

INSTRUCTIONS: Allow yourself 20 minutes of quiet time to consider these questions that help you create and shape your vision for your next three months. Write your answers in the PRESENT tense, and be as SPECIFIC as you can.

1 | HOW DO I WANT MY LIFE TO BE? WRITE BELOW HOW YOU'D LIKE EACH AREA TO BE IN THREE MONTHS TIME:

- A. Personal Life, Home, and Family
- B. Career, Work, and Business Life
- C. Health and Well-being
- iD. Finances
- E. Community, Friendships
- F. Spiritual and Learning
- G. Write anything else that you perhaps haven't mentioned yet here:

2 | WHAT IF THERE WERE NO OBSTACLES?

3 | WHO DO YOU NEED TO BE TO ACHIEVE THIS?

4 | IF THERE WAS ONE IMPORTANT CHANGE YOU COULD MAKE OVER THE NEXT THREE MONTHS, WHAT WOULD IT BE?

5 | MY THEME FOR THE NEXT THREE MONTHS IS: _____



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FOCUS

Mission:
Goal
Approach:
My Three Words:

FILL YOUR 9 "ACTION" BOXES BASED ON YOUR CURRENT FOCUS

ON DECK

BRAIN



By preparing thoughtfully for each mentoring session, you avoid you're wasting your mentor's time. As you are seeking feedback from a mentor, consider asking your mentor one or more of the questions below.

ASK YOUR MENTOR TO TELL A STORY ABOUT HIS OR HER CAREER.

1. How did you land your current role?
2. Think back to five years ago. Did you envision this is where you would be?
3. Can you tell me about a time when you had a difficult boss? How did you handle it?
4. How did you learn to embrace failure?
5. What's the most important leadership lesson you've learned and how is it valuable?
6. Tell me about a recent setback and how you recovered?
7. Was there ever a job position that you applied for and got, but you weren't 100% qualified?
8. How did you build the skill of always speaking so engagingly in front of others?

ASK YOUR MENTOR TO SERVE AS A SOUNDING BOARD FOR A CHALLENGING SITUATION YOU FACE.

1. I'm considering a career transition. What do you see as the pros and cons?
2. Who are the people I need to align with in this organization to achieve success?
3. What advice can you offer on how to progress in my career?
4. How do you successfully stay connected to key influencers who do not work in same location?
5. When trying to gain buy-in to implement a new program, what tactics have worked for you?

ASK A QUESTION THAT INVITES YOUR MENTOR TO CONTRIBUTE TO YOUR SELF-AWARENESS.

1. Where do you see my strengths and what should I focus on to improve?
2. What do you see as some of my blind spots?
3. How do you think others perceive me?
4. How I am viewed by leadership?
5. Do I come across as poised and calm?
6. How am I viewed (i.e., what's my personal brand) in our organization?
7. Did everyone understand what I presented at the last meeting?
8. How could I have communicated my idea more clearly?

IDENTIFY A SKILL YOU CURRENTLY WANT TO DEVELOP, AND ASK YOUR MENTOR FOR ADVICE OR RESOURCES.

1. How do you approach risk-taking?
2. What new skills do I need to move ahead?
3. How can I become a more assertive negotiator?
4. How can I become better at managing people who do not report to me?



- 1 | **Advantage:** What advantages do you have in this situation?
- 2 | **Assumptions:** What are you basing your assumptions on?
- 3 | **Background:** What are the underlying issues?
- 4 | **Calling:** What parts of this connect to your calling?
- 5 | **Change:** In what ways do you need to change?
- 6 | **Community:** What solutions would benefit the most people?
- 7 | **Creativity:** How would you illustrate this?
- 8 | **Culture:** How might culture be impacting this situation?
- 9 | **Decision:** What criteria will you base the decision on?
- 10 | **Delegation:** What could be delegated to someone else?
- 11 | **Emotion:** What emotions are you experiencing?
- 12 | **Energy:** Which parts of this give you energy?
- 13 | **Experience:** Where does this intersect with your past experience?
- 14 | **Family:** How is this affecting your family?
- 15 | **Fear:** What are you afraid of?
- 16 | **Financial:** What if money weren't an issue?
- 17 | **From / To:** What are you moving from? And to?
- 18 | **Fulfillment:** In what ways is this fulfilling for you?
- 19 | **Ideal:** What's the ideal in your mind?
- 20 | **Importance:** What's the most important part for you?
- 21 | **Information:** What additional information do you need?
- 22 | **Intuition:** What is your gut telling you?
- 23 | **Loss:** What do you not want to lose?
- 24 | **Motivation:** What would achieving this do for you?
- 25 | **Opportunity:** What opportunities are emerging right now?
- 26 | **Options:** What are three viable options?
- 27 | **Organization:** How might organizational culture be an influence?
- 28 | **Personality:** How might personality be involved?
- 29 | **Positive:** What is the "glass-is-half-full" perspective here?
- 30 | **Priority:** How do you prioritize the competing interests?
- 31 | **Quit:** What do you need to quit?
- 32 | **Reframe:** How would you reframe this problem as a goal?
- 33 | **Relational:** What are the relational dynamics?
- 34 | **Relationships:** Whom do you know who could help?
- 35 | **Result:** What is the end result you want?
- 36 | **Risk:** How could you do it differently and reduce your risk?
- 37 | **Simplicity:** What would be the simplest way to do it?
- 38 | **Spiritual:** From a spiritual perspective what do you see?
- 39 | **Spouse:** What is your spouse's opinion?
- 40 | **Start:** What do you need to begin?
- 41 | **Strategy:** What is your strategy?
- 42 | **Strengths:** How could you approach this using your strengths?
- 43 | **Success:** What would "success" look like?
- 44 | **Symptoms:** What might these things be symptoms of?
- 45 | **Synergy:** Where could you tap into natural momentum?
- 46 | **Talents:** Which of your natural abilities might help?
- 47 | **Tension:** How would you describe the tensions you are experiencing?
- 48 | **Time:** What difference would more or less time make?
- 49 | **Values:** Which of your values are you trying to honor here?
- 50 | **Vision:** What do you want to see happen?



HOW TO USE THIS RESOURCE?

New coaches usually ask me for questions they can keep in their pocket to use during sessions. Although every coaching session is different, it is helpful to have a resource we can utilize to stimulate our thought process. The more questions we can create, the more powerful our questions can become. This book offers some examples of powerful questions. Before using them, take time to familiarize yourself with their structure and content. The questions are not exhaustive, but might offer a fodder for creating your own.

This resource is divided into five different types of questions: Spiritual or Faith-based, Goal-oriented, Current Reality, Options, and What's Next? I suggest you keep this book handy and refer to it, especially in those moments when you are not sure what question to ask. I hope this book augments your powerful questions toolkit.

- Dr. Felix C. Villanueva, MCC

"If I had only an hour to solve a problem. I would spend 55 minutes trying to ask the right question. Because once I know the right question, it would take me less than five minutes to solve the problem." - Albert Einstein

SPIRITUAL OR FAITH-BASED QUESTIONS

1. In what ways has God been generous to you?
2. How have you experienced God's abundant love today?
3. What's the most wonderful thing about God?
4. What is God inviting you to be a part of today?
5. Where is God in all of this?
6. What is God's dream for your life?
7. What would life be like without anger?
8. Who can you forgive today?
9. When was God most real to you today?
10. When are you most aware of God's amazing love for you?
11. What keeps you from experiencing God's amazing love for you?
12. What is God's deepest desire for you?
13. What part of God's responsibility are you feeling responsible for?
14. What are the signs that your church is headed in the wrong direction?
15. What's God already doing that you can join?
16. What would the heroes of our faith say to us about our big picture?
17. What is God's invitation to you, right now, today?
18. What are you learning about God on this journey?
19. What's the leap of faith you need to take?
20. What are the best ways for you to experience the sacred each day?



GOAL-ORIENTED QUESTIONS

1. What do you want to achieve from this coaching session?
2. What goal do you want to achieve?
3. What would you like to happen with ____?
4. What do you really want?
5. What would you like to accomplish?
6. What result are you trying to achieve?
7. What outcome would be ideal?
8. What do you want to change?
9. Why are you hoping to achieve this goal?
10. What would the benefits be if you achieved this goal?
11. If you had a magic wand and could make things happen, what would you like to see?
12. What is your dream?
13. What would happen if you could achieve your dream?
14. What would your life look like if you accomplished your goal?
15. What is your superpower?
16. What is your kryptonite?
17. What is your big picture?
18. What is it that you don't know you don't know?
19. What's really possible?
20. How well do you deal with uncertainty?

CURRENT REALITY QUESTIONS

1. What is happening now (what, who, when, and how often)?
2. What is the effect or result of this?
3. Have you already taken any steps towards your goal?
4. How would you describe what you did?
5. Where are you now in relation to your goal?
6. On a scale of one to 10, where are you?
7. What has contributed to your success so far?
8. What progress have you made so far?
9. What is working well right now?
10. What is required of you?
11. Why haven't you reached that goal already?
12. What's your definition of the big picture?
13. In what ways are you playing too small right now?
14. What's possible?
15. What are you not seeing, and who can help you see bigger?
16. What needs more attention, right now, today?
17. What needs less attention, right now, today?
18. What is most important for you to tackle today?
19. What are you pretending not to know?
20. When has worrying paid off for you?



OPTIONS QUESTIONS

1. What are your options?
2. What do you think you need to do next?
3. What could be your first step?
4. What do you think you need to do to get a better result (or closer to your goal)?
5. What else could you do?
6. Who else might be able to help?
7. What would happen if you did nothing?
8. What has worked for you already? How could you do more of that?
9. What would happen if you did that?
10. What is the hardest/most challenging part of that for you?
11. What advice would you give to a friend about that?
12. What would you gain/lose by doing/saying that?
13. If someone did/said that to you what do you think would happen?
14. What's the best/worst thing about that option?
15. Which option do you feel ready to act on?
16. How have you tackled this/a similar situation before?
17. What could you do differently?
18. Who do you know who has encountered a similar situation?
19. If anything was possible, what would you do?
20. Say more...

WHAT'S NEXT QUESTIONS

1. How are going to go about it?
2. What do you think you need to do right now?
3. Tell me how you're going to do that.
4. How will you know when you have done it?
5. Is there anything else you can do?
6. On a scale of one to 10, what is the likelihood of your plan succeeding?
7. What would it take to make it a 10?
8. What obstacles are getting in the way of success?
9. What roadblocks do you expect or require planning?
10. What resources can help you?
11. What is missing?
12. What will one small step you take now?
13. When are you going to start?
14. How will you know you have been successful?
15. What support do you need to get that done?
16. What will happen (or, what is the cost) of you NOT doing this?
17. What do you need from me/others to help you achieve this?
18. What are three actions you can take that would make sense this week?
19. On a scale of one to 10, how committed/motivated are you to doing it?
20. What would it take to make it a 10?





Coaches partner with people in thought-provoking and creative ways that inspire them to maximize their personal and professional potential. Coaching often unlocks previously untapped sources of imagination, productivity and leadership.

"We all have goals we want to reach, challenges we're striving to overcome and times when we feel stuck. Partnering with a coach can change your life, setting you on a path to greater personal and professional fulfillment."

- Jim LaDoux

WHY COACHING WORKS WHEN OTHER APPROACHES DON'T

- Coaching create safe space for leaders to deal with the most pressing issues in their life.
- Coaching draws out the wisdom, gifts, and resources leaders may have discounted or overlooked.
- Coaching challenges people's currently held assumptions, approaches, attitudes and actions.
- Coaching moves people beyond their comfort zones through taking a series of faithful next steps.
- Coaching helps leaders find better ways to live and lead well by "trying on" new norms and behaviors.
- Coaching helps leaders act on their intentions and be accountable for their results.

WAYS THAT LEADERS USE COACHES

- To learn new ways to manage stress, set boundaries, and learn to say "no."
- To learn new ways to deal with deal with conflict and engage in crucial conversations.
- To assess their leadership style, primary strengths, and what energizes them.
- To develop clear and compelling goals along with plans for achieving them.
- To connect with and collaborate more intentionally with other leaders.
- To increase their awareness of how their words and actions impact and influence others.
- To help paid and unpaid staff develop personal and professional goals.
- To help create healthier teams and address dysfunctional behaviors.

ASK THESE QUESTIONS TO SEE IF YOU'RE READY TO BE COACHED

- Do you know what you want to be different in your life or ministry as a result of coaching?
- Are you willing to change your actions, assumptions, attitudes, and approaches to get better results?
- Are you willing to live out of your commitments rather than your excuses?

