



LIFE-COACHING is more than a buzz word, it's **YOU!**

Nothing brings you greater fulfillment than helping others succeed. While you love helping others you have often wondered what it would be like if:

YOU had enhanced life-coaching skills?

YOU enhanced your life in the process?

YOU could be certified and credentialed as a life-coach?

YOU could increase your income by being a certified life-coach?

Just the very fact that you are viewing this manual tells us you're going to make all those dreams come true.

You release the dreams of others and in so doing release your dreams. You're a Dream Releaser!

We know your vision and that of Dream Releaser Coaching is the same:

Helping Others Succeed!

Welcome to Dream Releaser Coaching!



Samuel R. Chand *Brenda C. Chand*

Samuel & Brenda Chand
Dream Releaser Coaching Cofounders

Before we begin...

This Coaching Essentials (CE) track is designed to equip you with the essential knowledge and skills required for coaching. The first six lessons require additional reading and reflection. Each lesson in this track will require a week to complete and will be followed by a teleconference with the coach trainer and other participants of the track. Lesson 7 is a Summit that will be held in a major city or online. Lessons 8 and 9 include a practicum involving peer co-coaching supervised by a coach trainer. Lesson 10 is an evaluation of the individual and the track.

In addition to the 10 Lessons, the track includes:

Teleconferences

You will meet each week via telephone during weeks 1-6 with a coach trainer

Appointments will be scheduled at convenient times for you, other participants, and your assigned coach trainer

Next Steps

Next Steps are assignments given for each week

Next Steps must be completed after reading each lesson before the teleconference with your assigned coach trainer

Completion of Next Steps is a requirement to participate in the Summit

A day long Summit will be held in a major US city or online during week 7 of the Track

Peer co-coaching

A peer coach will be assigned to you by your coach trainer

Peer co-coaching occurs during weeks 8 & 9 with coach trainer supervision

Outcomes

Track will be reviewed in its entirety in week 10

A comprehensive evaluation will be conducted

Certification will be issued depending on satisfying track requirements



TRACK 1: COACHING ESSENTIALS

STUDENT GUIDE

Lesson 1: The Elements of Coaching

Instructions

This is a fillable PDF. You'll be able to type your responses directly into this document.

1. Save this PDF to your desktop (File > Save As...).
2. Fill in the form fields.
3. Save it again after you've completed the lesson.

Welcome

The journey begins! This is the first lesson of your coaching journey with *Dream Releaser Coaching*. Welcome aboard! Our objectives for the CE track are to insure that you grow and develop personally and become equipped with the basic skills to coach others. In this track you will begin to coach and be coached. It is our desire that each of you enjoy the journey!

THIS LESSON COVERS:

The Power of Coaching

Essential #1 What Is Coaching?

Essential #2 Coaching Protocol

Essential #3 A Brief History of Modern Coaching

Essential #4 Use of Acronyms as a Memory Device

Essential #5 The Constellation of Coaching

Essential #6 Responsibilities that Come with Coaching

Essential #7 Privileges of Coaching

The Power of Coaching

The following story illustrates the dynamic manner in which coaching can transform ordinary into extraordinary.

Barbara had been in a long-time state of frustration and knew that she needed a real change if she was going to remain effective in her career. She had been working in a globally recognized corporation for 12 years and held the title of Executive Coordinator in an engineering group. Her responsibilities included facilitating weekly staff meetings with 9 engineers, and keeping them on task to meet crucial deadlines. As much as she appreciated her job, it became apparent that her position and outgoing personality incorrectly advertised her as the resident problem solver. It wasn't uncommon for co-workers to stop by her office several times a day with issues and questions; expecting advice, if not the actual solution. Instead of putting her professional foot forward, she fell into the trap of taking on false responsibility. She didn't know how to empower others to pursue their own results and this led to her becoming disgruntled and frustrated. It affected every aspect of her life. It was part of her job description to be supportive; not to complete their tasks.

