

SUCCESSFULLY COACHING  
CHURCH PLANTERS

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by  
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## ABBREVIATIONS

ACC	Associate Certified Coach
CTP	Coach Training Program
DISC	Dominant, Influencing, Steadiness, Compliance
DNA	Deoxyribonucleic acid
EFCA	Evangelical Free Church of America
EXP	Exploratory analysis
GROW	Goal, reality, options, will
H1	Hypothesis 1
H2	Hypothesis 2
H3	Hypothesis 3
IFC	International Coach Federation
MCC	Master Certified Coach
NFL	National Football League
PCC	Professional Certified Coach
SBC	Southern Baptist Convention
USA	United States of America

## CHAPTER 1

### INTRODUCTION

Because church planting is crucial to the future of Christ's church, the coaching of church planters is also crucial. If we can help church planters be more successful, we can help Christ's church be more effective in impacting our world with the gospel of Jesus Christ. In this chapter I want to show the need for this study concerning the coaching of church planters. Resources specific to the coaching of church planters are scarce, and it is not even clear what is needed for successfully coaching church planters. The coaching of church planters is an emerging field very much in need of some definition and structure. In his doctoral dissertation, Tom Nebel states:

Coaching is the hands-on process of helping others to succeed. In the context of ministry, a church planting coach is one who adds value to a new venture by offering strategic encouragement to planters. Observation and care is administered in at least three environments: the ministry field (concern that the new work is advancing), the personal life (individual development and relationship with God), and the coaching relationship (the interpersonal dynamic between the coach and planter). Coaching involves empathetic listening, skill training, strategic resourcing, and specific challenges. Just as in the athletic world where the best athletes are often coached the most, even the best church planters will benefit greatly from good coaching.<sup>1</sup>

My life goal is to reflect God's glory by becoming like Christ and making my life count the most that it can for Him. The unique role God has given me in life is that of a coach. I serve as the District Superintendent for the EFCA – Texas District of the Evangelical Free Church of America (EFCA), and one of my roles is to coach church planters, and oversee the coaching of church planters in our district. In the EFCA, we have seven support systems for church planting with coaching being one of them. I give leadership to our coaching system on a national level, and help teach our coaching clinics around the country.

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<sup>1</sup> Thomas P. Nebel, "Planting Churches in Small Towns and Rural Areas" (D.Min. diss., Fuller Theological Seminary, 2000), 146-47.

I have been involved in about twenty-five church plants over the years. During those years much has been written about church planting, but in comparison very little has been written about coaching church planters. This can be seen in my bibliography which lists numerous books on church planting, but only one on specifically coaching church planters. We need to recognize that books on church planting in general have only been coming out since the 1990s, and therefore it should not surprise us that resources geared specifically to the coaching of church planters would be longer in arriving in bookstores.

Church planting is the future of the church of Jesus Christ. Aubrey Malphurs states, “In fact, some predict that in just the next few years, 100,000 of the 350,000 churches in America will close their doors. Consequently, church planting will be the future for the American church because it’s far easier to plant a new church than to renew a dying one.”<sup>2</sup>

I want to become the most successful church planting coach that I can be for our Lord Jesus Christ. I also want to help my fellow coaches in the Evangelical Free Church of America be the most successful coaches they can be for Christ. I also want this study to be of help to coaches outside of the EFCA both in America and around the world. My goal is to share the results of this study with others so they can gain in their understanding of coaching and advancing the cause of Christ in this world.

The problem I am addressing in this dissertation is that those of us working in the field of coaching church planters currently do not know what is actually required to effectively coach church planters. Concerning coaching, Robert Hargrove writes:

Leaders at every level are recognizing that they can leverage their personal success in accomplishment by coaching others to be successful at accomplishment. There is a Coaching University, flight schools and boot camps

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<sup>2</sup>Aubrey Malphurs, *Planting Growing Churches for the 21st Century*, 2d ed. (Grand Rapids, MI: Baker Books, 2001), 16.

are popping up, and there are at least a dozen books on the subject. Yet for all this interest, there is no commonly held answer to the question, ‘What is coaching?’ No coaching “method” is widely accepted and applied by leaders and managers. No real professional standards exist for practitioners. The website of a coaching collaborative I visited offered the same coaches for executives as they did for marriage counseling.<sup>3</sup>

What Hargrove finds to be true in the business world is also true for coaches of church planters. Bob Logan has written, “Now that coaching is catching on, it’s time to define not only what coaching accomplishes, but the skills that are necessary for excellent coaching. Just calling yourself a coach does not mean that you are doing excellent coaching.”<sup>4</sup>

The coaching of church planters is relatively new, and most books on church planting, especially prior to the last few years, do not even mention the word “coach.” Instead, most church planters of ten or twenty years ago heard things such as “Preach the Word and love people, and you will be fine.” Or “God bless you; we will be praying for you.” Then we were on our own! Fortunately things have changed considerably and now those involved in launching church planting multiplication movements are also coaching church planters. However, we have not produced much in the way of resources for these coaches and thus the need for this study.

Church planting coaches can have tremendous knowledge about church planting, but knowledge does not equate with successful coaching. Knowing about church planting is not the same thing as helping a church planter navigate successfully through the various stages of church planting. Because a coach or church planting director understands church planting does not automatically mean that he or she can help each of their planters realize their unique potential as church planters. Even in a situation where a person is a gifted and effective coach, they still have to wrestle with multiplying

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<sup>3</sup> Robert Hargrove, *Masterful Coaching* (San Francisco, CA: Jossey-Bass/Pfeiffer, 2003), 1.

<sup>4</sup> Robert E. Logan and Gary B. Reinecke, *Developing Coaching Excellence* (St. Charles, IL: ChurchSmart, 2003), 8.

themselves as coaches and matching future church planters with the person who will coach them. Coaching is critical to a church planting multiplication movement.

By doing research and case studies on some of the most successful church planting coaches in America, I expected to gain a much better understanding of what is needed to be a successful church planting coach, and help give us an answer to what is required to successfully coach church planters.

Coaches encourage, equip, and empower. The biblical model who first comes to mind is Barnabas, the “Son of Encouragement.” We are first introduced to him in Acts 4:36-37: “Now Joseph, a Levite of Cyprian birth, who was also called Barnabas by the Apostles (which translated means Son of Encouragement), and who owned a tract of land, sold it and brought the money and laid it at the Apostles' feet.”<sup>5</sup> Joseph was such an encourager that the Apostles gave him the name “Barnabas,” or “Son of Encouragement.”

When the Apostle Paul came to Jerusalem after his conversion, it was Barnabas who intervened in Acts 9:26-27 when the disciples wanted nothing to do with Paul because they were fearful of him. When news about the large number of Gentile believers in Antioch reached the church in Jerusalem, they sent Barnabas to Antioch to encourage these believers and get the new church established. Coaches need to be encouragers! As a good coach, not only did Barnabas encourage these new believers, but he challenged them. We read in Acts 11:23: “Then when he arrived and witnessed the grace of God, he rejoiced and began to encourage them all with resolute heart to remain true to the Lord.”<sup>6</sup> Coaches need to challenge and move the action forward.

Acts 11:25-26 tell us that Barnabas left Antioch and went to Tarsus to look for Saul. When he found him he brought him back to Antioch and they ministered together

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<sup>5</sup> “Scripture taken from the NEW AMERICAN STANDARD BIBLE®, Copyright © 1960, 1963, 1968, 1971, 1972, 1973, 1975, 1977, 1995 by the Lockman Foundation. Used by permission.”

<sup>6</sup> “Scripture taken from the NEW AMERICAN STANDARD BIBLE®, Copyright © 1960, 1963, 1968, 1971, 1972, 1973, 1975, 1977, 1995 by the Lockman Foundation. Used by permission.”

for a period of one year. While we can readily think about the contribution that the Apostle Paul made to these believers in Antioch, we should also take note of the impact coach Barnabas had on Paul by putting him into this ministry and laboring alongside of him.

In Acts 11:30 and 12:25, the Scriptures refer to “Barnabas and Saul” with Barnabas’ name coming first. But then beginning in Acts 13:42 the order is reversed with Paul’s name coming first with the exceptions of Acts 15:12 and Acts 15:25 when Barnabas and Paul were before the Jerusalem council. One cannot help but feel that Barnabas encouraged, equipped and empowered Paul for a ministry that would greatly overshadow that of Barnabas. Any good coach would love nothing better!

In Acts 13 Barnabas and Paul are set apart by the Holy Spirit for a missionary journey that will involve church planting and multiplication. Then, when the church in Antioch sent a gift with Barnabas and Paul for the believers in Judea, Barnabas and Paul returned to Antioch with John Mark. Not only can we see the impact of Barnabas in the life of the Apostle Paul, but Scripture gives us the amazing account of how Barnabas the coach influenced John Mark. In Acts 15:36 to 41 we read:

After some days Paul said to Barnabas, "Let us return and visit the brethren in every city in which we proclaimed the word of the Lord, and see how they are." Barnabas wanted to take John, called Mark, along with them also. But Paul kept insisting that they should not take him along who had deserted them in Pamphylia and had not gone with them to the work. And there occurred such a sharp disagreement that they separated from one another, and Barnabas took Mark with him and sailed away to Cyprus. But Paul chose Silas and left, being committed by the brethren to the grace of the Lord. And he was traveling through Syria and Cilicia, strengthening the churches.<sup>7</sup>

Barnabas is not seen again in the book of Acts. We see the impact of Barnabas as a coach when the Apostle Paul is in prison and near the end of his life. In 2 Timothy

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<sup>7</sup> “Scripture taken from the NEW AMERICAN STANDARD BIBLE®, Copyright © 1960, 1963, 1968, 1971, 1972, 1973, 1975, 1977, 1995 by the Lockman Foundation. Used by permission.”