WAYS THAT LEADERS CAN MAKE THE MOST OF THE COACHING EXPERIENCE

- List what you want to be different in your life or ministry as a result of coaching.
- List your strengths that you wish to build on through coaching and the habits you want to embed into your life.
- Keep a journal, noting what's working, and what's not working, in your life and ministry.
- Set a consistent schedule with your coach (2-30 minutes sessions/month or 1 monthly 60-minute session).
- Continue to update and interact with your coach between sessions via text, emails, or brief phone conversations.
- Share with your coach what you want to talk about and take away from each coaching session.
- Be prepared to list 1-3 actions steps to take between each coaching session.
- Schedule quarterly "check-ins" with your coach to review your progress, learnings, and the coaching relationship.
- Take advantage of Vibrant Faith's assessment, leadership, and coaching tools to resource your leaders.



A relatively new approach to coaching called Appreciative Inquiry Coaching (AIC), which has its roots in Appreciative Inquiry (AI). AI evolved in the 1980s as a revolutionary and positive philosophy towards organizational change and is a process that focuses on leveraging an organization's core strengths rather than seeking to overcome or minimize its weaknesses. Appreciative Inquiry Coaching focuses coachees on both the positive present and possible future, rather than on the problems of the past and present. AI recognizes the best in people or the world around us. It affirms past and present strengths, successes and potentials. It focuses on health, vitality, excellence, and what's already present.

Two essential components of AI are its five core principles and five core processes. These principles and processes are understood to have emerged from theoretical and research foundations grounded in, and research on the power of imagery. The five core principles and five emergent principles that serve as the basis for AI are listed below.

THE FIVE PRINCIPLES

1 | Constructionist Principle (words create worlds). Reality, as we know it, is a subjective vs. objective state and is socially created through language and conversations.

2 | Simultaneity Principle (inquiry creates change). The moment we ask a question, we begin to create a change. "The questions we ask are fateful."

3 | Poetic Principle (we can choose what we study). Teams and organizations, like open books, are endless sources of study and learning. What we choose to study makes a difference. It creates the world as we know it.

4 | Anticipatory Principle (images inspire action). Human systems move in the direction of their images of the future. The more positive and hopeful the image of the future, the more positive the present-day action.

5 | Positive Principle (positive questions lead to positive change). Momentum for small or large-scale change requires large amounts of positive affect and social bonding. This momentum is best generated through positive questions that amplify the positive core.

THE 5-D PROCESS

1 | Define – What is the topic of inquiry? – It is important to define the overall focus of the inquiry (what the system wants more of). Definition is a recent addition – the 5Ds were originally the 4Ds, including discover, dream, design and destiny. Definition defines the project's purpose, content, and what needs to be achieved. In this phase, the guiding question is, "What generative topic do we want to focus on together?"

2 | Discover – Appreciating the best of 'what is' – Discovery is based on a dialogue, as a way of finding 'what works'. It rediscovers and remembers the organization or community's successes, strengths and periods of excellence.

3 | Dream – Imagining 'what could be' – Imagining uses past achievements and successes identified in the discovery phase to imagine new possibilities and envision a preferred future.

4 | Design – Determining 'what should be' – Design brings together the stories from discovery with the imagination and creativity from dream. We call it bringing the 'best of what is' together with 'what might be', to create 'what should be – the ideal'.

5 | Deliver/Do – Creating 'what will be' – The fifth stage in the 5-D process identifies how the design is delivered and embedded into groups, communities and organizations. In early appreciative inquiry development, it was called 'delivery', based on traditional organizational development practice. The term 'destiny' is more prevalent now.



APPRECIATIVE INQUIRY QUESTIONS

QUESTIONS FOR FOCUSING ATTENTION

- What question, if answered, could make the most difference to the future of _____ (your situation)?
- What's important to you about _____ (your situation) and why do you care?
- What draws you/us to this inquiry?
- What's our intention here? What's the deeper purpose (the big "why") that is worthy of our best effort?
- What opportunities can you see in _____ (your situation)?
- What do we know so far/still need to learn about _____ (your situation)?
- What are the dilemmas/opportunities in _____ (your situation)?
- What assumptions do we need to test or challenge here in thinking about _____ (your situation)?
- What would someone with a very different set of beliefs than we do say about _____ (your situation)?

QUESTIONS FOR CONNECTING IDEAS AND FINDING DEEPER INSIGHT

- What's taking shape? What are you hearing underneath the variety of opinions being expressed?
- What's in the center of the table?
- What's emerging here for you? What new connections are you making?
- What had real meaning for you from what you've heard? What surprised you? What challenged you?
- What's missing from this picture so far? What is it we're not seeing? Where do we need more clarity?
- What's been your/our major learning, insight, or discovery so far?
- What's the next level of thinking we need to do?
- If there was one thing that hasn't yet been said in order to reach a deeper level of understanding/clarity, what would it be?

QUESTIONS THAT CREATE FORWARD MOVEMENT

- What would it take to create change on this issue?
- What could happen that would enable you/us to feel fully engaged and energized about _____ (your situation)?
- What's possible here and who cares? (Rather than "What's wrong here and who's responsible?")
- What needs our immediate attention going forward?
- If our success was completely guaranteed, what bold steps might we choose?
- How can we support each other in taking the next steps? What unique contribution can we each make?
- What challenges might come our way and how might we meet them?
- What conversation, if begun today, could ripple out in a way that created new possibilities for the future of _____ (your situation)?
- What seed might we plant together today that could make the most difference to the future of _____ (your situation)?

Explore ways you can help clients accelerate learning and transformation through using assignments.

Listed below is a sampling of suggestions of what you might invite a client to consider.

1 | ASSIGN QUESTIONS

- Ask clients to list how they think things are going in their life or ministry, or for their team members.
- Ask clients what prevents them from being their best selves with their family, colleagues, etc.
- Ask clients to reflect on how passionate they are about the causes they're investing in.
- Ask clients what they'd need to do to obtain different results than what they're getting now.
- Ask clients to identify at least 4 new approaches or actions beyond what they've already considered.

2 | LIST OBSERVATIONS

- Invite clients to reflect on the pace and the progress of their transformation. List what's changed.
- Invite clients to list what has helped or hinder their progress so far.
- Invite clients to list who speaks up and who doesn't in a team meeting.
- Invite clients to list who needs your help and who needs some nudging.
- Invite clients to list who are the dreamers, doers, or delegators in the group.

3 | READ BOOKS & ARTICLES; VIEW WEBSITES

- Invite clients to learn more about the process of change.
- Invite clients to learn more about themselves (i.e. Enneagram, Strengthsfinder, DISC, etc.).
- Invite clients to learn more about subject they seek to influence.
- Invite clients to learn more about discernment, spiritual practices, and theological perspectives.

4 | GATHER & INTERPRET RESEARCH

- Invite clients to learn more about their organization or faith community.
- Invite clients to learn more about the demographics of their local community.
- Invite clients to learn more about the trends shaping society or people's religiosity.
- Invite clients to learn what similar organizations are paying attention to or doing related to key issues.

5 | INTERVIEW PEOPLE

- Invite clients to ask 5 members 3 questions that are related to your initiative.
- Invite clients to ask 3 people how they handled or would hand a certain situation in life and ministry.
- Invite clients to ask 3 people how they could see themselves contributing to this project.
- Invite clients to ask 3 people in the community a question about your church or the community.

6 | KEEP A JOURNAL; SHARE TWO INSIGHTS

- Invite clients to write about their patterns of success; list what they do well.
- Invite clients to write about what they could let go of so they could focus on the "one" thing.
- Invite clients to describe the perfect day, week, meeting, vacation, or staff member.
- Invite clients to list what they'd want to be different in their life/ministry within 30 days, 90 days, or one year.
- Invite clients to list about what they'll no longer tolerate in life, and what it's costing them right now.
- Invite clients to list the things they're willing to give up to get what they really want.

7 | PREPARE FOR NEXT COACHING SESSION

- Invite clients to list what they want to take away from the next coaching session.
- Invite clients to list what they're learning about themselves and their setting.
- Invite clients to list what they plan to do within the next 30 days related to their preferred future.
- Invite clients to describe in greater detail their desired results or preferred future.



THE STORY: You've probably heard the story or watched a video about a teacher who fills a jug with big rocks and asks the class if it's full. The class responds with a "Yes." Then, he adds pebbles to the jug. He asks again if the jug is full, and again the class responds, "Yes." He says no and now adds sand to the jug.

The sand and the pebbles represent the small daily tasks we fill our lives with. If we don't fit our big rocks in first, our lives will fill with only sand and pebbles. BUT if we start with our big rocks, we create room for what's important in life - and the sand and pebbles can only fill the spaces *in between*.

INSTRUCTIONS: This exercise helps you align how you spend your time with your "real" priorities, your "Big Rocks". Start by answering the questions below, then TURN OVER to fill in your big rocks and then complete the final page to see what changes you'll make from what you have learned.

PART 1: CURRENT TIME AND PRIORITIES REVIEW

1 | Where or on what do you **currently spend most of your time?** (Make a list of whatever jumps out in your mind)

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

2 | What's the **ONE biggest, unwanted thing that ZAPS your time** at present?

3 | **What NEEDS to change?**

4 | Take a few moments to really think about what's TRULY important to you in your life.
What are your Top 3 Priorities in Life? (make a list of whatever pops into your mind)

- i. _____
- ii. _____
- iii. _____

5 | What **one thing is MOST IMPORTANT** to you right now?



PART 2: REVIEW YOUR LEARNINGS AND TAKE ACTION

i. How does where you currently spend your time compare to your "Big Rocks" - your REAL priorities?

ii. What does this tell you? _____

What needs to Change?

iii. What *could* you do differently? _____

i. What is the **EASIEST change/s** you could make to prioritize your time better?

ii. What are you **WILLING to change** to prioritize your time better?

iii. **Smash those Obstacles:** What could get in the way? If you were going to sabotage yourself how would you do it?

WHAT WILL YOU COMMIT TO?

What WILL you change or do differently? Take a look at the entire worksheet and identify three actions you will take to focus on the BIG ROCKS In your life:

First Action _____ By when _____

Second Action _____ By when _____

Third Action _____ By When _____

Now take these and post them in a place where you will see them like a car, wallet, locker, fridge door, desk drawer, or *any place where you will see them regularly.*

I am committed to achieving these three actions.

Signed _____ Date _____



BACKGROUND:

- If you feel stuck or overwhelmed then this exercise is for you.
- Sometimes we get stuck when we focus on everything that could go wrong. And sometimes we get overwhelmed by worrying about everything to do on the road ahead.
- This is when we need to **Build a Bridge!** You don't need to see the other side - you just need to see your first three steps. Once you've taken those three steps, you'll be able to see the next three steps. And so on. Simple, but *very* effective!

INSTRUCTIONS:

1. Simply answer the questions below, then complete the "no fail" action section to get you moving forward!
2. Use this exercise weekly to maintain momentum or simply to get you moving whenever you are stuck!
3. And don't think too hard, just trust and write down whatever comes into your head.

So, what is your goal or dream? _____

Where ultimately do you want to get to? _____

What have you done so far towards your goal or dream?

If you could do ANYTHING with no fear or limits, what would it be?

Now, write down **THREE THINGS YOU COULD DO** in the next week **WITHOUT FAIL** that move you closer to your goals. They can be as small or as big as you like, but **MUST BE EASILY DO-ABLE** within the next week.

First Action _____

Second Action _____

Third Action _____

Now copy these onto a post-it note or postcard and stick them in your car, wallet, locker, fridge door, desk drawer, and any place where you will be reminded often - until you have done them!



Get New Perspectives on Your Goals and Decisions with The Cartesian Questions: Are you committed to your goals? Are you struggling to get or stay motivated? How do you know if it's the right goal or decision for you? Where are you getting in your own way? This exercise helps you expand your mind with critical thinking. Get inspired with new perspectives and ideas - as well as identify areas where you may be self-sabotaging.

INSTRUCTIONS:

- Answer the questions below in the order 1-4 starting top left. Please note that the questions may seem strange or repetitive - and that's OK.
- Allow plenty of time to really think and feel into each question, especially question 4 which can confuse your conscious mind!
- When you think you've finished answering each question, take a moment to dig deeper and ask yourself, "What else?"

Finally, even though you give full consideration to each question, you may find that one question sticks or it may be days or even weeks before the answer "kicks in." So, don't worry if you don't have an answer right away.