Her boss was one of the corporation's Vice Presidents, and the two of them had a very open relationship. He took note of her growing discontentment and suggested that she investigate to discover her passion and purpose in life and then go for it. Her position wasn't in jeopardy, but she sensed her effectiveness had become marginal. Acting on her boss's admonishment she entered life coach training. Her paradigm of problem solving and assisting others was immediately shifted. Barbara experienced an "aha" moment from the onset of her training and devoured the coaching material, readily embracing key coaching concepts. It was as if someone had breathed instruction into her life and set her on a completely new path. She began applying the core principles she was taught and her way of maneuvering progress during the weekly meetings was noticed instantly. Rather than providing solutions, she presented an open forum for discussion that allowed the engineers to brainstorm into success with each project. Her attitude changed to

one of optimism because she no longer felt bogged down with the responsibility she had previously adopted as her daily work style. She brought optimism to the table, and encouraged team members to dream bigger and strategize smarter.

After only a short time, her boss called her into his office to applaud her on the changes she had made. They talked about the success of her finding her own personal purpose and how it was affecting everything about her. He began to really value her opinion and on several occasions brought scenarios into her office and asked her to coach him through the decision making process. Her boss respected the advantage that life coaching had brought into her life, and how it could personally impact him in a great way.

Later, Barbara's boss was offered a position of Senior Vice President, which required him to serve one year outside of the U.S. Before he was transferred to South Africa, he explored the benefits of going through coach training himself because he saw the value it could bring to his new position.

Coaching provided the avenue needed for Barbara to make a complete life shift. She learned to no longer offer solutions and advice, but rather to provide time, space, and an environment of listening that allows others to conceive their own hopes, abilities, and dreams. She has now gained great satisfaction from empowering others to discover their own potential and equipping leaders to forge ahead into success.

Essential #1 What Is Coaching?

There are a number of ways to define coaching. Some of them include:

- » The International Coach Federation (ICF) defines coaching as “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.”¹
- » In *Christian Coaching: Helping Others Turn Potential into Reality*, Gary Collin’s definition of coaching is “the art and practice of working with a person or group in the process of moving from where they are to where God wants them to be.”²
- » Coaching helps people who want to: “get unstuck, build their confidence, expand their vision for the future, fulfill their dreams, unlock their potential, increase their skills, move through transitions, and take practical steps toward their goals.”³
- » Coaching is moving a person from the place in which they are—through active listening, asking powerful questions, identifying their goals, encouragement, and holding them accountable—to reach their destiny for life.
- » Coaches are professionals who are not necessarily therapists. Typically, a coach is trained in the skills required to move an individual through the change processes and stages and/or is an expert with a proven track record of success in a given area.

According to Sir John Whitmore, one of the great strengths of coaching is that it “requires expertise in coaching but not in the subject at hand.”⁴ Throughout the literature the art and practice of coaching is clearly distinguished from psychotherapy, consulting, and other related support professions.

Let’s look at some similarities and differences between coaching, counseling, mentoring, and consulting.

Coaching is a positive, future-oriented form of psychology which focuses on finding fulfillment, enhanced performance, team building, vision casting, career growth, and reaching one's goals and dreams. Coaching enables people to set and reach goals while focusing on the present and the future, possibilities, getting unstuck and turning dreams into realities. In coaching sessions, the coach and the client are coequals who work together to bring about change. The best coaching is typically done with people who have training in coaching skills, such as listening, asking powerful questions, and encouraging.⁵

After reviewing these definitions and descriptions, write your own definition of coaching.

Counseling, on the other hand, often focuses on problems, dealing with conflicts, insecurities, spiritual struggles, and emotional issues such as depression, anxiety, and anger. Counseling fixes what is wrong while focusing on the causes of problems that arise from the past and on bringing healing and stability. Unlike the coaching relationship, in which the coach and client are coequals, the counselor is the expert who treats clients, providing healing and direction. For this reason counseling requires credentials and expertise in psychology, psychopathology, and therapeutic skills.⁶

Write your definition of counseling.

Mentoring, while appearing to be similar to coaching, is significantly different. Mentors are typically a more senior individual who imparts knowledge and skills in the areas of wisdom, opportunities, and counsel to a more junior person. A coach builds the client's decision-making ability by asking him or her to think things through in a structured way, while the mentor teaches the person, letting him draw information from the mentor or learn from his experience. In other words, coaching is helping the person learn and pull out from *within themselves*, and mentors teach the person from what is *within the mentor*.⁷

Write your definition of mentoring.