4:11 we read the Apostle Paul's words, "Only Luke is with me. Pick up Mark and bring him with you, for he is useful to me for service."<sup>8</sup> We can only wonder if John Mark would have been useful to the Apostle Paul in ministry without the coaching he received from Barnabas. We cannot state with certainty exactly what Barnabas did to coach Paul and John Mark and the believers we read about him ministering to, but Scripture clearly allows us to see their portraits before and after having Barnabas in their lives. Coaches encourage and celebrate wins. They challenge but they also take a stand as an advocate when needed. They encourage, equip, and empower others to do what God has called them to do. We see all of these things in the life of Barnabas. In addition to studying Barnabas as a model coach, one could also do an extensive study on the life of Christ as a coach. As we look at His disciples, I think we can safely conclude that Jesus encouraged, equipped and empowered.

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<sup>8</sup> "Scripture taken from the NEW AMERICAN STANDARD BIBLE®, Copyright © 1960, 1963, 1968, 1971, 1972, 1973, 1975, 1977, 1995 by the Lockman Foundation. Used by permission."

## CHAPTER 2

### PREVIOUS RESEARCH AND LITERATURE REVIEW

Things have changed dramatically for church planters in the past two decades. Writers such as Peter Wagner, Bob Logan, Aubrey Malphurs, and now, Ed Stetzer, have been a gift from God to church planters through the books they have written. This literary review will begin with a survey of some of the literature concerning church planting. The review will then shift to some of the most recent literature concerning coaching, and then I will review the literature specially geared towards the coaching of church planters. As one peruses the literature concerning church planting, there is much help to be gained in understanding the need for church planting, and the methods of church planting.

#### **Books on Church Planting**

##### *Church Planting for a Greater Harvest*

In Peter Wagner's book *Church Planting for a Greater Harvest* Wagner casts the vision for church planting in America. This early book inspired many others, and Wagner's book contains one of the most famous quotes in church planting literature, "The single most effective evangelistic methodology under heaven is planting new churches."<sup>9</sup> Wagner's desire is to motivate church leaders to make church planting a higher priority, show some of the ways churches can be multiplied, and provide some of the tools that can make church planting happen.

##### *Beyond Church Growth*

In his book *Beyond Church Growth* author Bob Logan gives the reader a step by step methodology for doing church planting. This early book by Logan is a seedbed of

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<sup>9</sup> C. Peter Wagner, *Church Planting for a Greater Harvest* (Ventura, CA: Regal Books, 1990), 11.

the ideas that he would develop during the years following. In the book he talks about the pastor as a coach, but not coaching.

*Planting Growing Churches for the 21<sup>st</sup> Century*

Aubrey Malphurs divides this comprehensive church planting guide into four parts: The Preparation for Church Planting, The Personnel of Church Planting, The Principles of Church Planting, and The Process of Church Planting. He also provides worksheets on fund raising, assumptions, a person's Divine design, vision, leadership, lay mobilization, cultural relevancy, worship, evangelism, small groups, and finally a worksheet for each stage of church planting.

On the first page of his introduction, Malphurs makes two statements which shape where he is going with his writing. First, he tells the reader that America has changed and the church "heyday" of the 1940s and 1950s is in stark contrast to the America of today which has in fact become a mission field of its own. He then cites Win Arm's oft quoted statement that, "Between 80% and 85% of all churches in America are either plateaued or are declining."<sup>10</sup> He then cites the even more disturbing news that "of the 15 percent that are growing, 14 percent are growing as a result of transfer rather than conversion growth."<sup>11</sup> Thus we have the need for planting growing healthy churches—an urgent need!

The author concludes his "preparation" section by listing six assumptions about church planting that he says will "under gird all that is said about church planting in the rest of this book."<sup>12</sup> His assumptions are that evangelism must be taken seriously; numerical growth is important; functions are more important than forms; we must pursue

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<sup>10</sup> Malphurs, *Planting Growing Churches for the 21st Century*, 13.

<sup>11</sup> *Ibid.*, 32.

<sup>12</sup> *Ibid.*, 61.

excellence in ministry; God wants people of strong faith; and God uses courageous Christians.

Malphurs begins his third section on the process of church planting by calling for a “Great Commission Vision,” on the part of the church planter. This is the first of what he calls “seven biblical vital signs that should characterize all churches.”<sup>13</sup> His other vital signs include strong servant-leadership, a well-mobilized lay army, a ministry that is culturally relevant, a holistic, authentic worship, evangelism, and a robust network of small groups.

The fourth and final part of this “comprehensive guide” takes up the process of church planting. This part of the book focuses on the “how” of church planting where the author takes the reader through his six stages of church planting: conception, development, birth, growth, maturity, and reproduction.

*Planting Growing Churches for the 21<sup>st</sup> Century* lives up to its subtitle of being *A Comprehensive Guide for New Churches and Those Desiring Renewal*, and advances the earlier works by Wagner and Logan. The church planter who takes the time to digest this material and who wrestles with the questions on the worksheets and uses the check lists will have a clear idea of how to plant a church. Malphurs models what he preaches concerning a commitment to excellence and relevancy, and gives the church planter a wealth of practical help with this critical book on church planting. Yet even this comprehensive book does not mention the word “coach”!

#### *Starting a New Church*

Ralph Moore divides his *Church Planter’s Guide to Success* into four parts: Thinking Through a Church Plant; Designing the New Church; Planting the New Church;

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<sup>13</sup> Ibid., 117.

and Anticipating the Future. This is a very user-friendly book full of practical wisdom for church planters and those who coach them. Moore touches on coaching when he says, “Parent-church pastors come into full bloom as mentors when the new church gets up and running. They become sounding boards for a host of important decisions. Regular meetings or phone conversations with a mentor are vital keys to building confidence in the heart of the church planter.”<sup>14</sup> The author states, “Every church planter needs a coach,” but unfortunately he is referring to someone who can coach the planter when it comes to his denominational relationships rather than someone who can coach him through his church plant.<sup>15</sup> Moore offers a Helpful Hints section throughout the book and a Church Planter’s Checklist at the end of most chapters.

#### *Planting New Churches in a Postmodern Age*

This newer book in the field of church planting by Ed Stetzer is one of the best helps available to a church planter today! Stetzer lays out a practical guideline telling the church planter what to do and also addresses the *Postmodern* issue facing church planters today. His book has an incredible wealth of resources and is quite comprehensive. He directs the reader to his web site at [www.newchurches.com](http://www.newchurches.com) where he offers an even greater wealth of resources for those involved in church planting.

Stetzer divides his book into six chapters. His titles are: Basics of Church Planting; Basics of New Church Life; Understanding Cultures and Models; Church Planting Nuts and Bolts; Starting Off Right; and Making It Official. Although Stetzer does not talk about coaching in his book, he does suggest that every church planter have a supervisor and a “mentor” and has done research with six hundred church plants showing

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<sup>14</sup> Ralph Moore, *Starting a New Church* (Ventura, CA: Regal, 2002), 54-55.

<sup>15</sup> *Ibid.*, 58.

that by year four of the plant, the churches where the church planter met weekly with a mentor were double in size when compared to those without a mentor.<sup>16</sup> This is obviously significant for coaches of church planters!

Stetzer distinguishes between the supervisor and the mentor when he writes, “In my setting, we believe that a supervisor should focus on work issues and a mentor should focus on personhood issues. Meeting with a mentor means that the church planter has someone who is concerned about personal issues—providing encouragement and nurture to the church planter.”<sup>17</sup>

In an e-mail from the author, Stetzer told me, “I would say that a coach tends to be more of an authority figure. However, I think there is nothing inherently wrong with combining the roles as long as the relationship is healthy. When I have hired church planters (as a pastor), I coached them. My study just separated them because that is how we do it in SBC contexts.”<sup>18</sup>

As Stetzer argues for the need for church planting, he wants us to redevelop a missional mindset for North America and provides a helpful chapter on the biblical basis of church planting. He follows that with an excellent chapter on models of church plants and church planters, and concludes that “God uses many types of people and many different methods to plant churches.”<sup>19</sup>

In other chapters Stetzer provides the reader with what he might expect in such a comprehensive treatment of church planting, but then he also has a chapter on “Understanding Cultures and Models” which has the best material on understanding

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<sup>16</sup> Ed Stetzer, *Planting New Churches in a Postmodern Age* (Nashville, TN: Broadman & Holman Publishers, 2003), 94.

<sup>17</sup> Ibid.

<sup>18</sup> Personal correspondence with the author via e-mail on August 19, 2004.

<sup>19</sup> Stetzer, *Planting New Churches in a Postmodern Age*, 69.

postmoderns that I have seen in any book on church planting. Stetzer argues that, “The evangelical subculture is still predominantly entrenched in the worldview of modernity.”<sup>20</sup> He further states, “Churches will have to think differently if they want to reach this different kind of people.”<sup>21</sup> I believe that those who coach church planters would do well to read Stetzer’s book since I believe that it will help them better understand and relate to the emerging younger generation of church planters, as well as better help them reach this younger generation for Christ.

Stetzer points out that most seminary-trained pastors have been trained to minister in a modern world and says the most frequent traits of successful postmodern churches are expressed in their key values:

- Being unashamedly spiritual
- Promoting incarnational ministry
- Engaging in service
- Valuing experiential praise
- Preaching narrative expository messages
- Appreciating and participating in ancient patterns
- Visualizing worship
- Connecting with technology
- Living community
- Leading by transparency and team<sup>22</sup>

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<sup>20</sup> Ibid., 116.

<sup>21</sup> Ibid., 117.

<sup>22</sup> Ibid., 137.

The above material is representative of what he offers throughout the book and the author does a marvelous job in giving a primer for anyone interested in being well prepared for planting a church.