Now you're ready to answer the 4 questions below. If it helps, write your goal or decision on the line above the quadrants:

	IF I DO <u>Write Your Goal or Decision Here</u>	IF I DON'T <u>Write Your Goal or Decision Here</u>
WHAT WOULD HAPPEN	1) What WOULD happen if you DID make this change? • _____ • _____ • _____ • _____ • _____ • _____	3) What WOULD happen if you DIDN'T make this change? • _____ • _____ • _____ • _____ • _____ • _____
WHAT WOULDN'T HAPPEN	2) What WOULDN'T happen if you DID make this change? • _____ • _____ • _____ • _____ • _____ • _____	4) What WOULDN'T happen if you DIDN'T make this change? • _____ • _____ • _____ • _____ • _____ • _____

Vibrant Faith assumes that leaders from the churches we work with are capable, creative, and competent. We believe that these leaders are humble and hungry about finding better ways to grow faith, build leadership, and increase the impact and reach of their ministries. We assume that leaders are committed to their congregation's mission, vision, and values, and that they are willing and able to invest at least 3 hours every month (including a monthly coaching session) toward fulfilling coaching-related outcomes.

Vibrant Faith also assumes that members of the leadership team will:

1. **Review** their results and short-term wins every month, then **refocus** efforts for the upcoming month.
2. **Rethink** their assumptions and approaches based on recent results
3. **Re-imagine** and **re-invent** their approaches to ministry to get better results.

Your coach will resource and empower church leaders while also avoiding doing things for leaders that they can do themselves. With your permission, your coach will share observations, ask probing questions, offer ideas to address your opportunities and challenges, and suggest tools and resources to support your next steps. Your coach recognizes that church leaders are in the "driver's seat" and therefore will not define or facilitate projects unless specifically asked. Your coaches will review the items below to clarify expectations for coaching.

QUESTIONS TO ADDRESS AT THE BEGINNING OF A COACHING RELATIONSHIP

1. What do we hope will be different at the end of the coaching relationship? How will we know?
2. Who are the primary people being coached, how often will we connect, and through which platform?
3. What will be our primary platforms used to share information between and during coaching sessions?
4. What information will you regularly provide your coach so that he/she understands your situation?
5. Do you want your coach to read and respond to your social media posts? Emails? Blogs?

ITEMS TO REVIEW QUARTERLY | Church leaders, are YOU . . .

YES NO

- | | | |
|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | Providing your coach with monthly updates related to your progress and next steps? |
| <input type="radio"/> | <input type="radio"/> | Including your coach on email threads or text messages related to current action steps? |
| <input type="radio"/> | <input type="radio"/> | Scheduling monthly check-in sessions with your coach (typically by phone or Zoom)? |
| <input type="radio"/> | <input type="radio"/> | Sending updates, questions, and agenda items to your coach before scheduled sessions? |
| <input type="radio"/> | <input type="radio"/> | Notifying your coach ahead of time if check-in sessions need to be rescheduled? |
| <input type="radio"/> | <input type="radio"/> | Asking and expecting team members to take 1-3 action steps between coaching sessions? |
| <input type="radio"/> | <input type="radio"/> | Using Google Docs/Sheets or an online road map to track ideas, plans, and actions? |
| <input type="radio"/> | <input type="radio"/> | Informing your coach when you feel stuck, need assistance, or have questions? |

ITEMS TO REVIEW QUARTERLY | Church leaders, do you find that YOUR COACH is . . .

YES NO

- | | | |
|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | Replying to your questions and requests in a timely manner (i.e. within 24-28 hours)? |
| <input type="radio"/> | <input type="radio"/> | Offering ideas and resources that help you move forward on your initiatives? |
| <input type="radio"/> | <input type="radio"/> | Asking helpful questions and guiding conversations toward desired outcomes? |
| <input type="radio"/> | <input type="radio"/> | Following up on commitments he or she makes to your church leaders? |
| <input type="radio"/> | <input type="radio"/> | If you've requested it, adding comments or making edits to your online Road Maps? |

OUR DEFAULT MEETING TIME/DATE: _____

OUR DEFAULT PLATFORM: _____

In Preparation for the First Coaching Session

Please e-mail your your coach your responses to to the following questions before your first coaching session.

What are 10 things I that you'd like me to know about you and your setting?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What do you want to be able to say about yourself, your situation, or your setting, three months from now that you are unable to say right now?

What would you like to be celebrating one year from now?

What would you like to be celebrating three years from now?

Why are the goals/dream listed above important to you?

What is holding you back from living into your preferred future? What keeps getting in the way?

What is one simple thing you can do now, or in the very near future, to align your actions with your goals?



- 1 | Who am I coaching now?
- 2 | How did I gain credibility in these relationships?
- 3 | What causes people to seek my counsel initially?
- 4 | What keeps them coming back?
- 5 | How long do my coaching relationships last?
- 6 | Have I ever abused my authority?
- 7 | How can I increase my expertise?
- 8 | How do I build relationships with those I am coaching?
- 9 | How can I increase my spiritual authority?
- 10 | What are my first 3 steps to increasing my coaching confidence?
- 11 | Who can help me?
- 12 | Do I tend to be a grace-giver or a truth-teller?
- 13 | How can I practice truth-telling in my current relationships?
- 14 | How can I practice grace-giving in my current relationships?
- 15 | Which of the 8 core competencies do I wish to pay closer attention to?
- 16 | What's the most important thing I can do to be a better coach for my client?

1 | To what degree do you have a need to control another person's agenda?

2 | What percentage of time do you typically talk during coaching session?

3 | How often do you make note of your coachees' progress or short-term wins?

4 | How often do you interrupt the people being coached, and for what reasons?

5 | In what ways do your grace-giving comments inspire and encourage your coachees?

6 | To what degree does a fear of rejection hinder you from being more of a truth-teller?

7 | When has it been most unpleasant for you to tell the truth? What was the result?

8 | How might you make a habit of being a grace-filled truth-teller in your coaching relationships?

9 | In your present coaching settings, where does the truth need to be expressed more intentionally?

10 | How might the truths you share in coaching relationship be stated as "observations" (I've noticed . . .) or "wonderings" (Are you okay with the results you're getting . . . Are you okay with your views being discounted?)



Powerful questions are provocative queries that put a halt to evasion and confusion. By asking the powerful question, the coach invites the client to clarity, action, and discovery at a whole new level. As you can see from the following examples, these generally are open-ended questions that create greater possibility for expanded learning and fresh perspective:

ANTICIPATION

- What is possible?
- What if it works out exactly as you want it to?
- What is the dream?
- What is exciting to you about this?
- What is the urge?
- What does your intuition tell you?

ASSESSMENT

- What do you make of it?
- What do you think is best?
- How does it look to you?
- How do you feel about it?
- What resonates for you?

CLARIFICATION

- What do you mean?
- What does it feel like?
- What is the part that is not yet clear?
- Can you say more?
- What do you want?

ELABORATION

- Can you tell me more?
- What else?
- What other ideas/thoughts/feelings do you have about it?

EVALUATION

- What is the opportunity here?
- What is the challenge?
- How does this fit with your plans/way of life/values?
- What do you think that means?
- What is your assessment?

EXAMPLE

- Can you give me an example?
- For instance?
- Such as?
- What would it look like?

EXPLORATION

- What is here that you want to explore?
- What part of the situation have you not yet explored?
- What other angles can you think of?
- What are your other options?
- What is just one more possibility?

FOR INSTANCE

- If you could do it over, what would you do differently?
- If it had been you, what would you have done?
- If you could do anything you wanted, what would you do?
- How else could a person handle this?



Use the following 3 components to create action plans and accountability.

1 | BRAINSTORM

Brainstorming helps someone see the same things differently. Brainstorming enables individuals to discover for themselves different perspectives and possibilities. This involves distinguishing between fact, perceptions, and interpretation, as well as gaining clarity and defining success. Start by asking coachees to identify a next step; what they would usually do next. Then, ask coachees to set that action aside for the moment, and come up with 50 other possible actions. Most laugh at this request. Restate your request and give them some prompts, such as:

- What's the most outrageous step you could take?
- What's the simplest next step?
- Who could help you generate more ideas for next steps?
- What possibilities have you repeatedly dismissed?

2 | DESIGN ACTION STEPS INTO A WORKING PLAN

Within the context of brainstorming, a plan begins to emerge. The plan includes next steps that are attainable, measurable, specific, and have target dates. In most cases, the plan addresses both what you need to do and who you need to become in order to reach your goal. Techniques useful for designing the action include:

- **Acknowledge.** Recognize and celebrate what has been accomplished.
- **Anchor.** Remind the person or group of the importance of what they are doing and where they are in the plan.
- **List baby steps.** Break action steps into smaller steps can help them begin taking action.
- **Backward plan.** Begin at the end (The goal and then move backward and develop steps to get to the goal.
- **Create structure.** Identifying what and who will keep the client focused on the task at hand.
- **Strategize.** Considering what might derail progress and designing action steps in advance.
- **"Blitz Days."** Carve out blocks of time to tackle things that get in the way or needs to be done to stay on task.
- **Identify daily action.** These help create daily movement and momentum.

Sometimes formulas can be helpful. Consider the G.R.O.W. model.

- G** What's the **GOAL**?
- R** How are we doing? What's **REAL**?
- O** What are our current **OPPORTUNITIES**?
- W** What's **NEXT**? What will happen by when, and by whom?

3 | FOLLOW-THROUGH

In an ongoing coaching relationship, there are built-in natural opportunities to check in regarding ongoing progress and to make course corrections. Check-ins may occur weekly, twice a month, or monthly, and may involve some email interaction between sessions. These coaching session may include questions like these:

- What's happened since the last time we met?
- What didn't happen that you really intended to happen?
- What got in the way? What were the challenges?
- What will you report back to me the next time we meet, regarding this action?
- What do you want to focus on today?



Active listening is the ability to focus completely on what is being said, as well as being able to understand what is not being said. It is the ability to understand the meaning of what is being said as a reflection of the speaker's needs and desires, while reinforcing the speaker's confidence and self-expression.

CHARACTERISTICS OF ACTIVE, ENGAGED LISTENERS

Active listeners . . .

- are curious.
- are fully present.
- create a safe space.
- exhibit rapport and demonstrate that they're tracking the conversation.
- clarify conversations and call forth new possibilities.

HELPFUL LISTENING BEHAVIORS

- **Reflect:** Share observations based on the speaker's comments; highlighting specific points that were shared.
- **Paraphrase:** Repeat back what the speaker said, using slightly different words to clarify meaning and intentions.
- **Truth telling:** Point out gaps in the speaker's assumptions and conclusions, or inaccurate statements.
- **Affirm body language;** Nod heads and configure body to exhibiting active, engagement.

UNHELPFUL LISTENING BEHAVIORS

- **Pretending to listen.** This is more obvious than you might expect. You might think you're getting away with faking interest, but people can tell when you are not engaged.
- **Sending mixed body language messages (whether wrong or right).** Pay attention for your body language; in particular, your facial expressions. Try to retain a neutral listening yet affirming posture. Note what your eyes are focused on, and the number of times you sigh or use nonverbal cues. When coaching by phone, pay attention to how our body language may be transmitted through the tone, pace, volume of your voice.
- **Hijacking the speaker's message.** Avoid flipping the speaker's words to make a point they didn't intend, or to share information that is important to us but not the coachee.
- **Disengaging from the listening process to formulate a response.** Avoid seeking to make a point, defend an assumption, or share a catchy phrase or funny story that causes you to no longer be present.
- **Looking at your phone or watch.** Dispel the notion that you can successfully multi-task and still remain fully present. If you need to keep track of time, place a clock directly behind the speaker so that you can still provide eye while checking the time.

REFLECTIONS: WHAT YOU WILL **KEEP** DOING, **STOP** DOING OR **START** DOING TO BE A BETTER LISTENER?

KEEP	STOP	START



Professional coaches know the importance of being skilled at coaching presence—being fully present. This fundamental and powerful skill can make or break a coach/client relationship. The International Coach Federation describes presence as the “ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible, and confident.”

Being present is about being in the moment with a laser focus on the client. To do this, eliminate any potential distractions and filters—including your own preconceived thoughts and judgments. Being fully present means listening to understand and asking open-ended questions to help your client explore himself or herself more deeply.

1 | REMEMBER, IT'S NOT ABOUT YOU AS A COACH BUT RATHER THE PEOPLE YOU COACH!

The coach is confident about not knowing or identifying the solution—their focus is on shifting perspective and exploring possibilities. The client is in the lead with the coach as a solid support partner.

2 | SILENCE IS OKAY, IN FACT IT'S RATHER POWERFUL!

Often we feel the need to fill in the gaps during a conversation. But truly being present may involve periods of silence, which a coach will often do intentionally. This allows clients more space to share what's on their mind.

3 | SEEK TO UNDERSTAND RATHER THAN BE UNDERSTOOD.

This habit, highlighted in Stephen Covey's *7 Habits of Highly Effective People*, is an essential element in developing a coaching presence. Too often, people listen only enough to respond. Instead of really hearing what the other person is saying, energy is spent preparing an answer or response. Effective coaches practice active listening—listening with the expectation of hearing something new or surprising.