Consulting is similar to coaching, however, consultants are paid to analyze a situation and give expert advice within an organization. Consultants usually work with several groups at a time, asking questions and analyzing an organization in order to give direction in specific areas. In the business setting, a consultant can be used to analyze existing problems and practices, suggest better marketing and business strategies, and help companies and organizations to improve performance and develop future plans. They are experts at analyzing and making recommendations.⁸

Write your definition of consulting.

Essential #2 Coaching Protocol

Why people come for coaching

Individuals come for coaching for various reasons. Some are stuck in an area of their lives and have not been able to make needed changes. Others are at a point of crisis where a change has to be made in order for life to continue with some normalcy. Still others desire personal growth and development. A few may even want coaching because they are curious: “What is this thing called coaching? Does it really work, and how can it help me?” The reasons individuals come for coaching vary, however coaches must be skilled in determining the correct *timing*, knowing when to *refer*, and being equipped with the proper *resources* that are necessary at a given time.

Timing

Timing is everything. The precise point an individual enters the coaching process can determine success or failure. The person’s readiness factor is crucial. Change does not, and in fact cannot, occur until the individual is ready. However, skillful coaching can move an individual toward change once he or she has determined the need for change.

Referral

Coaching may not be the answer for a particular client. The coach needs to be able to discern when professional counseling is needed or when some other form of assistance is appropriate. For instance, coaching may or may not be appropriate in a crisis or emergency. The coach needs to be equipped to operate in a triage manner and determine what is needed and what the priority should be at any given moment. For example, coaching may be appropriate down the line, but if a client is clinically depressed or a marriage is on the edge of collapse, counseling is essential at the moment. The coach should never be reluctant to refer to a competent physician, therapist, or another professional.

For example, in a hospital emergency room usually the receptionist or nurse exercises the practice of triage, sorts the patients, and care is given according to the urgency of the need. A professional and accurate assessment is crucial to the individual needing care. If a person with a kidney stone is driven to the emergency room by a family member, triage protocol gives precedence to those who are transported by ambulance. Ambulance after ambulance

arrives and the patients are immediately placed in a room for treatment, but the person who is driven there by her family waits in agony. In this case, the protocols of assessment and assignment of resources didn't serve this patient's needs. Similarly, a coach needs to be keenly aware of when to refer for appropriate treatment.

Resources

It is essential that the coach develop the necessary resources and tools to assist the client in reaching his or her goals. The coach needs to develop his/her own coaching skills, be well read, pursue continuing education, have the ability to network, etc.

Time to reflect

Consider the concepts of timing, referral, and resources and/or the triage nature of coaching. What are the most important principles we've covered? Which ones seem most natural to you? Which may challenge you? Explain your answers.

Essential #3 A Brief History of Modern Coaching

In the last three decades, coaching has emerged as a multidisciplinary profession. According to the literature, this modern day surge appears to have originated through the coaching and writing of Timothy Gallwey, Harvard educator and tennis expert. According to Gallwey, a player's inner state is more of an opponent than an actual competitor on the other side of the net. Gallwey believed that a competitor is a friend if he makes you stretch and run. He first wrote the book entitled *The Inner Game of Tennis*, which led to writing about other sports.⁹

The athletes he coached asked him if he could apply the same principles to business, which ultimately led to his book *The Inner Game of Work*.¹⁰ Gallwey, Whitmore, and others teamed up to meet the growing demand for sports and business coaches. By 2008, according to Homan and Miller, at least half of Fortune 1000 organizations were providing coaching in one form or another for employees.¹¹ Other disciplines adopted coaching either simultaneously or shortly thereafter. A scan of Internet sources reveals a wide array of coaching types including: performance, skills, career, personal or life, business, executive, sports (A single team may have more than 20 coaches helping them in various techniques.), and health, to name a few.

Time to reflect

When and how did you learn about coaching? What types of coaching are you familiar with?