The above resources are among the most critical books written on church planting; however, none of these books address the issue of the coaching of church planters. In recent years there has been an interest in coaching especially in the business sector which can be a help to those coaching church planters. The following survey of books includes both secular and those from a Christian coaching ministry perspective.

### **Books on Coaching**

#### *Coaching for Performance*

John Whitmore says the essence of coaching, “. . . is unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching them.”<sup>23</sup> He sees the heart of coaching as the coach creating awareness and responsibility on the part of the person he or she is coaching. By awareness he means perceiving things as they really are.<sup>24</sup> Once a person is aware of their situation they must then decide what options they are going to pursue.

Whitmore says that, “. . . Awareness and responsibility are better raised by asking than by telling. It follows therefore that the primary form of verbal interaction from a good coach is in the interrogative,”<sup>25</sup> and he then shows the reader how to construct questions which help the person being coached become aware and take

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<sup>23</sup> John Whitmore, *Coaching for Performance* (Naperville, IL: Nicholas Brealey Publishing, 1999), 8.

<sup>24</sup> *Ibid.*, 61.

<sup>25</sup> *Ibid.*, 41.

responsibility. Once they have an objective assessment of things as they really are, they need to explore the options available to them, and then decide what course of action they will pursue. His emphasis is that the coach is not dictating, but instead the coach is helping the person they are coaching to make their own decisions, although the coach can suggest options.

Whitmore developed the GROW model of coaching where the coach is asking the client about what his *goal* has been; what is the present *reality*; what *options* does the client have; and what *will* the client do. John Whitmore has given us a seminal work in the field of coaching!

*Empowerment Takes More Than a Minute*

This book encourages the coach or manager to move away from a “control” method of coaching to having the individual being coached take responsibility. The authors believe that, “Empowered employees benefit the organization and themselves.”<sup>26</sup> This work comes from the same framework as Whitmore’s *Coaching for Performance*.

The authors, Blanchard, Carlos, and Randolph, challenge the leader or coach to believe that empowerment is top-down and must be a value of leadership. They offer the reader three keys to accomplish this: they must share information with everyone, create autonomy through boundaries, and replace the hierarchy with teams. They give helpful advice to a church planting coach when they say, “But the reality is that if you’re going to empower people, you have to give up control and still remain accountable.”<sup>27</sup> One of the major problems in coaching is resisting the urge to tell and direct, rather than empower, and they offer us good words of advice when they say we must give up control.

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<sup>26</sup> Ken Blanchard, John P. Carlos, and Alan Randolph, *Empowerment Takes More Than a Minute* (San Francisco: Berrett-Koehler Publishers, 1996), v.

<sup>27</sup> *Ibid.*, 108.

The goal of a church planting coach should not be to control the planter, but to empower him to use his gifts and successfully plant a healthy reproducing church to the glory of God. A newer book by David Logan and John Paul King makes the same connection between coaching and empowering. We can see it in their title: *The Coaching Revolution: How Visionary Managers Are Using Coaching To Empower People and Unlock Their Full Potential*.<sup>28</sup> What church planting coaches must understand is that the goal of coaching is to empower the church planter and not control him. The admonition by Blanchard, Carlos, and Randolph is well-taken.

#### *Championship Team Building*

In his book on coaching athletic teams, Jeff Janssen has a helpful chapter on credible coaching and how to build your credibility and team chemistry. He states, “As outlined in my book *The Seven Secrets of Successful Coaches*, credibility is at the heart of successful coaching. The team must understand your philosophy and have faith that you are the right person to lead the group to the common goal.”<sup>29</sup> Janssen challenges the coach to show concern for their players as people. He suggests, “Leaders are successful because of two main qualities—their concern for productivity and their concern for people. While many coaches do a great job of emphasizing the task and reaching the goal (productivity), the best coaches are the ones who match their emphasis on winning with an equal and perhaps greater emphasis on developing successful people.”<sup>30</sup> I believe this concern for people will be evidenced by a caring relationship on the part of the coach.

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<sup>28</sup> David Logan and John Paul King, *The Coaching Revolution: How Visionary Managers Are Using Coaching to Empower People and Unlock Their Full Potential* (Holbrook, MA: Adams Media, 2001).

<sup>29</sup> Jeff Janssen, *Championship Team Building* (Cary, NC: Winning The Mental Game, 1999), 157.

<sup>30</sup> *Ibid.*, 159.

*Coaching: Evoking Excellence in Others*

Writing from a business coaching perspective, James Flaherty says, “Coaching is a way of working with people that leaves them more competent and more fulfilled so that they are more able to contribute to their organizations and find meaning in what they are doing.”<sup>31</sup> The author sees the flow of coaching as establishing the relationship with the client, seizing the opening for coaching, assessing the client, enrollment which is getting both the coach and client to agree on their commitment to the coaching relationship and its outcomes, and coaching itself.<sup>32</sup>

His chapters in the book unpack each of the above coaching flow elements, and he has a helpful chapter on self-development for coaches. He has an excellent recommended reading list at the end of each chapter and the book contains exercises and practices for the coach to use.

*Coaching for Improved Work Performance*

This work is an exceptionally practical book on how to coach people so they can achieve better results. An example of its practicality is Ferdinand Fournies’ *Coaching Analysis* which is a step by step analysis that helps the coach identify the problem and the needed corrective action.<sup>33</sup>

*Co-Active Coaching*

This book by Whitworth, Kimsey-House, and Sandahl builds on the work of John Whitmore in *Coaching for Performance*. The authors suggest a very non-directive

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<sup>31</sup> James Flaherty, *Coaching: Evoking Excellence in Others* (Boston, MA: Butterworth-Heinemann, 1999), 3.

<sup>32</sup> *Ibid.*, 39-44.

<sup>33</sup> Ferdinand F. Fournies, *Coaching for Improved Work Performance* (New York: McGraw-Hill, 2000), 109.

approach to coaching in which the coach and client are active collaborators. Four cornerstones form the foundation of their co-active coaching:

1. The client is naturally creative, resourceful, and whole.
2. Co-active coaching addresses the client's whole life.
3. The agenda comes from the client.
4. The relationship is a designed alliance.<sup>34</sup>

The authors offer some helpful resources in the book including “Powerful questions” for coaching. In training sessions I have attended with church planting and coaching expert, Bob Logan, he has consistently said that he considers this the best secular book on coaching available today.

### *Christian Coaching*

Gary Collins divides his book into six parts: Introducing Christian coaching; Clarifying the present; Focusing on the future; Reaching goals; Specialized Christian coaching; and The future of Christian coaching. The author has a table which lists the marks of a great coach: aware of their values; growing in self-awareness; always learning; forward-looking; realistically optimistic; enthusiastic about change; action oriented; flexible; courageous enough to be forthright; genuinely caring; trustworthy and respected.<sup>35</sup> His book has a different feel and read to it than other books on coaching, and contains a treasure of resources available online.

Collins gives a helpful etymology of the word “coach” when he writes:

In the 1500s the word *coach* described a horse-drawn vehicle that would get people from where they were to where they wanted to be. Many years later, in the 1880s, *coach* was given an athletic meaning, identifying the person who tutored

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<sup>34</sup> Laura Whitworth, Henry Kimsey-House, and Phil Sandahl, *Co-Active Coaching* (Palo Alto, CA: Davies-Black Publishing, 1998), 3.

<sup>35</sup> Gary R. Collins, *Christian Coaching* (Colorado Springs, CO: Navpress, 2001), 45.

university students in their rowing on the Cam River in Cambridge. That use of the word stuck, and coaches became known as people who help athletes move from one place to another.<sup>36</sup>

Collins sees coaching exploding everywhere in American life both personal and corporate, except for the church which is why he wrote his book. He defines coaching as, “The art and practice of guiding a person or group from where they are toward the greater competence and fulfillment that they desire.”<sup>37</sup>

He offers five characteristics of successful coaching:

1. The coach learns the importance of asking questions prior to telling or teaching.
2. Coaching has much to do with entering into the experienced world of the other through purposeful listening.
3. Coaching requires giving strategic feedback and providing a context for self-appraisal.
4. Coaching is creating an environment where the player can flourish and the team can succeed.
5. Coaching targets a preferred future.<sup>38</sup>

There is much to be gleaned from Collins’ characteristics. We will see again and again that successful coaches have learned how to ask questions and purposefully listen to their clients. They provide the context for self-appraisal or self-discovery. Good coaching allows the person to flourish and move the action forward in order to accomplish what God wants them to accomplish.

The author wrestles with the differences between coaching, mentoring and discipling, and concludes that, “Coaching is similar to both mentoring and discipleship

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<sup>36</sup> Ibid., 14-15.

<sup>37</sup> Ibid., 16.

<sup>38</sup> Ibid., 147-48.

but broader.”<sup>39</sup> In his book, Collins puts several discussions with coaches in print in his effort to try and help the reader understand coaching and how it can be used in the church. He quotes Coach Linda Miller as saying, “. . . a lot of the people are used to discipling or advising, so we needed to help them make a shift to coaching—which is listening and evoking and asking questions.”<sup>40</sup> Coach Miller’s words help us distinguish between mentoring and coaching. The best distinction that I have ever heard is that a mentor goes before and pours into the person he or she is mentoring whereas the coach comes alongside and draws out of the person he or she is coaching. Coaching is not about telling, but about listening and asking good questions.

### *The Heart of Coaching*

In his introduction, Thomas Crane states, “The premise of this book is simple: As coaching becomes a predominant cultural practice, it will create a performance-focused, feedback-rich organization capable of creating and sustaining a competitive advantage.”<sup>41</sup> The author sees the term, *Coaching* receiving a renewed interest in business literature due to a paradigm shift in the business world from the manager as *Boss*, to the leader as *Coach*. The leadership’s core skills have moved from telling, directing, and controlling to questioning, influencing, and role modeling.<sup>42</sup> In a later chapter he offers the reader a summary of comparative mindsets between a boss and a coach which is helpful to see side by side.<sup>43</sup>

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<sup>39</sup> Ibid., 17.