4 | TELL YOUR TRUTH THROUGH THOUGHTFULLY CRAFTED QUESTIONS.

Coaching presence means the coach calls out what they are observing and trusts their intuition to support the client in gaining clarity, increasing self-awareness, and finding the right solutions. Try using phrases to the ones below:

- "I've noticed that _____ and I'm curious how you came to that conclusion."
- "You've mentioned that you've been _____. I'm wondering how that approach is working for you?"

5 | BE CURIOUS, BE PRESENT, AND BE POSITIVE.

One of the most important thing a coach can do in any coaching or personal relationship is to be fully present and in the moment. Your coaching presence shines through when you show that you care and that you're listening to understand. Listen to truly understand the other person's perspective—what they are saying and feeling—without quickly forming a judgment or jumping to share your thoughts. Through their words and actions, effective coaches create settings that lead to new insights, ideas, and possibilities.



Experienced coaches rarely ramble. They are clear, concise, and laser-like with their words, offering one question or statement at a time. They are comfortable with with silence and lengthy pauses. They tell the truth, say what needs to be said, yet do so in a grace-filled manner. Seasoned coaches use direct communication strategies that may include moments of interrupting, advising, directing, and messaging. Each strategy is summarized below.

INTERRUPTING

Most of us have experienced interruptions that are distracting or annoying, but effective interrupting is truly an art. As a coaching skill, masterful interrupting holds great benefit for the coachee, bringing them back on task, or helping them to “bottom-line” (get to the point). Coaches interrupt within an environment of trust and intimacy, in which the coachee trusts the skill of the coach and knows that the coach has their best interest in mind. Interrupting can stem from deep listening, as a means of getting at something even deeper that needs to be said. Interrupting is a platform from which to catapult the coachee forward. When is it appropriate to interrupt someone you are coaching? Here are several ways that a coach may interrupt someone during a coaching session:

- Say their name and ask for permission, e.g. “(Name), may I interrupt you?”
- Break in with, “Let’s push the pause button for a moment,” or “I’d like to step in for a moment.”
- Bottom-line it for them, e.g. “(Name), here’s what I’m hearing...”

ADVISING

One of the myths of coaching is that coaches never give advice. There are times, however, when the coach has expertise and experiences that may positively impact the client's progress.

Clients may want advice from their coach when appropriate and when asked for. The problem with giving advice is that most people offer advice in ways that are disempowering to others. They need to unlearn how to *give* advice, and then re-learn how to advise. Newer coaches are usually advised to avoid offering advice until they have learned how to effectively coach without giving advice. Consider using the following phrases when offering advice:

- Here’s what I’ve seen work. Tell me if it sounds like it’s worth experimenting with.
- That’s a tough one. Here’s what I advised another person and this is what happened.

DIRECTING

Directing is a technique for re-focusing or steering the person or group back toward their goals. This is useful for the coachee who frequently goes off on tangents or easily loses sight of the big picture.

Examples of directing include:

- Hold that thought and let’s talk about...
- For the past several weeks we’ve been focusing on ABC, is it time to move on to XYZ?
- Congratulations. Let’s move on.

MESSAGING

Messaging is a “truth” that, if heard, will help the other person to understand and act more quickly. It is a “blending” of acknowledging and tapping into the other person’s greatness. Examples of messaging include:

- Tell them who they are. “You are someone who is...”
- Endorse what they have accomplished. “Wow. Look what you’ve accomplished. Congratulations.”
- Tell them what’s next. “You probably need to start focusing on XYZ, because you’ve moved past ABC.”
- Tell them what you want for them. “What I want for you is...”



WHAT IS A BOUNDARY?

A boundary is the space you provide between yourself and others -- physically, emotionally, and mentally.

WHY ARE HEALTHY BOUNDARIES IMPORTANT?

- They provide space for you physically, emotionally, and mentally.
- They set parameters for the coaching services that you will provide others.
- They provide for a clear sense of self.
- They define what you need from others.
- They provide parameters for what you will and will not do.
- They protect the coaching relationship between you and the coachee.

HEALTHY BOUNDARIES ALLOW YOU TO:

- Get clear on “who you are” and “what you need.”
- Provide self-respect.
- Provide accountability for your actions, without taking on the problems of others.
- Respond without guilt, fear, and/or anger.
- Promote healthy relationships with those you coach.
- Reduce stress and promote a greater sense of peace, joy, and confidence in relationships with others.

HOW DO YOU BUILD EFFECTIVE BOUNDARIES?

- To build effective boundaries, you must have clarity around what you need, want, like/dislike, and desire for yourself and your future.
- The best time to set boundaries is “proactively” before a boundary has been violated versus “reactively” after your boundary has already been violated.
- Reactive boundary setting can cause a number of issues within a relationship, as expectations will need to be re-established or re-negotiated.

WHEN YOU ARE BUILDING YOUR BOUNDARIES, CONSIDER THE FOLLOWING:

- Be honest with what you want and don't want.
- Determine how you will communicate your boundaries.
- Be willing to address and enforce “boundary breaking” with others.

HOW DO YOU SET BOUNDARIES AS A COACH?

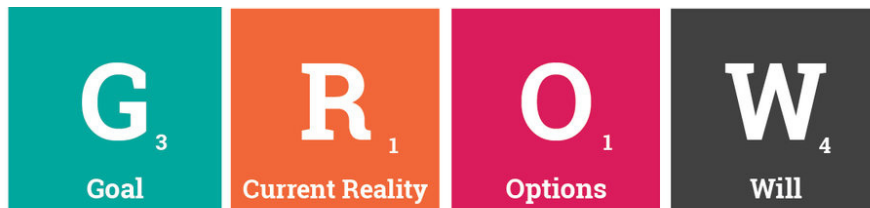
- Discuss boundaries during the initial meeting.
- Include boundaries in your written coaching agreement.
- Spell out expectations in your welcome letter.
- Address boundaries during the coaching process.

WHAT DO YOU DO WHEN BOUNDARIES ARE BROKEN?

- **Lead by Example.** Have boundaries and use them! Think about those you know who are successful at setting, communicating, and enforcing boundaries. Consider how they interact with others and stay true to their boundaries. If you want others to respect your boundaries, make sure you clearly communicate them and don't let others infringe on them. Lastly, respect others' boundaries as you want them to respect your boundaries.
- **Know your Needs.** Know what you need and desire to be successful. Consider your relationships and your life -- what do you need in order to be successful? Ask yourself what boundaries you need to put in place to support your success. Communicate those boundaries to those with whom you interact.
- **Set boundaries “proactively.”** Don't put your relationships in jeopardy because you didn't do your homework.



The **GROW coaching conversation** model provides a useful structure for coaches to help coachees move forward in tangible ways in whatever area of their life -- work, relationships, personal growth -- in which they wish to move forward. It was developed by John Whitmore, author of *Coaching for Performance: the Principles and Practice of Coaching and Leadership*, and identifies four focus areas for moving forward in a positive direction.



Sample Questions Based on Each Focus Area

GOAL: WHERE ARE WE HEADED?

- How can I be most helpful to you today? What do you need to get the most out of this conversation? What role do you need a listener or advisor to play?
- What topic should we concentrate on during this session? What is the one topic on which we could focus today that will have the most impact on moving you forward in a meaningful direction?
- What are the issues that you face today? What are the most important items that are holding you back, giving you grief, or sapping your energy?

REALITY: WHERE ARE WE STARTING FROM?

- Tell me about your current situation. Describe it as honestly as you can, yet as objectively as possible.
- What are the difficulties that you face? Name the obstacles and how each is impacting your attitude.
- How are you resourcing yourself around this issue? In what ways have you sought to gain advice or consult expertise to work through this issue?
- What is your biggest area of discomfort about this issue? What is the one thing that is causing you the most stress and anxiety?

OPTIONS: HOW CAN WE GET THERE?

- Tell me what you think are some options for a solution. List them without preemptively dismissing possibilities.
- What else? Probe more deeply around all angles of the issue. What are you missing? What other options might present themselves as you take on other perspectives?
- If there were no obstacles (like money or people) what else would you consider?
- If all options were possible, what would be the best path forward?
- Is it possible to choose an option that you perceived as not an option?

WILL: WHAT ARE YOU WILLING TO DO? WHAT WILL IT TAKE TO GET THERE?

- What do you need to do this? Having decided to move forward with a defined strategy, what are the specific things you will need to make it happen?
- How will you prioritize your options? How will you decide what needs to be done first and what can wait until later in the process?
- What one thing can you accomplish this week that will move you in the right direction?
- How can I pray for you this week?

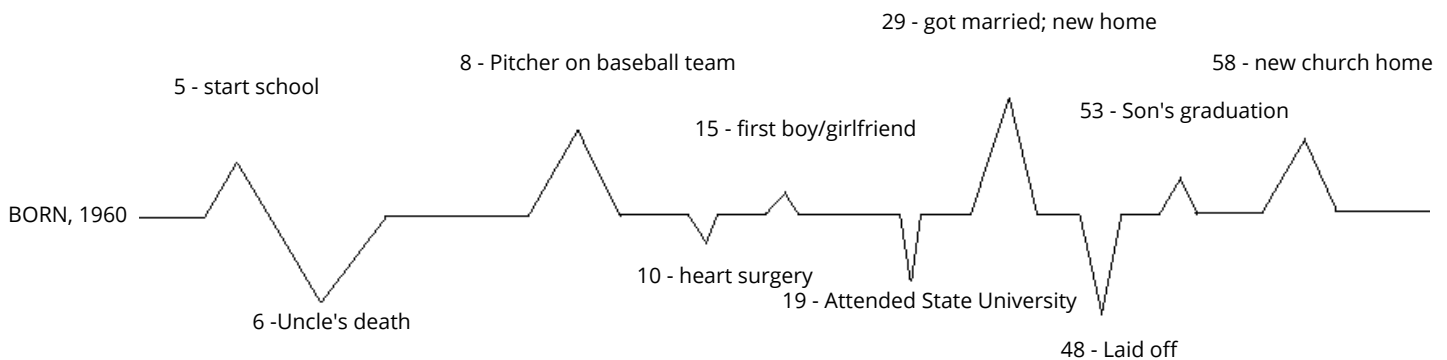
INSTRUCTIONS: STEP 1

Note the key events you feel have shaped your life - both negatively and positively.

1. Record your birth on the left edge of the paper.
2. Draw a continuous line mapping your life from birth to the current day, mapping the high points with peaks and the low points with valleys.
3. Write a couple of words description and your age at each of the peaks and troughs (e.g. moved cities, university, graduated, parents divorced, etc.)
4. Here are some questions to think about before you get started:
 - What are the significant milestones/events in your life to date?
 - What things have you done that you're proud of? (achievements big and small from childhood onwards)
 - What were you interested in as a child? What were your childhood passions?
5. Before answering the review questions below, ask yourself, "What is needed to make your life map more rounded and complete? What seemingly small event had a big impact on your life?" Now add this event/s to your map.

LIFE MAP EXAMPLE

NB. This exercise is meant to be completed quickly - just turn over, start drawing the line, and see where it takes you.



INSTRUCTIONS STEP 2

This is about learning about yourself and noticing what your life map is telling you.

1. Imagine your life-map belongs to someone else. How do you feel about that person when looking at the life-map?
2. What values do you noticed reflected in your important events?
3. When/what risks did you take?
4. How did you overcome obstacles?
5. When/what were the best decisions for you and why?
6. When/what were the worst decisions for you and why?
7. What would you change about your life-map if you could?
8. What patterns can you recognize?
9. How might you be holding on to the past?
10. What beliefs (about yourself, life and/or others) were formed at each key event/milestone?

OPTION

Draw your life map forwards into the future to identify hidden goals and fears. Put pen to paper, then without thinking draw your anticipated peak and trough life experiences. Add expected age and a short description as before.

RECOGNIZING THAT THE CLIENT IS IN THE "DRIVER'S SEAT" ...

1. What do you wish to talk about during our session? What are the pressing issues?
2. What do you want to "take away" from our time together? What might be the "wins" for our session?
3. Are there any documents or information you'd like your coach to review before the session?
4. Identify factors that play a role in helping or hindering the fulfillment of your next steps.

FOUR WAYS CLIENTS CAN PREPARE FOR FUTURE SESSIONS

1. Pray for discernment, clarity, and an openness about where God might lead our conversation.
2. Review your organization's mission, vision, values, and annual goals.
3. Review notes and documents from previous sessions.
4. List 5 or more options you see for moving forward on the topic you'd like to discuss during the coaching session.