Essential #4 Use of Acronyms as a Memory Device

In coaching acronyms are often used to remember concepts and tools. Acronyms use shortcuts in the English language and are valuable memory devices. A study conducted by Gerald R. Miller found that students who used mnemonic devices such as acronyms improved their test scores by up to 77 percent.¹² Dream Releaser Coaching uses such universal acronyms as: SMART, GROW, ANTS and PETS, to name a few. Coaches in training are encouraged to develop acronyms of their own as desired and/or needed as a memory device.

An essential acronym in coaching is one we developed using the word, PLANS. We believe this incorporates the five most important components of any coaching session.

In order to be an effective coach, you must utilize PLANS.

P – Powerful Questions

L – Listening

A – Accountability

N – No Opinion

S – Silence (is your best friend.)

Powerful questions are stimulating inquiries that cut through evasion and confusion. By asking powerful questions, the client is then able to reach points of clarity, action, and discovery at a whole new level. These are often questions that most people tend to avoid asking themselves. It allows the client to dive deep into evaluating their situation and begin to form their plan to achieve their desired result.

Powerful questions evoke discovery and insight during motivational interviews, and simultaneously demonstrate that the coach is actively listening and understanding what is being conveyed by the client.

An example of a powerful question may be:

1. What risk would you take if you knew you could not fail?
2. What is standing in your way of moving forward in achieving this goal?
3. Now that you've identified your obstacles, what steps will you take to overcome them?
4. What does your life look like in 2 years if you don't make this transition? What does it look like if you DO make this transition?

Give your own example of a powerful question:

Listening actively is something you consciously choose to do, while hearing is simply the act of perceiving sound by the ear. Hearing simply happens, while listening requires concentration. Listening is intentional and is one of the most important skills in coaching. How well you listen has a major impact on your effectiveness as a coach.

We not only listen to gather information; we listen to understand and learn. It builds the intimacy and trust with the client, which is an essential component of the core competencies of the International Coach Federation. Genuine listening results in less wasted time and more forward-focused, purposeful coaching.

Be sure to pay attention to not just what is said, but to nonverbal cues as well. Face the speaker, maintain eye contact, and be present and attentive.

Give an example of a person in your life who has the quality of being a purposeful listener, or an example of someone who is a poor listener. How were you effected by your communication with them?

Accountability is essential in coaching as it requires the client to take ownership and accept responsibility for moving toward their goals.

The International Coach Federation defines managing progress and accountability as the “ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.” (<https://coachfederation.org/core-competencies>)

While it is NOT the responsibility or privilege of the coach to promote their own requirements or suggestions, accountability can be demonstrated by asking the client about their action steps set in previous sessions and acknowledging the client for what they have or have not done. Accountability allows the client to stay on track towards the big picture of where they’re heading and keeps them open to adjustments that may need to be made to continue their progress.

How has accountability been effective in your own personal life? How did it effect your self-discipline and intended actions?

No opinion is sometimes a challenge for coaches.

Coaching is client-led with the responsibility and credit for change remaining with the client, not the coach. Coaching helps clients discover for themselves what is necessary to achieve their goals. The most sensible knowledge a coach should exhibit is that of the coaching process itself, which empowers the client to facilitate their own way forward.

As much as we are engaged in wanting to see the client obtain good results, the moment the coach is convinced that they know the right way for a client is the moment they have robbed the client from sustaining long-term personal development. Coaching isn't an opportunity to demonstrate the coach's in-depth knowledge, but rather to promote the client's own knowledge and discoveries of what will work in their own lives.

A coach offering their own opinion or recommendation is leading and guiding the client's action and conduct. Coaches are privileged to help clients open their own minds, consider their own options, and discover their own potential.

Share a powerful question that would promote this type of personal discovery within your client?

How can opinions from others be helpful or harmful to what a client is hoping to achieve?

Silence is your best friend!

While exercising silence in coaching can sometimes feel as if you've run out of powerful questions, silence is a powerful coaching skill in confirming your ability to really listen to your client. Silence reminds you, as a coach, to not impose your solution, but rather to allow the client the space they need to detect their own.

Silence allows your client the time to consider the powerful question you have just presented to them. It also allows them to think through their answer and to consider exploring further options, or setting action to the ones they've realized.

