number of cycles, changes were made and the process re-administered. The assessment was then released to the

public and, after twelve months reviewed, and the norms checked. The assessment has been in use around the world for seven years and has been completed by over 5,000 coaches-in-training and is subject to ongoing testing to ensure that face validity, content validity, construct validity and reliability remain at sufficiently high levels to be seen as an accurate and credible measurement tool.

The diagnostic development process (shown as a 7-step flow diagram) can be seen below.

Diagnostic development process



¹ © 1991 Training for Selection Interviewing by Charles R. Ridley and Robert E Logan and © 2000 Evaluating and Reporting by Charles R. Ridley and Tweed Moore.

Development Team

Dr. Robert E. Logan - Team Leader



Bob was the Founder of CoachNet and is an internationally recognized authority in coaching, church planting, church growth and leadership development. He has a Bachelors Degree in Engineering, a Masters Degree in Theology and a Doctorate in Ministry (Fuller Theological Seminary) and has been in full time ministry for thirty-five years. He served as the Senior Pastor of Community Baptist Church of Alta Loma, California and Vice President for New Church Development with Church Resource Ministries, before founding CoachNet International Ministries.

He has consulted with dozens of Christian ministries in over twenty countries.

His current areas of focus are coaching and developing leaders in missional, incarnational contexts. His written works (authored and co-authored) include *From Followers to Leaders*, *Be Fruitful and Multiply*, *Beyond Church Planting*, *Coaching 101*, *Coaching 101 Handbook*, *Beyond Church Growth*, *Raising Leaders For The Harvest*, *Releasing Your Church's Potential*, *Cell Church Planter's Guide* and the *Church Planter's Toolkit*.

Dr. Gary B. Reinecke - Research Project Facilitator

Gary is the Executive Director of In-Focus Ministries and has committed his life to resourcing, coaching, and training leaders since 1988. The last 10 years have been devoted to coaching as a tool for cultivating God-given potential of individuals and churches across North America and beyond. Through his work, thousands of people have been trained and mobilized to come alongside pastors, church planters, missionaries and other ministry leaders to listen, support, and engage in personal and ministry development.



Prior to his current position, Gary served with Strategic Ministries and on staff with Church Resource Ministries where he honed his skills in inner city churches.

In 1992, Gary received his Doctor of Ministry degree from Fuller Seminary and gives back to the academic community by teaching at local seminaries. Gary has co-authored books on coaching and is a regular contributor to resources on the subject. He is a highly recognized trainer and coach in the Christian ministry world.

Christoph Schalk - Scientific and Statistical Researcher

Christoph is Vice President of the Institute of Natural Church Development International (NCD International) and the scientific and statistical director of the institute. He is also in charge of the research department of the institute. Since 2004 he has also been in charge of OQM International, a research and development ministry for Christian not-for-profit organizations.



He has a Master's Degree in theology and organizational psychology from the University of Würzburg, Germany. From 1994-1996 he was responsible for organizing one of the largest

Christian research projects of its kind in the world which to date has surveyed over 100,000 churches and Christian organisations worldwide.

He has trained more than 1,000 coaches in over 60 countries and personally coached more than 300 denominational and ministry executives.

He has written several books, including a pastor's guide and mentor's guide to the gift-based ministry. Together with Christian A. Schwarz, he co-authored the Implementation Guide to Natural Church Development, which has appeared in 20 different languages.

Dr. Charles Ridley – Research Project Mentor

Chuck is the Professor, Department of Educational Psychology, and Director, Integrated Research, Education, and Training Core, Center for the Study of Health Disparities, Texas A & M University and Associate Dean of Research, Indiana University

He is a recognized expert in psychological assessment and has worked with Bob Logan on a number of research projects including the development of the Church Planter Performance Profile (CPPP) which is used worldwide.