NINE QUESTIONS FOR CLIENTS TO REFLECT ON BEFORE FUTURE SESSIONS

1. What are you learning about yourself and your capacity to lead transformation?
2. What's God up to in your life? What is God up to in our church and community?
3. On a scale of 1-10 (10=very energized), how energized are you about your life, ministry, and teams?
4. What have been the recent "wins" and bright spots in ministry?
5. How do you feel about the pace and impact of the coaching process?
6. Moving forward, how might you need to refocus your time, energy, attention, and talents?
7. What resources are present and can be more fully utilized in the future?
8. What do you want your coach to hold you accountable for? Pay attention to?
9. What do you need most from your upcoming coaching session?



1 | Coaching focuses on future possibilities , not past mistakes.

- How do you help clients peer further into the future?
- What do clients need to be aware of from the past that will help them move forward in the future?

2 | Coaching is a way of being, not merely a technique to be wheeled out and rigidly applied.

- How is having a coaching mindset shaping how you lead and interact with others on a daily basis?
- Is a coaching mindset becoming part of your DNA? When might that not be helpful?

3 | Client: "I felt Listened to. The coach believed in me, challenged me, and respected me"

- What do you hope that clients would say about their experience with you as a coach?
- What would you need to do differently to have clients say what you hope they'd say?

4 | Leaders create exciting, safe adventures for people, worthy of them devoting their lives to."

- As a coach, how do you help leaders develop other leaders who lead purposefully and passionately?
- What do you see as the ripple effects of your coaching?

5 | Coaching is a conversation between equals based on collaboration rather than control.

- Are there times when you "over function" as a fixer in coaching conversation?
- When are there times in coaching where you may choose to be more directive?

6 | Adopting a coaching mindset helps people discover their self-belief.

- In what ways would you like clients to think differently about themselves?
- How do you help clients uncover their assumptions and limiting beliefs?

7 | Leaders must think of employees in terms of their potential, not their past performance.

- What do you do that helps you remain focused on a client's potential?
- How do you reveal the thoughts and actions that may be holding them back?

8 | Asking open questions causes them to think for themselves.

- In what ways does your coaching help people pause to reflect on their actions and assumptions?
- How does reflecting on results help people pivot toward a better future?

9 | Coaches help clients set Specific, Measurable, Realistic, and Time-framed goals

- What experience have you had with helping clients set goals?
- Where does the goal-setting and achieving process break down?

10 | Good enough never is.

- How can coaches help clients celebrate "what is" yet also remain focused on "what might be?"
- How can coaches help clients create and sustain rhythms of ongoing innovation and renewal?

11 | Questions in the Appendix about self-coaching

- Where do you see coaching questions bubble up in your own thoughts and actions?
- Who coaches you now? How can you practice self-coaching more often?



"All people should strive to learn before they die, what they are running from, and to, and why."

— JAMES THURBER

1 | Leaders create healthy cultures when they are self-aware and also group-aware.

- What do you do to become more self-aware as a leader?
- What might you do to be more group-aware?

2 | Anxiety is contagious, which is why it shows up in groups as well as individuals.

- Who do you work with that tends to raise the anxiety of the group?
- What's the difference between people being anxious and people being uncomfortable?

3 | Leadership is usually intuitive because most situations are fluid and dynamic.

- How comfortable are you with not having the answers and not knowing what to do?
- How does the need to control affect your capacity to lead well?
- "One way a leader grows is to lead something." Do you agree or disagree with this statement?

4 | Leadership is about managing anxiety under the surface: yours and theirs.

- Do you agree that burnout has less to do with workload and more to do with leadership anxiety?
- When do you pay attention to not just what people are saying but how people are relating?
- How would you lead differently if you listened to learn rather than listened to defend?
- How would you lead differently if you filled yourself first and then served out of the overflow?

5 | Creating an emotionally healthy culture for people can help their spiritual growth.

- How do you create a culture where no one has to pretend anymore or blame others?
- How might you create a culture that's free of shame and reduces people's defensiveness?
- What would safe space look like in your organization?

6 | Anxiety blocks our awareness of God because it takes our subconscious attention.

- "What you focus on determines what you miss." Do you find that statement to be true?
- In what ways does increased self-awareness help you be more present to others?

7 | "It ain't what you don't know that gets you into trouble. It's what you know for sure that just ain't so."

- What self-limiting beliefs do you need to let go of?
- What assumptions do you or your church hold that need to be revisited?

8 | The story we tell ourselves infects reality and shapes what actually is.

- In what ways do you need to reframe the story you tell yourself?
- How does the story you tell yourself lead to exhaustion?

9 | If you don't put it on the calendar, it won't happen.

- What items would you add to your calendar for your own self-care?
- What items would you add to your calendar related to deep thinking and creative work?

10 | Leaders have to reinvent their practices and approaches constantly.

- What would happen if you led more from your gifts rather than your position?
- How would you respond to "Why do people follow me?"
- If people learn more by doing it and reflecting, how does that change how you equip disciples/leaders?



1 | Clear the decks if you plan to do your best work.

- What impact does clutter have on your capacity to do what matters?
- What's the price you pay for not doing your best work?
- What do you need to eliminate (commitments, bills, possessions, etc.) before you organize?

2 | Know what displacing your capacity to do your best work.

- Have you ever tried using the "in/out" displacement concept?
- How would an "in/out" mindset impact your calendar? Your commitments?
- How would an "in/out" mindset impact your budget? The things you own?

3 | Projects serve as bridges toward changing the world and ourselves.

- What personal projects are you currently working on?
- What ministry projects are you currently working on?

4 | What we do on a daily basis needs to be aligned with our dreams.

- Do you make appointments with yourself to work on projects most dear to you?
- What do you want your life to look like three years from now?
- Have you ever tried back planning" to reach an important goal?

5 | Setting boundaries help us create space for something and space from something.

- What do you need to keep doing, saying and thinking?
- What do you need to start doing, saying and thinking?"
- What do you need to stop doing, saying and thinking?

6 | Courage is more important than talent when it comes to finishing what matters most.

- How is fear keeping you stuck in the confines of yesterday?
- In what situations do you need more discipline or greater clarity to move forward?
- Are you a people pleaser? How does that impact your ability to act on intentions?

7 | To trade up, you have to let go.

- What are you holding on to that's holding you back?
- Have you ever tried practicing the "snowball effect?"
- Have you ever created a "to don't" list?

8 | Make the effort to change things up to break free from our default habits .

- Which habits in your life would you like reinforce?
- How could you make your habits stronger through the use of triggers?
- How might you continually conscious of your intentions?

9 | Convert your ideas into SMART goals

- Are your goals SIMPLE and SPECIFIC?
- Are your goals MEANINGFUL and MEASURABLE?
- Are your goals ACTIONABLE, REALISTIC, and TIMELY?

10 | Life is but a series of small steps.

- What would happen if you set annual goals and then broke them into quarterly, monthly, weekly and daily goals?
- When, where and how do you celebrate your small wins?
- Do you review your results so that you continue to improve and innovate?



- 1 | Coaching changes what's not working or improves what is working in a client's life**
 - What can coaches do to facilitate conversations with clients that lead to changed lives?
 - How do you help clients surface their most pressing issues in life and ministry?
- 2 | Coaches help clients distinguish truth from perceptions of truth**
 - What phrase do you use to challenge your clients beliefs and perspectives?
 - How do you help your clients separate facts from their perception of facts?
- 3 | Great questions arise from great listening - they don't arise from a list**
 - When do your list of questions become a hindrance rather than a help?
 - How comfortable are you with not knowing where the coaching conversation might go?
- 4 | There's a reason behind everything a client shares in a coaching session**
 - How often do you ask yourself, "Why is the client telling me this?"
 - How often do you ask yourself, "What's making this a problem for my client?"
- 5 | The first question a coach asks after the client's story is usually the most important**
 - What's the crux of the issue based on the client's story?
 - What does the client's story reveal about their vision, purpose, beliefs and perspectives?
 - What are the most common reasons your client become stuck?
- 6 | Effective coaches find ways to challenge their client's interpretations of the truth**
 - What may have been true in the past but no necessarily true now?
- 7 | Most coaching conversation involves giving, receiving or claiming permissions**
 - How can coaches help clients ask for what they need and want?
 - How can coaches help clients claim what they need and want?
 - What phrases indicate that clients don't feel that they have permission they want or need?
- 8 | The agreement defines what clients wish to focus on in coaching sessions**
 - How do you know if you're addressing the right things in a coaching conversation?
 - What are some typical indicators of a leverage point that may be worth going deeper with?
- 9 | A client's most common limiting belief is the belief that one has no other options**
 - What limiting beliefs do your clients elicit?
 - What types of language indicate limiting beliefs?
 - What are some examples of faulting thinking?
- 10 | Listen for the leverage points in coaching conversations**
 - What shifts in assumptions do you experience in coaching conversations?
 - What shifts in approaches or strategies do you experience in coaching conversations?
 - What shifts in perspectives do you experience in coaching conversations?



The book, *Unlocking Potential: 7 Coaching Skills that Transform Individuals, Team, and Organizations*, highlights four key themes - trust, potential, commitment, and execution. In addition, the author expounds on the following 7 coaching skills: 1) Build trust, 2) Challenge paradigms, 3) Seek strategic clarity, 4) Execute flawlessly, 5) Give effective feedback, 6) Tap into talent, 7) Move to the middle.

1 | coaching is about positively impacting one person's mindset, heart, and behaviors so that person is never the same again.

- What do you want for the people you coach? Do you believe in their gifts and potential?
- Why are clients often unaware of their yearnings and potential?
- What have you learned about unlocking people's potential?

2 | Your task as a coach is to help people break through from one level of performance to another.

- What gets in the way of people seeing, seeking, and breaking through to the next level?

3 | Coaches are neither born nor made. Great coaches choose to be great coaches.

- How can you ensure that you are 100% focused on your client and their wellbeing?
- What do you do to prepare for a coaching session? To make the most of a session?

4 | Great coaches build trust, uncover potential, gain commitment, and help clients execute.

- Which of these four practices do you do best? Which one needs greater attention?

5 | The only kind of commitment that lasts is internal commitment.

- How does a coach create commitment in the individual ?
- How does a coach help the client create a sense of urgency about their next steps?

6 | Unless there is execution and accountability, the coaching engagement becomes just a fruitless series of ongoing conversations.

- How do you help your clients paint a clear, compelling picture of their preferred future?
- How do you help your clients connect the big picture with their next steps?
- What do you say or do when you observe a client making little or no progress?

8 | Giving feedback has the potential to accelerate transformation. Make sure to ask for permission to share observations and suggestions.

- Do your questions or observation amplify awareness, choices, and opportunities?
- How do you help clients see the feedback from you and others as a gift?

9 | Coach to Create Great Performing Teams

- Through coaching, have you ever helped a client help one of their team off the bus?
- How do you help clients see their potential for influence as something much bigger?

10 | Most ailing organizations have developed a functional blindness to their own defects. They are not suffering because they cannot solve their problems but because they cannot see their problems. —John Gardner

- How do you help clients see that "good enough" isn't good enough?
- How do you help clients move to a position of not accepting mediocrity or dysfunction?

Consider including the following items in a quarterly, mid-term, or end-of-term coaching report.

CELEBRATIONS

- Progress on stated goals and outcomes.
- Increased awareness and buy-in of intentions by staff, board, and leadership teams.
- Increased awareness and ownership of ideas and intentions by members.
- Increased intentionality with setting, sharing, and celebrating 30-day goals.
- Increased clarity around pressing issues and emerging opportunities.

OBSERVATIONS

- People's willingness to try new things or exhibiting increased energy around certain items.
- Leaders asking better questions.
- Increased willingness to tend to spiritual things – prayer, dwelling on scripture, Lectio Divina, etc.
- Increased willingness to risk failure, pilot new projects, and experiment with new approaches.
- Individuals who seem to be “stepping up” or are becoming more fully engaged.
- People who have moved from being followers to becoming leaders.
- Leaders who are willing to confront inappropriate behavior or name what's not working.
- Issues that keep resurfacing with no apparent plan toward being addressed or resolved.
- Dysfunctional behavior that doesn't get addressed.

WONDERINGS | QUESTIONINGS

- Is there a reason . . . why nobody follows up with absent board members?
- What's the purpose of _____? Is that a priority? Might there be a better way to _____?
- What would happen if you tried _____? Are your leaders open to a new approach?
- What would happen if you ended _____? Quit doing _____? Started doing _____?
- Have you considered . . . partnering with other churches? Teaching prayer practices during worship?
- What impact does _____ have on your _____?
- Are the assumptions you hold about _____ working for you? Might they be limiting your options?
- What new approaches to ministry have you considered lately?