<sup>40</sup> Ibid., 247.

<sup>41</sup> Thomas G. Crane, *The Heart of Coaching* (San Diego, CA: FTA Press, 2002), 12.

<sup>42</sup> Ibid., 18.

<sup>43</sup> Ibid., 123.

<b>Boss</b>	<b>Coach</b>
Pushes/Drives	Lifts/Supports
Tells/Directs/Lectures	Asks/Requests/Listens
Talks at people	Engages in dialogue with people
Controls through decisions	Facilitates by empowering
Knows the answer	Seeks the answer
Triggers insecurity using fear to achieve compliance	Stimulates creativity using purpose to inspire commitment
Points to errors	Celebrates learning
Problem solver/Decision maker	Collaborator/Facilitator
Delegates responsibility	Models accountability
Creates structure and procedures	Creates vision and flexibility
Does things right	Does the right things
Knowledge is power	Vulnerability is power
Focused on the bottom line	Focuses on process that creates the bottom-line results

The heart of Crane's coaching model is where coaching is a comprehensive communication process in which the coach provides performance feedback to the *coachee*. The coach takes on the role of a guide, and he sees three phases to his transformational coaching.<sup>44</sup> Phase I is about relationship, expectations and preparing for a coaching appointment. Phase II involves mutual learning, asking questions, and listening. In the third phase, the coach moves the action forward to bring about desired changes.

The book is coming at coaching from the angle of a supervisor, rather than an independent coach; however, he does offer a section on executive coaching which lays out some of the same coaching principles seen in other literature. Concerning skills needed when coaching executives, Crane says, "The key skills the coach must bring to this intimate relationship are: listening from the heart, effective questioning, establishing high levels of rapport and trust, and coaching the executive to take action."<sup>45</sup> As can be seen throughout the literature on coaching, listening and asking questions is crucial to coaching. Getting the executive to take action is reminiscent of Whitmore's "W" is his GROW acronym or getting an answer to the question, What will you do?

One section that is unique to Crane's book is a section on behavioral styles or what we might call "Divine design" in coaching. He does not say that one style is better than another, but that the coach and *coachee* can use the information gained from understanding these styles to their advantage. He goes on list a table of generational differences for the same reason.

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<sup>44</sup> Ibid., 44.

<sup>45</sup> Ibid., 115.

### *Masterful Coaching*

In answering the question, What is Masterful Coaching? Robert Hargrove tells us:

Masterful Coaching involves expanding people's capacity to make a difference with individuals, their organizations, and their world. It involves impacting people's visions and values and offering them a powerful assist in reinventing who they are being, their thinking, and behavior that is consistent with achieving what they need to achieve.<sup>46</sup>

It involves helping people grow in their level of leadership and performance. At the core of his Masterful Coaching is the author's "Triple Loop Learning" which helps the coach get answers to how people need to be different, think differently, and do differently.

From there, transformation can take place. Hargrove sees his paradigm as the future of coaching in contrast to everything else in print which is a bold assertion. What does come through loudly is what is seen in most of the literature about coaching—the coach's role is to help people move forward for themselves and their organization.

### *Coaching 101*

This book advances and simplifies the earlier works by Ogne and Nebel, Whitmore and Whitworth, Kimsey-House, and Sandahl. In this work, Logan and Carlton outline their "5Rs" of the coaching process: relate, reflect, refocus, resource, and review.<sup>47</sup> Reflect is another way of stating Whitmore's "Reality" which he defines as helping people perceive things as they really are.<sup>48</sup> Refocus lines up with Whitmore's options that the client may pursue. Logan and Carlton spend five of their eight chapters unpacking what each of these R's involves. They also include an appendix with *Powerful*

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<sup>46</sup> Hargrove, *Masterful Coaching*, 15.

<sup>47</sup> Robert E. Logan and Sherilyn Carlton, *Coaching 101* (St. Charles, IL: ChurchSmart, 2003), 29.

<sup>48</sup> Whitmore, *Coaching for Performance*, 61.

*Coaching Questions* and a *Sample Coaching Agreement*. They tell us, “The basics of coaching aren’t difficult and anyone can learn them. What does a Barnabas do? He helps people answer three questions: Where am I? Where do I want to go? How will I get there?”<sup>49</sup> This book is an excellent primer for coaching and their 5R model.

#### *Coaching 101 Handbook*

The authors, Logan and Reinecke, describe the handbook as supplemental material to *Coaching 101*, and state that it is, “for those who want to go deeper and put more focused energy into improving their coaching skills.”<sup>50</sup> It is designed to help the coach improve in the skill area of coaching by applying the principles introduced in *Coaching 101*. Essentially, it takes the material in *Coaching 101* and streamlines it for ease of use. The handbook also provides summaries, checklists, worksheets, and reflection questions.

#### *Developing Coaching Excellence*

In this notebook with three accompanying cassette tapes, Logan and Reinecke devote the first twenty-two pages providing a listening guide for the three tapes. These three sections include the coaching process and competencies; increasing your personal coaching competencies; and developing coaching excellence in others. The authors develop the same 5R Model of coaching that Logan presents in his other works:

**Relate:** Establish the coaching relationship and agenda

**Reflect:** Discover and explore key issues

**Refocus:** Determine priorities and action steps

**Resource:** Provide support and encouragement

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<sup>49</sup> Logan and Carlton, *Coaching 101*, 16.

<sup>50</sup> Robert E. and Gary B. Reinecke Logan, *Coaching 101 Handbook* (St. Charles, IL: ChurchSmart, 2003), 1.

**Review:** Evaluate, celebrate, and revise plans<sup>51</sup>

The next section of the notebook details the qualitative research they did under the mentorship of Dr. Charles Ridley in determining the nine competencies and fifty-five microskills they say are required for excellent coaching. Dr. Ridley, who teaches at Indiana University Bloomington as a professor in the Counseling and Educational Psychology Department is well known in church planting circles for his earlier work co-authored with Logan, *Training for Selection Interviewing*. That work is a church planting assessment manual based on his research as to the thirteen behavioral characteristics of successful church planters.<sup>52</sup>

The nine competencies they list are the *foundational* competencies of abiding in Christ; self assessing; and communicating. These are followed by the *relational* competencies of establishing; supporting; and concluding. Then they list the *strategic* competencies of diagnosing; planning, and monitoring. The authors help the reader look at and evaluate himself in each of the fifty-five microskills. The treatment is quite thorough and practical.

We see the importance of skills in coaching in the following definition offered by Patrick Ducklow, “Coaching then is a “coactive” process that is (1) skill centered; (2) upward and success focused; (3) concrete and directive; (4) accountable and personal; (5) in choosing a self-differentiated future.”<sup>53</sup>

The remaining sections of *Developing Coaching Excellence* deal with coach assessment; coach development; and coaching resources. This is a monumental work in the field of coaching in that we have not had this type of qualitative research before with

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<sup>51</sup> Logan and Reinecke, *Developing Coaching Excellence*, 2.

<sup>52</sup> Charles R. Ridley and Robert E. Logan, *Training for Selection Interviewing* (St. Charles, IL: ChurchSmart, 1998).

<sup>53</sup> Patrick Joseph Ducklow, “Coaching Church Leaders in Conflict Resolving Strategies Using Family Systems Theory” (D.Min. diss., Trinity International University, 2002), 143.

the resulting coaching competencies and microskills. Logan and Carlton also address the Divine design aspect and help a coach see the strengths and weaknesses of his or her DISC profile in terms of their coaching.<sup>54</sup>

Mels Carbonnel writes that, “The DISC model of human behavior was first introduced by William Marston in 1928 through his book, *The Emotions of Normal People*.”<sup>55</sup> In an effort to give the reader a quick overview of the DISC profile, I would like to quote Ken Voges who serves with *In His Grace, Inc.* ([www.inhisgraceinc.com](http://www.inhisgraceinc.com)):

Dominant styles work toward achieving *goals and results*; they function best in an *active, challenging* environment.

Influencing styles work toward *relating to people through verbal persuasion*; they function best in a *friendly, favorable* environment.

Steadiness styles work toward *supporting and cooperating with others*; they function best in a *supportive, harmonious* environment.

Compliance styles work toward *doing things right and focus on details*; they function best in a *structured orderly* environment.<sup>56</sup>

Logan and Reinecke say that coaches can come from any of these DISC styles and still be excellent, but they will need to be aware of their behavioral style and adjust accordingly as they coach others. Successful coaches will continue to grow in their coaching skills, and can benefit substantially from this work by Logan and Reinecke which is designed as a self-study reference work.

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<sup>54</sup> Logan and Reinecke, *Developing Coaching Excellence*, 35.

<sup>55</sup> Mels Carbonell, *Discover Your Giftedness in Christ* (Blue Ridge, GA: Uniquely You, 1996), 16.

<sup>56</sup> Class notes from DM 101, *The Ministry Leader*, Dallas Theological Seminary, July 2003.

### *Coaching Missional Leaders*

Steve Ogne gave me a copy of this unpublished work which he co-authored with Tim Roehl. The authors expect to publish a book based on their material sometime in 2005. They discuss the benefits of coaching as well as the process of coaching. They state their missional coaching process as: “Discern—Where is God working?”; “Discover—How does He want me to participate?”; “Develop—What are the next steps?” and “Depend—Who do I need?”<sup>57</sup> They then provide the reader with questions to ask under each of these heading. They also have a helpful section on the DISC profile and how it relates to coaching. They write about coaching and leadership styles and provide helpful suggestions on how a coach could use his style to coach people who differ from himself.