As awkward as silence can sometimes feel, don't rush to rob the client of the time to think for themselves. They are wishing to explore and reflect; silence allows this opportunity. Take the time to pause, allowing the client to pursue their own reactions and allowing the coach to be sure they have provided this opportunity. As Will Rogers said, "Never miss a good chance to shut up."

While silence may be uncomfortable, discuss a specific scenario where it would be beneficial to the client.

Practice by developing your own acronym for the word *Dream*.

D - _____

R - _____

E - _____

A - _____

M - _____

Essential #5 The Constellation of Coaching

DRC has adapted the model developed by Paul D. Stanley and J. Robert Clinton for “a constellation of mentoring” and made it applicable to coaching. Their concept, simply put, is that everyone needs mentoring and everyone needs to be mentored. They suggest having an *upward* mentor (someone who is further along in the area in which you desire growth and development), *lateral* mentors (peers who are on the same level—internal and external, inside and outside your organization), and a *downward* mentor (someone who is not as far along as you are in a given area).¹³ This is a well-rounded approach that suggests an individual is consistently receiving from as well as giving to others.

One of the best examples of this model can be found in an ancient text—the *Bible*. Specifically, the relationship between Paul, Timothy, and Barnabas can be found in the New Testament in the book of *Acts*.

Everyone needs a “Paul,” a “Timothy,” and a “Barnabas.”

Paul was originally given the Hebrew name of Saul. He was a member of the Sanhedrin, the powerful group of men who ruled over the Jewish community. *If you were to think of the President and the Supreme Court rolled into one, that would be equivalent to the Sanhedrin, and Paul was one of their leaders.* In following his story, we find he was passionate about his work. His training came from the best of the best, a Rabbi named Gamaliel. Saul was opposed to Christianity and its effects on Judaism. One day on his way to Damascus to arrest followers of Jesus Christ who were called *Christians*, he met Jesus. In a blinding vision, Saul came to understand who Jesus was and that his whole life had been spent fighting what Jesus was trying to do in his life. Saul became a follower of Christ, spent years alone in Arabia rereading the Bible and listening as God taught Him how the Old Testament and Jesus Christ fit together. Saul learned

I am yet inexperienced and young, and therefore, quite liable to make mistakes. The responsibility undertaken is quite out of proportion to my ability...You will, therefore, oblige me very greatly if you will kindly direct and guide me and make necessary suggestions which shall be received as from a father to his child.

—Gandhi in a communication to his mentor Dadabhai Naoroji.

Gandhi rallied the people of India and was instrumental in that nation receiving its independence in 1947. In the process, he influenced Martin Luther King, Jr. who, in turn, influenced the masses as well.

first-hand from God's Spirit and his own experiences how the Good News of Jesus Christ, the Gospel, meshed with everything God had said in the Old Testament.

After that time alone with God, Paul returned to Antioch and Jerusalem to meet the leaders of the church. It was then that the early church took notice of Paul's God-given abilities. Saul became the very first missionary-church planter. He traveled all over the Near East and Europe planting churches. During his first missionary trip, Saul started being called Paul (his Gentile name).

In the process of those missionary trips, God used Paul to write much of the New Testament. Everything from the Epistle of Romans all the way to the little book of Philemon was written by Paul to churches he started and pastors he ordained. Most believe that he also wrote the Letter to the Hebrews. At the beginning of his second missionary trip, Paul met a young man named Timothy.

Timothy was a young man that we first learn about in Acts chapter sixteen. The book of Acts in the New Testament is a history of the early church and how it grew to impact the entire world. Much of Acts recounts the story of Paul's missionary journeys.

Paul never traveled alone, he always had a team with him and during this trip Paul was traveling with a man named Silas. They had traveled to Lystra in what is now Southern Turkey and there they met Timothy. Paul brought Timothy along because he saw something worthwhile in Timothy. Timothy traveled with Paul, learned from Paul and worked along-side Paul.