NEXT STEPS

- What are the most pressing issues to address in the coming months along with a quarterly timeline?
- What's working and needs to be reinforced or expanded?
- What are some ways that Vibrant Faith could assist your efforts in the future?
- What suggested readings, resources, or partners might support your next steps?

TOOLS | LINKS | RESOURCES

- Recommended books, podcasts, articles, blogs, or websites.
- Contacts to other churches or leaders who may be a source of wisdom.
- YouTube videos to watch with your team.
- Tools and handouts to support next steps.
- Individuals and organizations with whom you could partner.



Over the course of our lives, we spend most of our time with just 5 people! Success experts say that **WHOM** we spend our time with is a key influence on our happiness - and whether we succeed or fail. And experience shows that happy, successful people spend most of their time with other people who are happy and successful...

So, what better time than now to identify those people who inspire and lead you onto better things, and to notice those people who pull you down? This exercise will bring this information to the forefront where you'll naturally start making different choices about who you spend your time with.

INSTRUCTIONS:

- 1 | Make a list below of the 15 people you spend most of your time with. Against each one put a:
 - if you **feel good** about yourself after spending time with them. You enjoy your time with them, and they are happy and successful in their own way. These are people you *look forward* to spending time with.
 - + if you find you find after spending time that you *somehow feel 'less'*. Perhaps you feel smaller or less happy or have less energy. These may be people where you may worry or stress unnecessarily before or after seeing
 - them. You probably already have a gut feeling who these people are.
- 2 | Next add a (gut-feeling) score from -5 to +5 against each person to identify how much of an effect they have on you.
- 3 | Finally, for the people who have the highest and lowest scores, use the last column to pick an action.

NAME	+/- SCORE	ACTION
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____
11. _____	_____	_____
12. _____	_____	_____
13. _____	_____	_____
14. _____	_____	_____
15. _____	_____	_____



Tips for creating a listening culture

1. Effective listening starts with a mindset of curiosity and an openness to new possibilities and approaches.
2. Listening is an ongoing endeavor, not an occasional activity.
3. Listening is most effective when more people are consistently doing it.
4. Listening helps leaders focus on the people they serve and the desired outcomes they seek.
5. Listeners need to ask, "Whose voice are we not hearing from? How will we invite them to share their wisdom?"
6. Listening can be done in more formal settings (structured interviews) as well as in more spontaneous settings.
7. When gathering groups to listen to, note when and where people are already gathering.
8. Gathering feedback can be done in person, via Zoom and social media sites, and through texts and emails.
9. Leaders need to move beyond their comfort zones, and may find themselves pleasantly surprised.

Tips for creating an experimenting culture

1. Experimentation begins with an assumption that there might be a better way to approach or do something.
2. Experimenters recognize that failure is part of the process. They welcome it and learn from it.
3. Buy in is much easier when an experiment is couched as something we'll try or pilot for a short time.
4. To get more buy-in, be willing to share what you're doing, why it matters, and how others can support it.
5. Focus on a series of short-term experiments; seek to learn from each cycle of experimentation.
6. Share your learnings with others along with your next steps.

Learnings about creating a bias for action and reflection

1. Seek to share the workload so that everyone has a personal contribution in the project.
2. Break down tasks into bite-size pieces that are easy to hand off to others.
3. Assign a coordinator who checks in on people's commitments and monitors people's progress.
4. Ask for people's person commitments before, during, and after meetings.
5. Take time at meetings or via Google Docs to share "What's working? What's not? and What if . . ."
6. Review results through the lens of the church's mission and its core values.
7. Align actions with the project's intended outcomes.
8. Be aware of, and possibly let go of, the assumptions you hold when reviewing results.
9. Allow all participants to share their insights and ideas in person or online.

Next steps for congregation who have listened and seek to experiment

1. Write a brief paragraph describing the innovation (s) you will be acting upon within the next 90 days.
2. Provide a rationale for how it reflects the learnings that came from the listening sessions, and why it matters.
3. List a sequence of action steps to be taken to fulfill the innovation you will be creating and evaluating.
4. Provide an anticipated timeline for when each task will be completed.
5. Assign a coordinator for each innovation project who will follow up on each person's commitments.
6. Invite team members to share ways they can support each innovation project.
7. Consider tracking commitments using the Assignment Log or adding items to your Google Doc.



Understanding that the coachee is in the "driver's seat," the role of the coach is to help facilitate a conversation that addresses the coachee's most pressing issues. Listed below are 6 questions that are often embedded, in some form or fashion, into just about every type of coaching conversation.

COACHING QUESTIONS

- 1 | What would you like to talk about today?
- 2 | What would you like to take away from today's session?
- 3 | Are you staying focused on the issues you wish to address?
- 4 | What will you say or do this week to act on your intentions?
- 5 | Who could support your next steps? Offer advice or wisdom?
- 6 | What did you find most helpful from today's conversation??

QUESTIONS FOR THE CLIENT/COACHEE

1. Did you feel listened to? Deeply heard?
2. Did you gain clarity about your situation? Your role in it? Your next steps?

QUESTIONS FOR THE OBSERVERS

1. Which parties spoke most often?
2. Which topics surfaced that seemed quite important?
3. Which questions raised by the coach did you find most helpful?
4. In what ways did this conversation lead to some form of transformation?



These guidelines are intended to support International Coach Federation standards for meeting the core competency of establishing the coaching agreement. If you are seeking an ICF credential, you will demonstrate your level of competency to ICF through a performance evaluation of your coaching via recorded/transcribe coaching session. A coach will establish an overarching agreement for the tenure of the coaching relationship and will also establish ongoing coaching agreements for each and every coaching session.

The flow of the ongoing agreement usually involves:

1. Asking the client what he or she wants to accomplish during the coaching session.
2. Using active listening to ensure you understand the client's goal.
3. Asking questions to clarify any elements you do not understand.
4. Confirming that you're talking about what matters most to the client.
5. Seeking more information about elements of the goal that concern you as a coach, if any.
6. Establishing some measure of success during the session. For example, what will the client see, hear or feel when he/she meets the goal?

By following these guidelines, coaches should be able to meet the ICF criteria for the core competency of establishing the coaching agreement in each session.

Dos and Don'ts

DO

- Work in partnership with your client
- Use active listening to ensure understanding
- Seek to understand at a deeper level
- Come to a mutual agreement
- Establish a measure of success

DON'T

- Dictate the agreement
- Rush past the agreement
- Assume you understand
- Continue without agreeing on evidence of success
- Lead the client where they didn't ask to go

THE 5 ESSENTIAL QUESTIONS OF THE ONGOING AGREEMENT

1. What do you wish to talk about?
2. What would you like to take away from our session?
3. Are we staying focused on the issues you wish to address?
4. What will you say or do this week to act on your intentions?
5. Who could support your next steps? Offer advice/wisdom?

Consider asking, "What did you find most helpful from this session?"



CONNECT

- What am I doing on a regular basis to connect with God?
- When am I most aware of God's presence?
- What are my hopes, longings, and dreams?
- Where do my gifts and strengths intersect with the needs of the world?
- How do I stay grounded in *who* I am and *whose* I am?

HIGHLIGHT

- What parts of my congregation/group/class know me best? What parts know me the least?
- What parts of my congregation/group/class do I know best? What parts do I know the least?
- What parts of my ministry only can be done by me? What do I need to let others do?
- If I were my own supervisor, how would I describe myself?
- How would I describe my "current reality" to my best friend?

ALIGN

- What's the gap between my current reality and God's preferred future for my life?
- What's present in my life? What's missing?
- When am I not operating out of my sweet spot?
- When are my words and actions out of alignment with my values and core convictions?

NAVIGATE

- What possibilities is God calling forth in my life?
- What goals have I set related to my personal mission?
- What do I need to tend to in relationship to my faith, family, finances, fitness, and future?

GUIDE

- What roadblocks or speed bumps are present that could delay my progress toward living out my intentions?
- Who serves as my mentors and cheerleaders for this chapter of my life?
- What skills and resources do I need to possess to be able to move forward and/or to move faster?

EVALUATE

- What am I doing that should be done by someone else?
- What am I doing that does not need to be done by me or anyone else?
- What can I say "no" to in the future without compromising my goals/effectiveness as a leader?
- Are there things I have done in the past that, based on what I know now, I would not take on again?



Coaching sessions typically follow the *relate*, *review*, *reflect*, *refocus*, and *resource* model with the intent of celebrating wins, learning from results, identifying next steps, and determining what kinds of support and resourcing is needed.

To make the most of every coaching session, both the coach and client benefit from preparing for each session ahead of time. Vibrant Faith encourages the person/people being coached to email their coach what they hope to discuss at their next session a few days before the meeting.

Listed below are questions to help both parties prepare for their time together. The questions for coaches are used to mentally prepare for the session and are not to be used to guide clients into conversations they do not mention.

QUESTIONS FOR THE PERSON/PEOPLE BEING COACHED

- 1 | *Relate* - How am I today? Right now? How have you been since our last session?
- 2 | *Review* - What actions did I take since our last session? What were the results of these actions?
- 3 | *Review* - What have been your most recent wins and challenges?
- 4 | *Reflect* - List your recent observations and learnings.
- 5 | *Reflect* - What do I want to get out of our next coaching session?
- 6 | *Refocus* - Where do I need to invest my assets and actions this week/month/quarter? What are my top 3 goals?
- 7 | *Resource* - What do I need from others to move forward? What resources are present to support my next steps?
- 8 | *Resource* - What do I want my coach to hold me accountable for? When should he/she check up on me?
- 9 | *Wrap up* - What was most helpful part of our session? Do we have a time scheduled to meet again?

QUESTIONS FOR THE PERSON SERVING AS A COACH

- 1 | *Relate* - What might I learn about the person/people I'm coaching that would allow me to better serve them?
- 2 | *Review* - Based on my coaching notes, are there any specific items or issues that need to be revisited?
- 3 | *Reflect* - What primary role do I need to play at our next session? Which possibilities do I wish to call forth?
- 4 | *Reflect* - Are there any feelings or false assumptions I need to let go of to be at my coaching best?
- 5 | *Reflect* - Which observations might be helpful to share, if asked? What do they need to stop or start doing?
- 6 | *Reflect* - How might I draw out new learnings and commitments based on recent results?
- 7 | *Refocus* - What needs their greatest attention right now? What are possible next steps?
- 8 | *Resource* - Are there tools or resources I might suggest? Which action steps may need a "check-in" text?
- 9 | *Wrap up* - How might I pray for the people involved? How might I pray for their next steps?



Coaches and coachees have the opportunity to make good meetings become great if both parties conduct some pre-work before the session. Listed below are 7 helpful questions clients can use to review their progress and to discern which issues to discuss at the next coaching session.

Name(s):

Date of Coaching Meeting:

- 1 | What have you accomplished since our last meeting?

- 2 | What bright spots are you grateful for? What are you learning about yourself and your setting?

- 3 | What didn't get done and is still a priority for you?

- 4 | Based on recent results, what is it that you plan to keep doing? Stop doing? Start doing?

- 5 | What ideas, insights, challenges, or opportunities have surfaced recently?

- 6 | What do you wish to talk about during our next coaching session?

- 7 | What do you hope to accomplish or take away from our next session?

FOUR SUGGESTIONS

1. Before completing this form, review coaching notes and correspondence to see which issues still need attention.
2. Decide where to archive these notes for future reference. Create a coaching folder if you don't already have one.
3. Please submit responses to this form to your coach a few days before your next session.
4. If you're part of a coaching team, please share your responses with team members before your next session.



YOUR HISTORY

- Describe your three greatest accomplishments to date.
- What made these accomplishments stand out for you?
- What have you incorporated into your current actions from your past accomplishments?
- How could you use what you've learned from these accomplishments to assist you in making future changes?
- What major transitions have you had in the past two years? What helped you navigate them?
- If you have worked with a coach, and you are not currently, how did that relationship end?

YOUR LIFE

- Who are or have been your major role models?
- What attributes of these role models do you admire and want to emulate?
- What are the five most positive things in your life?
- What are five things you would like to change in your life that would make it even more satisfying?
- Who are the key supportive people in your life, and what do they provide for you?
- On a scale of 1 to 10 (1 being least effective and 10 being most effective), rate the quality of your life.
- By what criteria did you rate yourself? What percentage of the life you are leading is actually YOUR life?

YOUR SELF TODAY

- List five adjectives that describe you at your best.
- What prevents you from being at your best?
- What energizes you?
- What saps your energy?
- What are you learning and accepting about yourself at present?
- What would you change about your schedule that would lead to greater happiness and achievement?
- What do you consume now, that if you didn't, would allow you to be more healthy?
- Could therapy effectively resolve some issue in your life now?