### **Articles on Coaching**

#### *Achieving Results in MBA Communication*

This article by Deborah Barrett describes the mission of the Communication Program at Rice University’s Jones Graduate School of Management. Their goal is to help students improve their oral, written, and interpersonal communication skills and gain confidence in individual and team communication so they can assume future organizational leadership roles.<sup>58</sup> What is of interest here is the role that coaching plays in the success of their program. Individual coaching tailored to each student’s assessed needs and team coaching are a crucial part of the program.

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<sup>57</sup> Steven L. Ogne and Tim Roehl, *Coaching Missional Leaders* (2004), 9.

<sup>58</sup> Deborah Barrett, “Achieving Results in MBA Communication,” *Business Communication Quarterly* 65, no. N3 (2002): 93.

When students evaluated the program in 2001, “. . . almost 95 percent of students wanted to keep the one-on-one faculty meetings . . . in addition, they wanted to keep the communication faculty’s role in team coaching, with approximately 85 percent of students expressing a desire to keep or increase the communication faculty’s team coaching role.”<sup>59</sup> Barrett believes their program attains its intended results and we can see that coaching is a critical part of the success they enjoy.

### *Fast Track Mentoring*

This short article on mentoring has an overlap with coaching. Kaye says that mentors *guide* by showing the person they are mentoring different paths and potential pitfalls. They function as an *ally* as they provide a risk-free environment and give honest feedback. They also serve as a *catalyst* who helps the other person see their future with new insight, and they serve as an *advocate*.<sup>60</sup>

If we think about her four aspects of mentoring we can see the overlap with coaching. Coaches help people reflect on what has been happening and refocus so they can move forward. They provide that caring relationship which provides the risk-free environment she writes about. The coach also has a catalytic role in helping the person overcome hurdles and get to where they want to be.

Addressing how mentors do what they do, she suggests they extend their reach by mentoring others. She tells them to, “Listen, don’t preach. The mentor’s job doesn’t start with giving advice—it begins with listening.”<sup>61</sup> We hear this again and again throughout the literature on coaching. The problem for the coach is the difference between hearing it and doing it!

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<sup>59</sup> Ibid.: 98.

<sup>60</sup> Beverly L Kaye, “Fast-Track Mentoring,” *Link & Learn*, no. February 15, 2003.

<sup>61</sup> Ibid.

### *Coaching Our Game*

Leonard Lubinsky was a school superintendent who became a coach. He writes about how common coaching now is in the business world but that it has not yet caught on in the field of education. This sounds similar to what Collins said about coaching and the church. Lubinsky says:

My job as a coach is to help people understand what is getting in the way of them achieving their goals. I help them realize what their real goals are. When my clients understand what they want to accomplish, their capacity for action and success is increased enormously. When I stay with them as they work to achieve those goals, the likelihood of success is even greater. That is what my coaching is about.<sup>62</sup>

### **Books on Coaching Church Planters**

#### *Empowering Leaders Through Coaching*

In this notebook with accompanying cassette tapes, Steve Ogne and Tom Nebel have provided the best resource to date for coaches of church planters. The authors have divided their work into eight chapters with an accompanying cassette tape for each chapter.

In the first chapter they say that good coaches are objective, they care, they challenge, they encourage and motivate, they listen, they strategize, and they celebrate.<sup>63</sup> They see these as seven steps to effective coaching which they develop for the reader.

They say that Barnabas is the greatest biblical example of a coach, and then go to Ephesians 4 where they say that a coach is an equipper. They argue that, "It is time

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<sup>62</sup> Leonard Lubinsky, "Coaching Our Game," *School Administrator* 59, no. N5 (2002): 42.

<sup>63</sup> Steven L. Ogne and Thomas P. Nebel, *Empowering Leaders through Coaching* (St. Charles, IL: ChurchSmart, 1995), 1-1.

for a biblically-based paradigm shift, a radical change in thinking, a redefinition of roles from teller to trainer, from director to encourager, from supervisor to coach.”<sup>64</sup>

At the end of each chapter the reader is provided with helpful worksheets such as a *Coaching Skills Evaluation*, *Coaching Preparation Questions*, and things such as a coaching appointment guide and evaluation. I believe a church planting coach will find these worksheets quite helpful.

The authors begin their second chapter by quoting Bob Logan: “Good coaching isn’t the art of giving good answers. It’s the art of asking good questions.”<sup>65</sup> Their work is heavily influenced by Logan’s but offers more specific and practical help to the church planting coach. In this chapter they teach the reader how to listen and how to ask questions. They along with Logan refer to John Whitmore’s seminal work *Coaching for Performance* and encourage the coach to use his “GROW” acronym in asking strategic questions. The *G* stands for goal: What is the goal you are working towards? The *R* stands for reality: What is the reality of the situation today? The *O* stands for options: What options do you have? The *W* stands for will: What will you do?<sup>66</sup> Again, at the end of their chapter they provide valuable worksheets including ideas for reflection, an idea checklist, resources, and an especially helpful section on the art of asking questions including one guide with *99 Excellent Coaching Questions*.

Chapter three examines the nature of the coaching relationship in an attempt to help the coach maximize his effectiveness with the church planter he or she is coaching. They encourage coaches to be both *grace givers* and *truth tellers*. Chapter four addresses the issue of character development in the person being coached. They conclude

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<sup>64</sup> Ibid., 1-2.

<sup>65</sup> Ibid., 2-1.

<sup>66</sup> Ibid., 2-4.

the chapter with many helpful resources including many pages from Logan and Ogne's, *Church Planter's Toolkit*.<sup>67</sup>

Other chapters include material on empowering leaders, and areas where the authors feel pastors need help. In a coaching tips section Ogne and Nebel suggest that the coach needs to increase the pastor's personal and leadership effectiveness through reflection, refocusing, resources, and accountability. They say this can be done by encouraging the vision, hearing the heart, healing the hurt, and maximizing the resources. At this stage of church planting they recognize that the church planter has now become a pastor and is leading the church toward growth and maturity.

In another chapter they address what they feel are the top ten coaching issues in church planting which include among other things assessment and premature birth. For each of the items on their top ten list, they state the problem, the solution, the coach's role, and resources for that particular issue. As usual, they also offer extremely helpful worksheets at the conclusion of this chapter.

Their final chapter has to do with *Raising Up Coaches*. Characteristic of this practical work, the authors take the reader step by step through recruiting, training, and multiplying coaches. They offer and develop ideas such as *Coaching Clusters*, and *Parent Church Networks*.

As can be seen by this literature review, this is clearly the most helpful work in print for the church planting coach. I am not aware of another resource which addresses the issue of coaching church planters with the depth that *Empowering Leaders through Coaching* does, nor gives such extensive practical help. At the same time, this resource is ten years old and coaching has evolved greatly in the past decade. What is

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<sup>67</sup> Robert E. Logan and Steven L. Ogne, *Church Planter's Toolkit* (St. Charles, IL: ChurchSmart Resources, 1991).

needed in the field of coaching church planters today is a new work which combines the latest developments in church planting and in coaching church planters.

### **Internet Sites**

[www.coachfederation.org](http://www.coachfederation.org)

The International Coach Federation states that it:

Seeks to facilitate the exchange of information among researchers and practitioners studying coaching theory, methodologies and outcomes. Equally important, we seek to make this information available to practicing coaches and those interested in the coaching profession. Specifically, our goals are to:

- increase the knowledge base of the "science" of coaching
- contribute to the advancement of coaching theory and best practices
- establish increased credibility for coaching as a field

[www.coachnet.org](http://www.coachnet.org)

This is Robert E. Logan's web site which is subscription based. Essentially, the site contains Logan's life work and has an area just for coaching. He also includes a way for coaches to track their coaching appointments and both the coach and the person being coached can communicate through *Coachnet*. The site provides a research database, coaching guides, online courses, and coaching tools.

[www.coachville.com](http://www.coachville.com)

This is the web site of the late Thomas Leonard, founder of Coach University. In answering the question, "What is CoachVille?," the site says:

- CoachVille is in the R&D business.

- CoachVille provides coach training for all levels of coaches through its ten schools in the Schools of CoachVille ([www.schoolofcoachville.com](http://www.schoolofcoachville.com)), corporate coaching programs and live events.
- CoachVille operates as the largest association/network of coaches worldwide.
- CoachVille creates and distributes client coaching programs, assessments and other tools.
- CoachVille hosts and fosters a range of specialty communities.
- CoachVille operates as the largest global think tank of coaches.
- CoachVille conducts live events and conferences.

[www.coachu.com](http://www.coachu.com)

This web site bills itself as, “The leading global provider of coach training programs. The Coach Training Program™ (CTP™) meets the academic requirements for becoming an Associate Certified Coach (ACC), Professional Certified Coach (PCC) or Master Certified Coach (MCC) through the International Coach Federation (ICF).”

[www.garycollins.com](http://www.garycollins.com)

This web site provides a section on Christian coaching as an emerging field and provides helpful resources. At his web site, Collins says:

We hope you will visit, especially as the Christian coaching movement continues to explode in awareness and impact. In this spot we will give updated information about coaching with a focus on Christian coaching, tell you about coaching events, direct you to relevant web sites, and include useful tools to help with your coaching.

[www.griffithcoaching.com](http://www.griffithcoaching.com)

Jim Griffith is well known as an outstanding coach in the field of church planting. His web site offers some helpful resources. In one of their articles he and co-author, Don Nations distinguish between mentoring and coaching when they say that mentors are gentle friends and spiritual guides whereas coaches are teachers and skill builders.

[www.lifecoachtraining.com](http://www.lifecoachtraining.com)

The Institute for Life Coach Training is “a coach training school specializing in training helping professionals (counselors, therapists, psychologists, social workers, human resource professionals, and educators) to transition into life coaching.” This site offers courses and resources for coaches.