Timothy became one of Paul's assistants. You might say he was one of the first "apprentices." At one point Timothy was even sent out as a representative for Paul. Twice in his letter to the Corinthians Paul tells them that he is sending Timothy to help them work out some issues that the church faced. Timothy might have been the courier that brought them Paul's letter. Timothy even co-authored one of the books in the New Testament.

Paul eventually left Timothy in Ephesus (on the west coast of Turkey today) to guide the churches there. And Paul penned two letters to Timothy that we find in the New Testament.

When you see a turtle on the top of a fence post you know that it did not get there by itself.

—Anonymous (This word picture was originally used as a political joke. Samuel Chand and numerous others have used it as a parable to illustrate that a successful person does not get to the top alone. It takes multiple individuals including coaches and mentors for one CEO/Leader to succeed!)

Each letter challenges Timothy to fulfill his God-given purpose, and each letter is filled with practical instruction on how to live for God and pastor the churches.

Timothy became Paul's protégé. Paul mentored and coached Timothy until the day came that Timothy was strong and experienced enough to work independently. Timothy then found others that he could mentor and coach. Paul invested his life in Timothy. Paul coached Timothy, and then Timothy coached others. But where did Paul learn how to coach others? If you go back to the very start of Paul's walk with God you will discover a powerful character named Barnabas.

Barnabas coached Paul

When Paul first went to church in Antioch, everyone was afraid of him. Who wouldn't have been? Up to that point Paul had been persecuting Christians and jailing them. When he said he had become a Christian, they assumed it was a trick. They thought he was pretending to be a believer to get information so he could arrest more of them and put them to death.

Paul had become a believer, yet no one trusted him. **Barnabas** had the courage to step up, welcome Paul and bring him into the church. Barnabas took time to mentor Paul. When we get to Acts chapter nine, it's Barnabas who brings Paul to the other church leaders and shares his story of faith. It was Barnabas again who continued to encourage Paul in his new faith. The apostles even had a nickname for Barnabas; they called him "Son of Encouragement."

Constellations are an important concept in coaching. Barnabas coached Paul and then moved out of the way and let Paul take off. Then, Barnabas chose a young man named John Mark to coach. And so it goes, on and on. Barnabas coached Paul, Paul coached Timothy, and Timothy coached many others.

***Who's Holding Your Ladder* by Samuel R. Chand**

www.samchand.com/resources2.html

The following excerpt is an account of Sam Chand's "aha" moment. This is the specific moment when he determined that a leader with a great vision cannot accomplish it alone.

Waiting for someone to call me into the auditorium, I stared out the window. As I meditated on the points I wanted to cover as a featured speaker at this conference, something in the street below caught my attention.

A man stood on a ladder painting—not an uncommon sight. I smiled, remembering my student days in college. I had spent my summers doing that kind of work. Yet I couldn't take my eyes off the man. For several minutes, I watched his graceful motions as he moved his brush and roller across the surface.

As I watched, I noticed that this painter was only covering a limited area. He stretched as far as he could to the left, to the right and even reached above his head. It also occurred to me that he was only going to the height that he was comfortable at, even though the extension ladder he was using could reach much higher. From my painting experience, I remembered that once I was on the ladder and had the necessary resources, I painted a much larger area before taking the additional time needed to climb down and relocate the ladder. It was an efficient method.

“Why isn't he going higher to paint all the way up? What would allow him to go higher?” I asked myself. Then I saw the reason—no one was holding his ladder. By himself, the painter could not go any further. He had done everything he could by himself. He needed help.

As I watched his graceful strokes, I realized the leadership parallels. Whether we're talking about churches, businesses or non-profit organizations, the effectiveness of a leader depends on the person or persons holding the ladder—those who are in support roles.

If the ladder is the vision and the ladder climber is the visionary then the height that a visionary leader reaches on the ladder to their vision is not controlled by the leader's capabilities. It's not even controlled by how inspiring their vision might be. It's controlled by who's holding the ladder.

Then another thought struck me: Those who hold the ladders are as important as the leaders themselves.

The visionaries could have all the training possible, the most expensive equipment, years of experience and knowledge about painting, and a blend of expertise and passion about their craft. But that's not the deciding factor. The ladder holder determines the height to which the ladder climber ascends. "That's it!" I cried aloud. "Those who hold the ladder control the ascent of their visionaries."