YOUR POTENTIAL

- What is your personal and/or professional vision?
- What would you like to contribute to the world?
- What are you most wanting to achieve in the next three years?
- What are you most wanting to achieve in the next six months? How ready are you to go for it?



Listed below are six different types of processing questions that can be used to generate higher levels of thinking. It is important to understand when and where to use each:

1. **Refocusing Questions.** Refocus questions are needed if employees are not doing enough in-depth thinking, or if they are getting off the subject. To refocus employee responses, leaders may need to reacquaint them with what was said, and then restate the core question. It is important to provide specific examples when refocusing employees back onto a particular subject, idea, or concept.
2. **Clarifying Questions.** Clarification is needed if responses are unclear, or if the leader feels that more appropriate language could be used to express the responder's comment, opinion, or idea. Applying clarifying questions is an excellent way to build vocabulary. Appropriate clarification questions help employees define words and bring meaning to their ideas. Most miscommunication and misunderstanding is caused by not clarifying words, thoughts, concepts, or ideas accurately and appropriately.
3. **Verifying Questions.** Verifying questions provide opportunities to cite or give evidence for ideas or specific information. Responses tend to be based on personal experiences. When verifying information, it is important to state what authorities or experts say is true, and to use a principle or generalization to support the information.
4. **Redirecting Questions.** Redirecting questions are designed to enhance personal interactions. They should be asked as often as possible within topical discussions and investigative meetings, gatherings, or sessions. Redirecting questions gain a variety of responses from different employees. Two ways to redirect thinking about something is to ask: "What is another (way...thing...idea) we can bring to light to discuss about this?" And, "Will someone else offer another idea or insight on this topic?"
5. **Narrowing the Focus Questions.** Narrow the focus questions are used to limit the content of what is discussed or talked about. They are based on the "content characteristics" or the concepts or ideas the leader plans to address, question, and discuss.
6. **Supporting Questions.** Supporting questions should be asked in order to mentally link relationships between or among evidence and statements of inference, such as cause/effect and/or prediction. Supporting questions also provide opportunities to state reasons for groupings, labels, sequences, and classifications.

CONSIDER RAISING QUESTIONS BASED ON WHAT YOU'VE OBSERVED (SAMPLE OBSERVATIONS BELOW)

- Paid and elected leaders seem to lack spiritual grounding.
- Staff members seem to enjoy each other yet I'm not sure if they trust each other.
- Reporting (rather than dreaming, discerning, or learning) seems to consume meetings.
- The strategic plan isn't used to guide agendas, next steps, & communication.
- Leader struggles from lack of clarity about roles, norms, and next steps.
- Two people monopolize meeting time. Most people remain silent and seem disengaged.
- The group rarely laughs. They don't look for and celebrate the bright spots in ministry.

MAKE NOTE OF YOUR WONDERINGS. IS THERE A QUESTION WORTH RAISING (SAMPLES BELOW)?

- Is Basecamp working for leaders? What changes need to be made to be more useful?
- How might your "calendar" conversations become more efficient?
- Who tends to the strategic plan? How is it guiding next steps? Could it be simplified?
- Do staff members feel that team members have their back?
- Is it safe for staff members to speak their mind? Hold each other accountable?
- Based on your job descriptions and goals, are you spending time on the right things?
- How are the changes in elected leadership impacting your work?
- What do you need from lay leaders to do your best work? What do they need from you?
- Do you have a plan for chipping away at the things that aren't working for you?



QUESTIONS TO DISCERN THE FOCUS OF YOUR COACHING SESSION

- "So, how have you been?" (Great open-ended question to drill down from)
- "What would a home run in your life look like this week?" (Make a list)
- "What's been working for you since our last session?"
- "What hasn't been working for you?"
- "What do you need most from me today?"
- "So, what have been your 'highlights' since our last session?" "And your 'lowlights'?"
- "I'm curious, how do you think I can help you this week?"

QUESTIONS TO DEFINE COACHING SESSION OUTCOMES

- "What, if you got it finished this week, would make you jump for joy?"
- "What is the biggest change you are willing to make today?"
- "What would you love to have happen by the end of this session?"
- "What would you most like to get out of the next 30/45/60 minutes?"
- "What would be the most helpful thing for you to take away from this session?"
- "What if you worked on it right NOW, would REALLY put a smile on your face?"
- "Imagine you've just had an ideal week. What 3 things did you complete?"
- "What could we work on that would help you the most over the next few weeks?"
- "What would you be disappointed we didn't work on today?"

ADDITIONAL QUESTIONS TO RAISE DURING THE FIRST SESSION

- "Tell me about yourself..."
- "What specific goals would you like to meet by working with a coach?"
- "What have you already done towards your goals?"
- "How will we evaluate the success of the coaching at the end?"
- "What kind of coach would you like me to be for you?"
- "What are you expecting from the coaching?"
- "What do you need most from me during our coaching?"
- "What is the one thing I should not do/say to you?"
- "What is the most exciting part of working with a coach?"
- "What is the scariest part of working with a coach?"
- "What is the biggest change you are willing to make today?"
- "What is one thing you will do immediately after our session today?"



QUESTIONS TO DISCERN THE FOCUS OF YOUR COACHING SESSION

- "So, how have you been?" (Great open-ended question to drill down from)
- "What would a home run in your life look like this week?" (Make a list)
- "What's been working for you since our last session?"
- "What hasn't been working for you?"
- "What do you need most from me today?"
- "So, what have been your 'highlights' since our last session?" "And your 'lowlights'?"
- "I'm curious, how do you think I can help you this week?"

QUESTIONS TO DEFINE COACHING SESSION OUTCOMES

- "What, if you got it finished this week, would make you jump for joy?"
- "What is the biggest change you are willing to make today?"
- "What would you love to have happen by the end of this session?"
- "What would you most like to get out of the next 30/45/60 minutes?"
- "What would be the most helpful thing for you to take away from this session?"
- "What if you worked on it right NOW, would REALLY put a smile on your face?"
- "Imagine you've just had an ideal week. What 3 things did you complete?"
- "What could we work on that would help you the most over the next few weeks?"
- "What would you be disappointed we didn't work on today?"

ADDITIONAL QUESTIONS TO RAISE DURING THE FIRST SESSION

- "Tell me about yourself..."
- "What specific goals would you like to meet by working with a coach?"
- "What have you already done towards your goals?"
- "How will we evaluate the success of the coaching at the end?"
- "What kind of coach would you like me to be for you?"
- "What are you expecting from the coaching?"
- "What do you need most from me during our coaching?"
- "What is the one thing I should not do/say to you?"
- "What is the most exciting part of working with a coach?"
- "What is the scariest part of working with a coach?"
- "What is the biggest change you are willing to make today?"
- "What is one thing you will do immediately after our session today?"



GENERAL QUESTIONS

- What was the purpose of what we are assessing?
- Is our evaluation plan logical, realistic, and practical?
- What questions are we seeking to answer?
- What information will we need and how will we get it?
- Why would I come to this event?
- What value might I receive by attending this event?
- What will I be missing if I don't come to the event?
- What programs thrive without extraordinary promotion and encouragement?
- What programs struggle no matter what we do?
- What can we learn from the first group as we begin new programs?
- Concerning this event, what worked? What didn't? What else should we have done?
- Why do we do this program/event?
- What is the emerging trend or need to which we should begin giving attention to in the coming year?
- Which programs/ministries should we direct our resources toward to result in a new level of excellence?

QUALITATIVE QUESTIONS

- What ministry or program was most successful this year? Why?
- What's the top thing that draws people to our church?
- What makes them stay or leave once they've visited?
- What ministry or program has lost its impact and needs to end or else be reinvented?
- What did we, as a church, do well this year related to worship? What do we need to improve?
- What did we do well in the area of discipling and equipping people to grow spiritually?
- What new opportunities did we provide for fellowship? What do we need to increase or do better?
- What three things could we do to improve the way we work together as a staff or a leadership team?
- What three things could we do to improve the way we work with our committees and teams?
- What are some ways we could improve how we work with individuals/organizations beyond our church?
- When it comes to your area of ministry, what's one goal you'd like to accomplish in the coming year?
- What can other staff members or team members do to help you reach that goal?

QUANTITATIVE QUESTIONS

- What trends, based on attendance, are we seeing in people engagement?
- What was the average worship attendance at key services during the past year?
- Are there any trends to note over the past five years?
- What about membership numbers? Are there gains or losses? What trends are we seeing the past five years?
- What are the final figures on tithes and offerings? Are there any long-term trends we should notice?
- How many giving units are there?
- What percentage of giving units are honored?
- How many people pay their pledge online?



Use one or more of these models below to guide your informal and formal coaching conversations

G.R.O.W.

Goals
Reality
Options
Will

C.I.G.A.R.

Current Reality
Ideal
Gaps
Action
Review

O.S.C.A.R.

Outcome
Situation
Choices/Consequences
Actions
Review

C.L.E.A.R.

Contracting
Listening
Exploring
Action
Review

S.T.E.E.R.

Spot the Opportunity
Tailor the Intervention
Explain the Task
Encourage
Review

C.O.A.C.H.

Clarify the Issue
Open Up Resources
Agree on the Future
Create the Journey
Head for Success



The onsite visit creates an opportunity for deep listening and interaction among key leaders of the church. It's also a time to share with leaders the essential components of the coaching process, along with keys to creating a thriving church culture and a vision for lifelong faith.

BEFORE THE COACHING PROCESS BEGINS, PLEASE SEND YOUR COACH . . .

- Your responses to the *Pre-work | Information About Your Congregation* form.
- Your responses to *Pre-work | Communication Platforms Information* form.
- Your most recent *Annual Report*, newsletter, leadership meeting minutes, and agenda.
- Job/ministry descriptions for elected leaders, program staff, and leadership teams.
- A roster of your current paid and elected leaders (and other leaders who play an influential role in the church).

BEFORE THE COACHING PROCESS BEGINS, YOUR COACH WILL . . .

- Visit your website; making note of your programs, ministries, and how you present yourself to the community.
- Read your annual report, noting what may help and hinder to the coaching process.
- Review job/ministry descriptions to gain insights into people's primary responsibilities.
- Read the two most recent editions of the congregational newsletters.
- Review the two most recent Council meeting agendas and minutes to see how time is spent and what is discussed.
- Compile data received from the congregational Leadership Survey forms.

DURING THE INITIAL COACHING SESSION (S), WE WILL . . .

- Clarify who will be part of the coaching process, and what their roles might be.
- Determine how we'll connect (phone, Zoom, or online), how often we'll connect.
- Walk through the Coaching Covenant and/or the Clarifying Expectations Around Coaching forms.
- Discuss initial impressions shared as part of the Leadership Survey Report.
- Determine what will be communicated with church members, and how often.
- Decide if a leadership email distribution list will be created, and who will send emails when needed.
- Determine where coaching documents and resources will be stored and who has access to them.
- Determine what kind of document will be used to track our progress and next steps, and who will update it.
- Determine if, and when, any onsite visits may occur during the coaching process.

OTHER CONSIDERATIONS

- Vibrant Faith is happy to point leaders to free resources that will support your church's goals and intentions.
- If desired, leaders may be added to Vibrant Faith's weekly e-newsletter, and the Surface to Soul newsletter. The Surface To Soul newsletter is designed to point people to resources, best practices, and creative approaches to growing faith, building leaders, and leading change.



OBSERVATIONS

- Paid and elected leaders are spiritually grounded.
- Staff members seem to enjoy each other, yet I'm not sure if they trust each other.
- Reporting (rather than dreaming, discerning, or learning) seems to consume meetings.
- The strategic plan isn't used to guide agendas, next steps, & communication.
- Leader struggles from lack of clarity about roles, norms, and next steps.

WONDERINGS

- Is Basecamp working for leaders? What changes need to be made to be more useful?
- How might your "calendar" conversations become more efficient?
- Who tends to the strategic plan? How is it guiding next steps? Could it be simplified?
- Do staff members feel that team members have their back?
- Is it safe for staff members to speak their mind? Hold each other accountable?
- Based on your job descriptions and goals, are you spending time on the right things?
- How are the changes in elected leadership impacting your work?
- What do you need from lay leaders to do your best work? What do they need from you?
- Do you have a plan for chipping away at the things that aren't working for you?

NEXT STEPS

- Reconfigure meetings so that they fit within the timeframe allowed.
- Use "2 minute updates" and "2 minute silent reflections" to tighten up schedules.
- Start & end meetings on time; use "weekly check-in" feature in Basecamp to review weekend events.
- Update staff covenant; consider creating a church/leader covenant.
- Have lunch together once a month rather than weekly.
- Have conversations at a team meeting about potential shifts in your responsibilities.