[www.linkage.com](http://www.linkage.com)

This site has some articles of interest concerning coaching. In describing themselves they say, “Linkage, Inc. is a leading provider of organizational development and corporate education programs, products, and services. Our mission is to be a strategic partner to human resource professionals in allowing them to connect organizational strategy with the competence needed to execute it and the learning needed to sustain it.”

### **Conclusion**

From this literature review we have seen that there is excellent material available in the area of church planting and in the area of coaching. However, we have also seen there is very little literature that combines both of these fields. My purpose is to grow beyond the work of Logan, Ogne, and Nebel by gaining a better understanding of the coaching process especially as it relates to coaching church planters.

## CHAPTER 3

### PROCEDURE AND RESEARCH METHOD

I conducted my research project in four steps. In Step One I identified four nationally recognized leaders in the field of church planting. These men are recognized experts in the field of church planting.

In Step Two, I asked these four leaders in writing who they believe are the top five denominations doing successful church planting and successful coaching of church planters in the USA today. The question read: “Please list in any order who you believe are the top five denominations doing successful church planting and successful coaching of church planters in the USA today.”

In Step Three, I chose three denominations from the answers generated by step two, and asked their national church planting leadership to identify who they believe are their two most successful coaches of church planters. I wanted the name of the second top coach in case the number one coach was unavailable.

Then in Step Four, I did a case study on three of these coaches. I received excellent cooperation from everyone and was able to interview the top coach in the International Church of the Foursquare Gospel, the Baptist General Conference, and the Christian and Missionary Alliance. By working with one coach from three different denominations outside of the Evangelical Free Church of America, I feel I gained a broader perspective when it comes to successfully coaching church planters.

The case study questions and the e-mail surveys sent to some of their church planters are in the appendices. By surveying some of the church planters whom these top coaches worked with in the past three years, I was able to get their church planters' feedback concerning each of these outstanding coaches.

As I evaluated my research, I was especially looking for the commonalities that existed among these top church planting coaches which make them so successful. I was trying to observe if there is a common process that these coaches use in their successful coaching of church planters.

As I began this research process, my hypotheses were three in number. My first hypothesis was that successful church planting coaches build caring relationships with their planters. I define a "caring" relationship as one in which the church planter feels cared for. It is subjective on their part—they either feel cared for or they don't. As I interviewed these top church planting coaches I discovered that it is much more than a job with the most successful church planting coaches. These coaches truly care for their planters and their planters know it. Of the three hypotheses, the coaches scored highest in this category.

My second hypothesis was that successful church planting coaches know the stages of church planting, and can help their church planters progress through those stages. I discovered that these men did not just have knowledge about church planting, but they also had the skill to help each church planter successfully navigate through the stages of church planting which Aubrey Malphurs defines as conception, development, birth, growth, maturity, and reproduction.<sup>68</sup> It should be noted that the coaching of church planters is generally a two-year process and the coach may not be as actively engaged

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<sup>68</sup> Malphurs, *Planting Growing Churches for the 21st Century*, 250.

with the planter during the later stages of the church plant. A part of being a good coach is bringing closure to the coaching relationship in an appropriate manner.

I believe the way in which coaches help their planters through the stages is by asking the right questions at the right times. As Whitmore says, “Telling or asking closed questions saves people from having to think. Asking open questions causes them to think for themselves.”<sup>69</sup> Again and again, I heard from these coaches that this was a major area that they had grown in and that they are continually telling less and asking more.

My final hypothesis was that successful church planting coaches help their planters realize their unique potential as church planters. Every church planter is a unique creation by God and has differing potential. A successful coach will help each of his or her church planters realize their God-given potential as they serve God in ministry. What was quite common among each of these coaches was that they wanted their planters to go beyond the church plant and be a movement type person who could multiply himself in others.

As I stated in my introduction, I embarked on this research project so I could learn how to be a better coach. By conducting my case studies, I was hoping to get answers to questions such as, what distinguishes the most successful church planting coaches from good church planting coaches? What do they consider to be the “essence” of coaching church planters? What is it that these coaches do that can be duplicated by other church planting coaches? How do they go about building caring relationships with their planters, and does that vary depending on the church planter, and what methods do they use to determine whether or not their church planters feel cared for?”

As I consider my second hypothesis, I expected to get answers to questions such as, what do these most successful church planting coaches consider to be the stages

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<sup>69</sup> Whitmore, *Coaching for Performance*, 39.

of church planting? Specifically, what do they do to help their church planters progress through these stages? What do they do in situations where a church planter seems to get stuck in a stage? Do they find that most church planters have difficulty progressing through some particular stages rather than others? If they were training a church planting coach, what critical skills would they help him develop? Is the art of asking questions a key ingredient in coaching? and Is the timing of the question asked critical to successfully coaching church planters?

Moving to my third hypothesis, I needed answers to questions such as how do they help each church planter realize his unique potential as a church planter, and how does coaching differ with church planters of varying abilities?

I also wanted to do an exploratory analysis and find out how the coaches and church planters felt about the “Divine design” of a successful coach. I wanted to answer questions such as is there a certain profile that would predispose a person to being a successful coach?, should this be a factor in recruiting coaches?, and are there certain strategies that need to be employed if a coach has a particular Divine design as opposed to one that is more desirable?

Out of my experience as a church planting coach, I feel that the above questions are ones in which I needed to get answers to if I am going to be the most successful church planting coach that I can be, and help others as well.

## CHAPTER 4

### RESULTS

Having done my case studies on three outstanding church planting coaches, one of which was a field test, and the surveys of their church planters, I found that successful church planting coaches help their church planters through the questions they ask which make the planters aware of what is actually going on, and by having them take responsibility for moving the church plant forward. Whitmore states: “Coaching questions compel attention for an answer, focus attention for precision and create a feedback loop. Instructing does none of these.”<sup>70</sup>

Successful church planting coaches don’t yell and scream at their church planters like the stereotypical athletic coach. Instead, they help the church planter move through the coaching cycle by becoming aware of his situation; taking responsibility; considering the options available; and then committing to a specific plan of action. But this coaching is not sterile and impersonal. When I surveyed the church planters of these successful coaches, I found that these planters truly felt cared for by their coaches. The coaching was conducted in the context of a relationship—a warm relationship!

Even though I found tremendous diversity among the church planters that I surveyed, what their coaching had in common was the ability of the coach to help each

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<sup>70</sup> Ibid., 47.

planter realize their unique potential to the glory of God. The case study on Pastor Dave Lanning with the International Church of the Foursquare Gospel served as my field test. The case studies on Bill Malick and Gary Rohrmayer are written up below. It is interesting to note that all three of these successful church planting coaches had church planting experience in their earlier ministry years.

### **General Introduction for Bill Malick**

As I connected with four top nationally recognized experts in the field of church planting in America and asked them to give me the denominations they believed were doing the best job of church planting and coaching church planters, I found that one of those denominations was the Christian and Missionary Alliance. Bill Malick was the top coach in the country given to me by Dr. Michael Noel with the Christian and Missionary Alliance. Dr. Noel serves as the Assistant Vice President for Church Multiplication Ministries in the USA. He suggested Bill as his top nominee.

I visited with Bill in Colorado Springs, Colorado, on July 26, 2004, for my case study interview. Bill has a long history with church planting and with coaching church planters. He was involved in his first church plant in 1980 as a bi-vocational church planter, and then he shared in the planting of two other churches. He has been coaching church planters for the past twenty years since 1984. Over these years he has coached sixty to seventy church planters. Given this number of church planters that he has coached, Bill has a wealth of experience in this emerging field. Considering the findings from my literature review, it would actually make him one of the pioneers in this field of coaching church planters!

His first church plant was a crucial learning experience for him and he especially learned how important it was to empower people. Empowerment became the

driving force of his next church plant as he focused on equipping, empowering and releasing people for ministry.

In 1988, he was hired as the first Church Planting Director for the Missionary Church in California. There he was able to spend time with Bob Logan and Charles Ridley and learned much by asking them questions. The Missionary Church had not done any church plants in the previous twenty years, and God used Bill to oversee seven church plants over a two year period. This threw him into the fire of coaching and he got connected and learned how to coach from Steve Ogne whom Bill considers a natural coach.<sup>71</sup> Steve Ogne later connected Bill Malick with Tom Nebel, and Bill worked with others to produce church planting training materials for the Church Multiplication Training Center. These materials have influenced church planting in many denominations in America including the EFCA.

Over the years, Bill has seen six to eight failures, which is impressive, especially given the lack of information in those early days. As we discussed his journey to becoming an expert in the field of coaching church planters and he told me, “You must stay on the learning edge.”<sup>72</sup>

At this point the reader should begin to recognize what a small world it is in this field of coaching church planters! We have seen the names of Logan, Ogne, and Nebel in terms of some of the key resources for coaching church planters, and the reader will see the influence of these men on coaching church planters in the next case study as well as this one on Bill Malick. I also found the influence of Logan and Ogne on Dave Lanning when I did my field test case study interview.

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<sup>71</sup> Bill Malick, “Interview by Author,” (Colorado Springs, CO: 2004).

<sup>72</sup> Ibid.

I talked with Bill about the model of coaching that he used today and he told me he describes it as, “Touch, hearing (not listening), entrusting, and discovery.”<sup>73</sup> Bill described *touch* as listening and not jumping in, whereas *hearing* would take three to four follow-up questions to make it clear. Bill sees these questions as necessary since coaches feel they understand but in his opinion they really do not understand. His ultimate aim is to get his church planters to *discover* so they can coach themselves. This strikes at the heart of what Whitworth, Kimsey-House, and Sandahl write about in *Co-Active Coaching* when they discuss the difference between what they call Level One listening and Level Two listening.<sup>74</sup> In Level One listening the person who should be hearing jumps in continuously and interprets everything the other person is saying in terms of his own experience. By way of contrast, with Level Two listening, he is genuinely hearing and understanding what the other person has to say.