Additionally, a ladder holder who may be very capable with a 20-foot extension ladder (or vision) may not be the person you want holding your 45-foot extension ladder (a new or enlarged vision). Old ladder holders are rarely adequate at holding new ladders.

The singular vision for my life is to help others succeed.

—Samuel R. Chand

Time to reflect

Reflect on the upward, downward, and lateral mentors and coaches that have played key roles in your life (consciously or unconsciously). Think about who you can find to fill those roles in your current world.

Essential #6 Responsibilities that Come with Coaching

The responsibilities that come with coaching are numerous. Some of them include:

- » Accountability
- » Encouragement
- » Punctuality
- » Moving at the clients pace
- » Authenticity
- » Honesty
- » Realistic support
- » Self-discovery – allow client to set the agenda, not the coach
- » Modeling integrity
- » Being a person of your word
- » Coaches' lives should exemplify what they expect of others
- » Providing an atmosphere of secured confidentiality
- » Providing a safe place for openness
- » Being vulnerable to share your own experience to build relational capital with your client
- » Asking permission to speak into a client's life
- » Probing and sifting to reach the deeper issues possibly being evaded
- » Listening with other-centered intent, not self-centered
- » Correctly representing the beliefs and core values of the coaching company

What are other responsibilities that might face coaches?

Essential #7 Privileges of Coaching

Ultimately, a coach's responsibilities come with distinct privileges. Some of them include:

- » Seeing destiny fulfilled in others lives
- » Watching transformation take place
- » Self-gratification by seeing others reach their potential
- » Subsidiary Income
- » Working for yourself
- » Setting your own schedule
- » Relaxed atmosphere
- » Reaching your destiny in life
- » Empowering others to change their perspective
- » Gaining permission to speak into other's lives in order for them to discover truth
- » Being the conduit through which the answers flow
- » Have access into the dreams of another's life
- » Gain the trust of an individual as they open up their deepest thoughts
- » Assisting others in uncovering patterns and repeat behaviors that need to be adjusted

Which two or three of these privileges of coaching are most attractive to you? Explain your answer.

Heartaches and Open Doors

Coaches step into the lives of individuals at two basic entry levels:

1. At a point of need, or
2. At a point of opportunity.

Coaching can make a huge impact on the outcome in either of these scenarios. Your clients may come to you because of a pressing need, or perhaps because they want help to take advantage of a new opportunity. Most of them experience the blend of difficulties and open doors. You are there to help.

Faith and Coaching

You probably know that the leaders of DRC value faith in God. Many of the people receiving our training share the same values, but we don't make any blanket assumptions—about our coaches or about their clients. At the end of several of the lessons in this track, we want to share some insights about the connection between faith and coaching. Here, we want to communicate some important, global principles about how faith and coaching can intersect in powerful, life-giving ways.

- 1. Value the client's faith.** Some clients want (and expect) their coaches to build on a firm foundation of faith in God. However, some would deeply resent any hint of a coach "forcing faith" on them—especially if they are followers of another of the world's faith traditions. And others are decidedly neutral about matters of faith and spirituality. To them, God may be "out there" somewhere, but he doesn't have any significant influence on their lives. In one of your early conversations with your client, you might want to bring up the topic of faith and ask how he or she wants to weave this into the coaching process (or not). Remember, the role of the coach is to bring out the best that's already in our clients, not to force values, goals, or motives on them.
- 2. Consider the big picture.** Coaching is about the client's vision of a desired future. The Christian faith has an enormous picture in which we all fit. From Genesis to Revelation, we find the hand of God at work in four movements: creation, sin and the

fall, redemption, and ultimate restoration. As coaches we serve our clients to reach new goals so their lives matter. If they see their relationships and careers in the grand scheme of God's redemptive work, they'll realize they matter a lot—not only to the people around them, but to God, too.