IDEAS

- Consider having an annual sermon series on mission and vision statements.
- As a team, read and discuss a book together every quarter.
- Build your meeting agendas based on your desired outcomes rather than everyone's input.

TOOLS

- Above and Below the Line Team Covenant Exercise.
- Send Monthly Email Updates to Your Leaders.
- 4 Types of Conversations.
- Facilitating Stand-up Meetings.



	Self	Others
Awareness	<p>SELF-AWARENESS</p> <ul style="list-style-type: none"> • Emotional Self-Awareness • Accurate Self-Assessment • Self-Confidence 	<p>SOCIAL-AWARENESS</p> <ul style="list-style-type: none"> • Empathy • Organizational Awareness • Service Orientation
Management	<p>SELF-MANAGEMENT</p> <ul style="list-style-type: none"> • Emotional Self-Control • Transparency • Adaptability • Achievement Orientation • Initiative • Optimism 	<p>RELATIONSHIP MANAGEMENT</p> <ul style="list-style-type: none"> • Developing Others • Inspirational Leadership • Change Catalyst • Influence • Conflict Management • Teamwork & Collaboration



YOUR VIBRANT FAITH COACHES BELIEVE ...

- Our clients are capable, creative, and competent and are filled with promise and possibility.
- You are willing to grow, learn from your results, and try new approaches and actions.

YOUR VIBRANT FAITH COACHES EXPECT ...

- **Your best.** If you aren't doing your best, we'll ask you to. If you can't do your best at a given moment, we'll understand and work with you to get you back on the track.
- **Candid input on the coaching process.** If we feel that things aren't going as well as we imagined, we'll say so if the setting is appropriate. If you're not getting the results you hoped for, we expect you to say so.
- **Consistent communication.** We find that coaching works best when there's a consistent, specified schedule for future sessions. We will suggest scheduling future times to meet and will honor these commitments. If a client needs to cancel a session, we expect them to notify coaches ahead of time.
- **Be fully present for coaching sessions.** When coaching sessions occur, please find a place that is quiet and free of distractions. Use session time to celebrate, rethink, and re-imagine. Avoid multitasking.
- **Be prepared for scheduled coaching sessions.** Use the Meeting Planning Form for Coachees to prepare for each session so that you get maximum value out of the coaching relationship.
- **Clients to use us as a resource, but not to become dependent on the coaches.** When coaches are doing more than 1/5th of the work related to next steps, it's an indicator that the coach is over-functioning and the client is under-functioning.
- **Clients to be positive, proactive, and have a "can do" mindset.** Clients must avoid scapegoating, making excuses, or playing the role of a victim.
- **Keep a coaching log or journal.** It's important to have quick and easy access to past and present coaching information. If teams are being coached, they often keep their collective notes in a Google Docs folder.

YOUR VIBRANT FAITH COACHES WILL ...

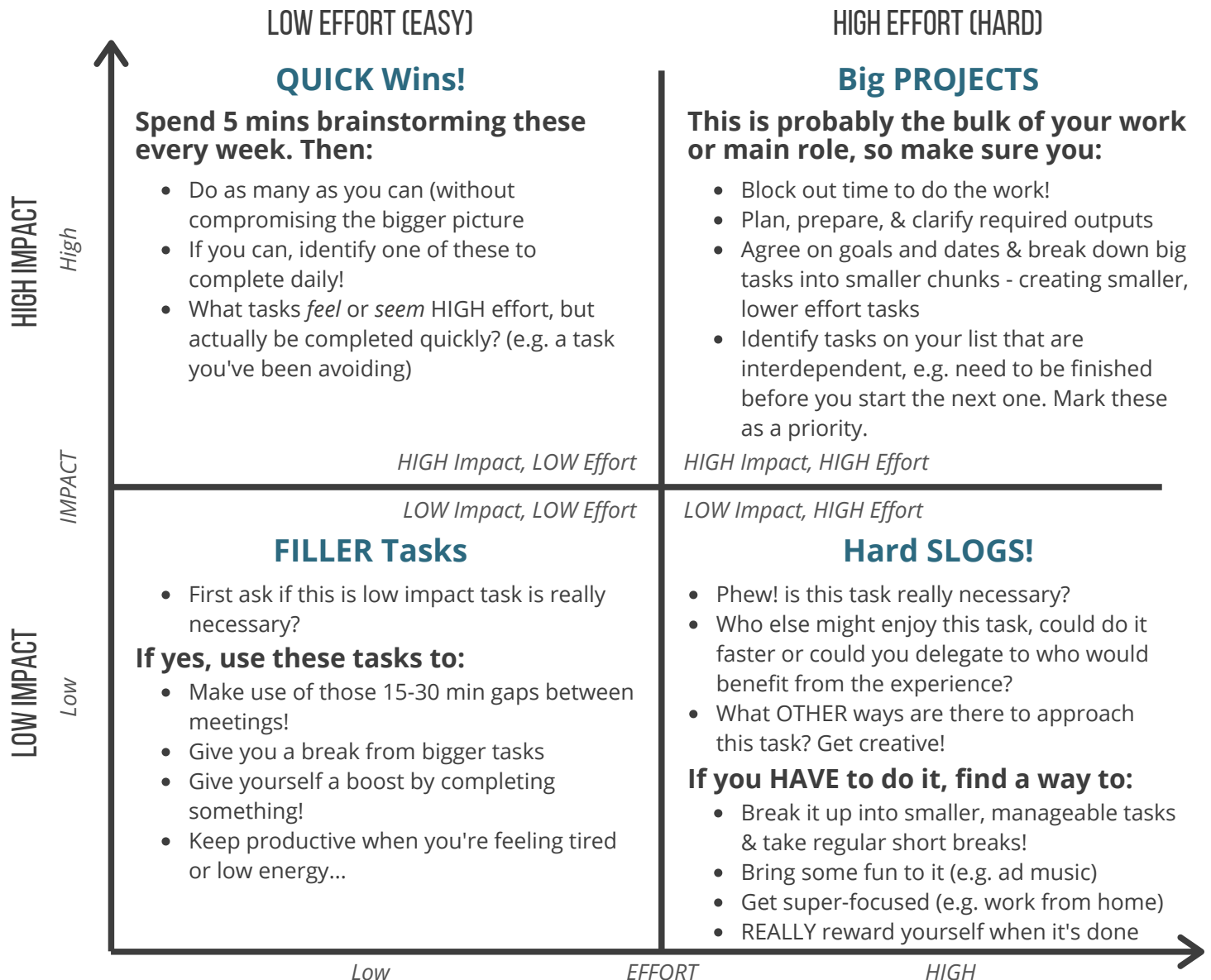
- **Make requests.** Based upon what we know about you and your intentions, we may suggest a few next steps, a new behavior, or we may recommend a reading or an assignment to complete. You may accept the request, counteroffer (say what you can or are willing to do), or decline. You are always in charge of the coaching process and we will honor your intentions and pace.
- **Share with you our hunches or intuitions.** If you are not open to it, we count on you to let us know.
- **Suggest or send you resources** to support your efforts, understanding that you are under no obligation to use what we send you.
- **Remind you of your coaching intentions and previous commitments** if they seem to be neglected.
- **Invite you to list 1-3 actions at the end of a session.** These action items are usually related to what you wish to accomplish or work on between sessions. If we suggest too many actions, please indicate so. If you want more action steps, say so. If you need time to think about it, feel free to say so.
- **Be available for you outside between coaching sessions.** If you have something that's bothering you, or would like to meet with a coach or dialogue partner before the next scheduled session, please contact us. We do not charge clients for texting, emails, or brief phone conversations.

WHAT ADDITIONAL BELIEFS, EXPECTATIONS, AND BEHAVIORS DO WE NEED TO DISCUSS?



Background: Would you like to be more productive with the time you have? Achieve more with less effort? Delegate time-consuming tasks? Well, you can! Achieve more by identifying tasks in the shaded quadrant, **QUICK Wins: LOW Effort, HIGH Impact tasks** - and letting go of **Hard Slogs: HIGH Effort, LOW Impact tasks**.

But first you must identify them! Read below and then create your own matrix to categorize your current tasks.



What have you learned so far, that you'd like to make note of?



A coaching approach to ministry can help ministry teams gain clarity about where they are, where they want to go, and how they'll get there. Solid coaching, like a solid home, has a foundation. Effective coaching is also built on a solid foundation that includes listening, evoking, clarifying, brainstorming, and supporting.

The Five Step Coaching Model

1 | LISTEN

The ideal ratio is that you are listening 80% of the time and responding 20% of the time. It is absolutely critical that the client feels fully understood. Listen deeply by using these suggestions:

- Listen not just with your ears, but with your eyes and your whole being ("gut-level" listening).
- Listen to the tone, inflection, rate, and pitch; listen not just to what's said, but also to what's not said.
- Pay particular attention to the last thing that is said.
- Listen without judgment, criticism, or agenda, and without thinking about what you'll say next.

2 | EVOKE

Prompt the coachee to say more. Move beyond the surface using these suggestions:
Examples of evocative responses:

- Hmmmm. . . what else do you want to say about this?
- Tell me more. Is there anything else you want me to know?

3 | CLARIFY

Respond and clarify what is being said. Examples of clarifying techniques:

- I heard you say... (mirroring)
- I sense that... (paraphrasing or reflecting back)
- Is this what you mean? (verifying)
- On a scale of 1 to 10, how committed are you to this? 1=not important, 10=important (rating)

4 | BRAINSTORM

Questions are central to the coaching process. A few examples of questions include:

- What are the options/opportunities here? Should we list them all?
- What's the simplest solution? What's the craziest solution?
- What's the payoff of NOT dealing with this? What's the price for NOT dealing with this?
- What's stopping you?

5 | SUPPORT

Action is central to the coaching experience. Help the coachee move forward using questions like these:

- Based on our conversation today, what action would you like to take? And when will it be completed?
- What will bring you closer to your goal? What do you want to report back to me at our next coaching session?
- Who can help you take your next steps? What will be your first step?



A growing number of today's spiritual leaders are pursuing coach training as a way of enhancing the mission and ministry of their own local church. Many are viewing coaching as a tangible way to address their role as "equipper." Ephesians 4:12 highlights the primary role of the spiritual leader as that of "preparing (equipping) God's people for works of service, so that the body of Christ may be built up." Coach training offers practical and proven tools and skills to equip God's people to build up the body of Christ.

One way to incorporate coaching into ministry is by coaching the groups and teams that we work with, instead of taking a more traditional leadership role. We can help these teams gain clarity about what they really, really want, then get out of their way and let them make that happen. What is the result of this coaching approach to leading a team? You get a more effective team whose members are working from their strengths and greatness, rather than from their weaknesses.

Coaching VS Therapy, Consulting, Mentoring, and Counseling

COACHING VERSUS THERAPY

Therapy digs into the past to uncover hidden meanings that help us understand both the past and the present whereas coaching builds on the solid, healthy foundation of the person as they are today, with the primary focus to design, create, and support. Unless there is forward progress, or signs that forward progress is coming, it's not really coaching.

COACHING VERSUS CONSULTING

When considering the distinction between coaching and consulting, ask these two questions:

- Who is the recognized expert?
- Who is responsible for the outcome?

In consulting, the recognized expert is the consultant. Most people work with a consultant because they believe the consultant's expertise will benefit them or their organization. Usually the consultant helps diagnose problems and prescribes a set of solutions. In coaching, the recognized expert is the person or team being coached. The coaching perspective is that coachees are capable of generating their own solutions. The role of the coach is to provide a discovery-based framework that taps further into the expertise of the person being coached. It is being open to not knowing that allows a coach to propel the coachee forward.

As far as who is responsible for the outcome, in consulting, the consultant is responsible for the desired outcome. By following the consultant's advice, the client will achieve their desired outcome. Contrast this with coaching. Coaches seek to empower the one being coached. It is the coachee who is doing the work and is responsible for the outcome; they generate their own plans and take their own actions. The coach is responsible for holding the framework of the coaching process, but not of the outcome.

COACHING VERSUS MENTORING

Mentoring is a process of guiding another along a path that the mentor has already traveled. The sharing or guidance includes experiences and learning from the mentor's own experience. The underlying premise is that the insight and guidance of the mentor can accelerate the learning curve of the one being mentored. Although in many instances a coach and coachee might share a similar experience, it is not the coach's personal and professional experience that is of greatest value. In the coaching relationship, it is the coachee's experiences that are of most importance.

COACHING VERSUS COUNSELING

Like therapy, counseling tends to focus more on the past and more on recovering than charting a preferred future. Counseling is more similar to archeology where we dig into the past to gain new insights and perspectives, whereas coaching is more like being an "architect" where we help clients build a bridge to one's preferred future.