I use an exercise from *Coactive-Coaching* in my coaching clinic where I have people practice both levels of listening so they can understand the differences. It is quite common to receive feedback after the clinic is over about how often they hear others practicing the Level One listening that Bill Malick wants so very much to avoid.

However, this was not his pattern in his early years of coaching when he wanted to *tell* his church planters what worked for him. He now has fewer opinions and uses Whitmore’s GROW model which I have previously described, to get the church planter to figure out his own options. The veteran coach told me that, “It takes discipline to not want to fix it.”<sup>75</sup> I heartily agree with his comment here. One of the hurdles coaches must get past is this desire to *fix* everything. Coaching does not equal fixing. Coaching is

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<sup>73</sup> Ibid.

<sup>74</sup> Whitworth, Kimsey-House, and Sandahl, *Co-Active Coaching*, 34-36.

<sup>75</sup> Malick, “Interview”.

empowering the church planter to solve his own problems which will enable him to grow and be better able to solve other problems as they surface in the future.

Concerning the critical issue of matching up the right coach with the right church planter, Bill told me he has not had a problem in this area. He believes affinity is the key to a good match. After considering some of the personality matters, he thinks the bottom line is whether or not they like each other. One of the things that came though loud and clear from my time with Bill was the high value he places on the relationship between the coach and the church planter. It is not surprising then that he would see affinity and the two of them liking each other as what is most important when it comes to matching a coach with a church planter.

We talked about the crucial issue of multiplication and Bill feels most of his church planters are self-motivated. He recognized that the coach must understand reproduction, but the bottom line is that multiplication must be in the DNA of the church planter. His goal as a coach is to keep those he is coaching directed. After his church planters launch with their first public worship service, Bill begins to push the multiplication button. He wants the DNA for multiplication instilled in the emerging board for the church plant, and not only with the church planter. His philosophy is that church planters should never hire staff who will not reproduce themselves. Just because a person is good is not reason enough to hire someone. The commitment to reproduction must be there.

Surprisingly, Bill only feels that a coach plays about a 10 -15 percent part in determining the success or failure of the church plant. He told me, "The coach probably has a bigger influence on the pace of the progress than on the actual success or failure."<sup>76</sup> In contrast, Dave Lanning felt that some will be successful even without a coach, but he

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<sup>76</sup> Personal correspondence with Bill Malick via e-mail on September 29, 2004.

believes most church planters are not that way.<sup>77</sup> I found Bill Malick's answer quite interesting. I am sure that the strength of the individual church planter will be a factor here. If a coach has a highly gifted, self-motivated church planter, then I feel most coaches would agree that this type of church planter will be successful regardless of his coach. At the same time, Malick's thought that the coach will influence the pace of the progress would make a difference with this type of gifted church planter. Having said that, if we have a church planter with only medium potential, then I feel coaching will play a much more vital role in whether this type of church planter succeeds or not.

I asked Bill what he offers in terms of coaching for the wives of church planters and he said they pull the wives together a few times each year and will occasionally have the church planter's wife sit in on the coaching appointment. I know from my own experience that the availability of time can become a major factor here. A coach only has so much time to give to each church planter, and it is logical that the majority of this time would go to the church planter rather than to his spouse. One of the ways I think church planting coaches can be of benefit to the wives in addition to what Bill is doing is to offer coaching triads. This is where three wives are joined together in a triad for ninety minutes each month. Each woman receives the gifts of listening and coaching from the other two wives for thirty minutes and then the two women pray for her. Then they rotate. This does not take much time for the Director of Church Planting to put in place once he has done some initial training on coaching for these women. The women can meet in person if they are in the same region, or it can all be done over the telephone which is great when they are not located close to one another.

Concerning a coach's Divine design, Bill feels that personality plays a big part, and that the coach must be able to connect with the church planters. His DISC

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<sup>77</sup> Dave Lanning, "Interview by Author," (Springfield, OR: 2004).

profile is that of a high I which would have that relational emphasis. His spiritual gifts are exhortation and connecting people to one another.

One of the ways Bill's coaching has shifted over the years is that he now coaches for multiplication. In fact, when I asked him about the biggest barriers to church planters reproducing themselves, he told me that it was a lack of commitment to leadership development and an unwillingness to empower and release. I have already stated how making this transformation has marked his own ministry.

He stated that he wrestles with the term "Church Planter" and prefers to use "Church Multiplier." He wants his church planters to multiply new souls for Christ's church, new leaders for the expansion of Christ's church, and new churches for Christ's church which in turn results in new souls. He believes that churches that get huge simply borrow people from other congregations, and that lost people are not attracted to great Bible teachers but to relationships. Research from Christian Schwarz in *Natural Church Development* would support his claim that larger churches are not as evangelistically effective as smaller churches.<sup>78</sup>

### **Caring Relationships**

My first hypothesis is that successful church planting coaches build caring relationships with their church planters. Nebel states, "When a reliable coaching system is operational the payoff is incredible. Church planters will feel cared for and their projects will be more successful."<sup>79</sup> I asked Bill Malick how his church planters would respond if I asked them whether they felt cared for by Bill and he told me they know that he loves them and cares more about them than the church plant. He told me he wants

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<sup>78</sup> Christian A. Schwarz, *Natural Church Development* (Carol Stream, IL: ChurchSmart Resources, 1998), 48.

<sup>79</sup> Nebel, "Planting Churches in Small Towns and Rural Areas", 147.

them to be all Christ intends them to be, and that he works hard to get back to them immediately when they contact him which helps them feel cared for. The survey results published later in this dissertation indicate that they agree with him.

To facilitate his coaching, Bill has monthly or even more frequent appointments with the men he is coaching. He uses e-mail and telephone communication as well as meeting with them in person. Once the church planter has launched, he reduces the frequency of their appointments as needed. Once a quarter he will visit with them, and continue to make some calls and send e-mails.

Most of his coaching appointments are informal over golf or at Starbucks which works well with his relational approach to coaching. At the same time, a successful coach has to balance relationship with task. Concerning the task side, Bill told me he gets blunt and is more directive with his planters which does not take as much time. If they are too sensitive for his approach, he hands them off to another coach. It is not so much that he is *telling* them what to do by being directive but that he makes them aware that it is *their responsibility* and that he is not going to hold their hand.<sup>80</sup>

In his early years of coaching, Bill did not do as good a job at listening to the people he was coaching. Now he says that his planters would agree that he listens to them because he does. When I surveyed his planters concerning this issue they either agreed or strongly agreed that this was in fact the case.

As mentioned previously, the outstanding biblical model for coaching is Barnabas, Son of Encouragement, mentioned in the book of Acts.<sup>81</sup> Bill sees himself as a Barnabas who works hard to build people up by complimenting them and recognizing their strengths so they can become even better. This is true whether he is coaching church

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<sup>80</sup> Personal correspondence with Bill Malick via e-mail on September 29, 2004.

<sup>81</sup> Acts 4:36; 9:27 and elsewhere in the New Testament

planting or girls' soccer.<sup>82</sup> I surveyed three of Bill's church planters whom he has coached and the results below indicate that they agree that he builds caring relationships with those he is coaching. They weighed in clearly in the "Agree" category which supports my hypothesis. They strongly agreed that he responded to them in a timely manner and that he demonstrated that he cared for them. His lowest score for this hypothesis was in response to question three which had to do with the planters having monthly or more frequent coaching appointments. They only "somewhat agreed" that this was true, but yet they "strongly agreed" that he demonstrated care for them which indicates that the care happened in additional ways beyond the formal coaching appointments.

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<sup>82</sup> He coached a girls' ages' 16-17 soccer team to the championship the week prior to our interview.

Table 1. Hypothesis 1 Survey Results for Bill Malick

**H1: Successful church planting coaches build caring relationships with their church planters.**

Respondent	H1	H1	H1	H1	H1	H1	H1	H1	Overall Average - H1
	Q1	Q3	Q5	Q8	Q10	Q12	Q15	Q18	
Church Planter A	0	0	1	0	2	1	1	1	1.08
Church Planter B	2	1	1	2	2	1	1	2	
Church Planter C	2	-1	1	1	1	1	1	2	
<b>Average per question</b>	<b>1.33</b>	<b>0.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.67</b>	<b>1.00</b>	<b>1.00</b>	<b>1.67</b>	

Strongly Disagree (-2) Disagree (-1) Somewhat Agree (0) Agree (1) Strongly Agree (2)

1) I felt cared for by my coach

3) I had monthly or more frequent coaching appointments with my coach

5) I felt that my coach balanced relationship with task

8) I felt that my coach was available to me

10) I felt that my coach responded in a timely manner when I needed him

12) I felt that my coach made time for me

15) I felt that my coach prayed for me

18) I felt that my coach demonstrated that he cared for me

### **Progress through the Stages of Church Planting**

As we discussed the various stages of church planting, Bill quickly rattled off six distinct stages:

Stage one: Selection where the leaders are matched to the right assignment.

Stage two: Community orientation where team building and finding the Divine appointments takes place usually over a three to six month period.

Stage three: Launch team development and laying out the vision which takes the church planter to the preview season. This is another three month period.

Stage four: Launch season which follows the previews with an exhibition season of three to four consecutive Sundays when the church is meeting weekly.

Stage five: Launch and multiplication preparation.

Stage six: Multiplication.<sup>83</sup>

What I have found interesting is that various coaches will describe the stages of church planting differently; however, they all have a very specific and clear idea in their mind of exactly what they want the church planter to do. Bill works differently with each church planter, but takes them through these same stages. In his case, not only does he know the stages, but he wrote the manual on church planting that is used in many denominational training events including this researcher's denomination.