- 3. Faith gives people an inspiring identity.** Every person instinctively asks, “Who am I? Where do I fit in? Does my life really matter?” The Bible gives countless, affirming, inspiring answers to these questions. For instance, when people are discouraged and lonely, the prophet Isaiah reminds us that we're inscribed on the palms of God's hands (Isaiah 49:16)—he can't forget us! Paul explains that we're God's “masterpiece” (Ephesians 2:10), and Peter reminds us that God has chosen us and made us his royal children and partners in the greatest enterprise the world has ever known, establishing his kingdom on earth as it is in heaven (1 Peter 2:9-10). When our clients feel confused, discarded, or worthless, we can remind them of their identity as God's beloved children.
- 4. In our role, we blend grace and truth.** Not one or the other, but both. John tells us that Jesus came “full of grace and truth” (John 1:14). And Paul told believers to “speak the truth in love” (Ephesians 4:15). We don't settle for “happy talk” when we interact with clients. Our goal isn't for them to make us feel successful as coaches. We exist to serve, to give, to help, and to craft a relationship that brings out the best in them. We never demand, and we aren't impatient. Our *expression* of love, forgiveness, and acceptance of our clients are the direct result of our *experience* of God's love, forgiveness, and acceptance of us (1 John 4:10-11, Colossians 3:13, and Romans 15:7).
- 5. Coaching is in the long tradition of discipleship.** Over the centuries, spiritual leaders have crafted many different models of discipleship. Coaching fits beautifully in this tradition. We trust God to use us to shape the lives of our clients—not by demanding compliance, but by calling forth the hopes, dreams, and desires God has put in them. Of course, as fallen people, these goals and motivations are clouded by fear, hurt, anger, and greed. Our task is to help our clients uncover their deepest desires (often hidden even from them at the start of coaching), clarify their goals, and pursue their dreams in light of God's greater purposes.

If our clients want a strong foundation of faith to guide them, we can offer it. If not, we value the fact that every person has been created in the image of God, and we treasure each person as his unique creation.

As you begin this training, consider how faith—yours and your clients’—will shape you and your role as a coach.

Next Steps

- » Save this PDF to your desktop after you’ve completed the lesson.
- » [Click here](#) to watch the DVD by Samuel R. Chand.
- » Review the ICF Code of Ethics. <https://coachfederation.org/icf-ethics> (The International Coach Federation is the premiere agency for credentialing coaches. DRC’s values are congruent with this agency and, therefore, we ask that trainees internalize the content of the ICF Code of Ethics and Core Competencies. Knowledge and application of these documents are critical to success in the DRC program and for the pursuit of credentialing with the International Coach Federation.)
- » Review the ICF Core Competences: <https://coachfederation.org/core-competencies>
- » Read Chapters 1-3 of Gary Collins’ book, *Christian Coaching: Helping Others Turn Potential into Reality*. Write a 1-page reflection. (The book can be purchased at www.amazon.com/Christian-Coaching-Helping-Potential-Reality/dp/1576832821)

Go to the Next Steps, Lesson 1 assignment page. When you’ve completed the assignments, email the forms to your coach.

[Click here to access the Lesson 1 assignment page.](#)

Endnotes

- 1 International Coach Federation, "ICF Code of Ethics," <https://coachfederation.org/icf-ethics> (03 August 2012).
- 2 Gary R. Collins, *Christian Coaching: Helping Others Turn Potential into Reality* (USA: NavPress, 2002), 359.
- 3 Collins, 359-360.
- 4 John Whitmore, *Coaching for Performance: Growing Human Potential and Purpose* 4th ed. (London and Boston: Nicholas Brealey Publishing, 2009), 14.
- 5 Collins, 16.
- 6 Collins, 16.
- 7 Collins, 18.
- 8 Collins, 17.
- 9 Whitmore, 9-12.
- 10 Whitmore, 9-12
- 11 Madeline Homan, and Linda J. Miller, *Coaching in Organizations: Best Coaching Practices from The Ken Blanchard Companies* (Hoboken, NJ: John Wiley & Sons, 2008), 4.
- 12 Walter, Pauk, *How to Study in College* (Boston: Houghton Mifflin, 1989), 96-97.
- 13 Paul D. Stanley and J. Robert Clinton, *Connecting: The Mentoring Relationships You Need to Succeed in Life*, (Colorado Springs, CO: NavPress, 1992), 162.