Bill gets his planters through these stages by asking questions that bring them to those "aha" moments of suddenly realizing what is happening or what they need to refocus on. One rule that he passed on to me which I found helpful is that prior to the launch the church planter should be making twenty new contacts a week and after the launch he should be making twelve new contacts per week. It is the second number where most planters drop the ball and do not continue gathering people which hurts the church plant. As was mentioned earlier, Bill sees the coach having significant influence on the pacing of the church planter through these six stages. In the training materials we are currently using in the EFCA which were originally influence by Malick, we talk about the church planter being, "on time." By that, we mean that he is doing the right things at

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<sup>83</sup> Malick, "Interview".

the right time as he moves through the stages of church planting. When I surveyed his church planters on this hypothesis, they once again clearly agreed that Bill knew the stages and helped them progress through those stages. Their scores were three quarters of the way between “Somewhat agree” and “Agree” towards the “Agree” side.

Table 2. Hypothesis 2 Survey Results for Bill Malick

**H2: Successful church planting coaches know the stages of church planting and can help their church planters progress through those stages.**

	H2	H2	H2	H2	H2	H2	H2	H2	
<b>Respondent</b>	Q 2	Q 6	Q 9	Q 14	Q 16	Q 20	Q 22	Q 24	
Church Planter A	1	1	1	1	1	1	1	1	
Church Planter B	1	1	1	0	2	1	0	0	
Church Planter C	1	0	1	0	1	-1	0	0	
<b>Average</b>	<b>1.00</b>	<b>0.67</b>	<b>1.00</b>	<b>0.33</b>	<b>1.33</b>	<b>0.33</b>	<b>0.33</b>	<b>0.33</b>	<b>Overall Average - H2</b>
									<b>0.67</b>

Strongly Disagree (-2) Disagree (-1) Somewhat Agree (0) Agree (1) Strongly Agree (2)

- 2) I felt that my coach clearly understood the stages of planting a church
- 6) I felt that my coach had me doing the right things at the right times in terms of the stages of church planting
- 9) I felt that my coach was able to help me progress through the various stages of church planting
- 14) I felt that my coach helped me identify obstacles and solutions to those obstacles
- 16) I felt that my coach listened to me
- 20) I felt that my coach had regularly scheduled coaching appointments with me
- 22) I felt that my coach asked questions that helped me reflect on what was really happening at the time
- 24) I felt that my coach asked questions that helped me refocus on where I needed to go and how I would get there

## **Developing Unique Potential**

As we discussed how a coach can help his church planters realize their unique potential, Bill suggested that the coach needs to recognize what their true potential is as well as recognizing the reality of what their potential is not. Then he sees it as a matter of resourcing them and releasing them. Bill has always had a passion for helping people become the best they can be. We should note that coaching is not supervising or controlling. It is about empowering and releasing. If mentoring is one person being in front of another and pouring into him, coaching is about one person coming alongside another and drawing out of him which is releasing him to be all that God wants him to be.

One of the things that I heard repeatedly from Bill Malick was that he liked to connect planters and future coaches with other church planters. This is one of the ways he empowers and releases. He also said that this connecting was one of his spiritual gifts. He would give men every tool he felt they needed by way of resourcing them, and strongly encouraged multiplication with them. As his disciples multiplied churches and coached other church planters he helped them realize their potential.

As I mentioned earlier, Bill prefers to coach men with whom he can be more directive. He wants them to own it and not just parrot it. If he doesn't feel he is the right coach for a church planter he will connect them with someone else. Bill is not afraid to challenge his church planters and this was characteristic of the three top coaches I interviewed. He gave me numerous examples of this aspect of challenging his church planters relating to family, staff, and facility issues as well as other issues.

I asked Bill about how he balances grace-giving and truth-telling in coaching, and he told me that in the early days he was more on the grace side, whereas now he is slightly more on the truth side. He sees this as a time demand. He believes that if the coach has a good relationship with the church planter and trust has been established, then it is much easier to tell them the truth. He feels it is important that the church planter

know you care about them being better, and not just about the church plant being better. He cited keeping confidences as critical to building that trust relationship. When I surveyed his church planters, they agreed that he helped them realize their unique potential. With a score of 0.79 they were closer to “Agree” than “Somewhat agree,” and support the hypothesis that successful church planting coaches know how to help their church planters realize their unique potential as a church planter. We see that the church planters responded that they strongly believe that Bill was an encourager. He also was scored high for recognizing the uniqueness of each church planter and coaching them accordingly.

Table 3. Hypothesis 3 Survey Results for Bill Malick

**H3: Successful church planting coaches know how to help their church planters realize their unique potential as a church planter.**

Respondent	H 3	H3	H 3	H3	H3	H3	H3	H3	Overall Average - H3
	Q 4	Q 7	Q 11	Q 13	Q 17	Q 19	Q 21	Q 23	
Church Planter A	2	0	2	0	1	1	2	0	0.79
Church Planter B	1	2	1	0	2	1	1	0	
Church Planter C	-1	0	1	-1	2	2	0	0	
<b>Average</b>	<b>0.67</b>	<b>0.67</b>	<b>1.33</b>	<b>-0.33</b>	<b>1.67</b>	<b>1.33</b>	<b>1.00</b>	<b>0.00</b>	

Strongly Disagree (-2) Disagree (-1) Somewhat Agree (0) Agree (1) Strongly Agree (2)

4) I felt that my coach helped me grow

7) I felt that my coach helped me develop to my full potential at this point in time

11) I felt that my coach recognized my uniqueness and coached me accordingly

13) I would not be at the point where I am in terms of my ability as a church planter without the help of my coach

17) I felt that my coach was an encourager

- 19) I felt that my coach celebrated my “wins” with me
- 21) I felt that my coach challenged me
- 23) I felt that my coach motivated me

### **Opinions about My Hypotheses**

When Bill Malick and I discussed my three hypotheses that successful church planting coaches build caring relationships with their planters; know the stages of church planting, and can help their planters progress through those stages; and know how to help their planters realize their unique potential as a church planter, he was adamant that the first one about the coach building caring relationships was foundational and absolutely critical. He felt a coach cannot eliminate this aspect of developing a caring relationship with those he coaches. Bill saw the first two hypotheses as more important than the third one about developing the church planter to his full potential but he would not delete the third one. He felt strongly that you cannot eliminate the first one concerning the coach building a caring relationship with the church planter he is coaching.

A comparison of the church planter survey results for the three hypotheses and the exploratory analysis is given in the chart below. We see that Bill scored higher on caring relationships than on the others and that Divine design had the lowest score. At the same time, with a scoring system of Strongly Disagree (-2) Disagree (-1) Somewhat Agree (0) Agree (1) Strongly Agree (2), we can see that there is some level of agreement for all of the hypotheses and the exploratory analysis as opposed to disagreement on the part of the church planters surveyed.

Table 4. Comparison of the Church Planter Survey Results for Bill Malick

Strongly Disagree (-2) Disagree (-1) Somewhat Agree (0) Agree (1) Strongly Agree (2)

### Comparison of Hypotheses

Overall Average H1	Overall Average H2	Overall Average H3	Overall Average DD
1.08	0.67	0.79	0.56

H1: Successful church planting coaches build caring relationships with their church planters.

H2: Successful church planting coaches know the stages of church planting, and can help their church planters progress through those stages.

H3: Successful church planting coaches know how to help their church planters realize their unique potential as a church planter.

EXP: "Divine Design"

### General Introduction for Gary Rohrmayer

When I contacted Paul Johnson who serves with TeAMerica National Ministries with the Baptist General Conference, he suggested Gary Rohrmayer as the coach to interview for their denomination. Gary serves as Church Planting Director for the Midwest District of the Baptist General Conference. I was able to interview him in Park Ridge, Illinois, outside of Chicago on August 12, 2004.

Gary graduated from Moody Bible Institute in 1986 and was involved in his first church plant as an intern in Carol Stream, Illinois. In August 1988 he became the lead church planter for a daughter church being planted out of a church where Tom Nebel pastored. The plant was thirty minutes west of Milwaukee and they launched in the fall of 1989 with 110 people. Gary and his wife stayed ten years in that church.

Over the years Gary has coached forty plus church planters and only two have been failures. He began coaching other planters during the third year of his plant and Tom Nebel coached him as he coached other planters. It was during this time that Tom wrote *Empowering Leaders Through Coaching* with Steve Ogne. While pastoring, Gary tried to coach two church planters per year.

As I talked with Gary Rohrmayer about how he has grown and developed as a coach over the years, it became clear that he is a person who never wants to stop growing! He has grown through reading, attending seminars, web sites, being mentored by others and being coached by other coaches. He had Tom Nebel coaching him in his early years, and has Bob Logan coaching him this year. The fact that he has Logan coaching him now shows his commitment to growth and excellence, as well as the high value he places on coaching. As I mentioned earlier, I find it amazing that as I did my research and pursued three different denominations, that the handprints of Bob Logan, Steve Ogne, and Tom Nebel are so evident when it comes to coaching church planters in America.

As Gary has matured as a coach over the years he has developed his own model of coaching. He refers to it as, “connect, clarify, and commit.” By “connect” he means connecting relationally with the leader or leadership team. Gary feels that, “establishing trust and credibility is essential to the coaching relationship. Coaching is coming alongside one as an ally and a partner to help overcome the obstacles facing them.”

By “clarify” he means clarifying the leaders progress toward their goals. He sees this as, “reviewing progress, addressing obstacles, engaging in problem solving and finding tools and resources that apply towards your goals.

By “commit” he means committing to a specific action plan. Rohrmayer states that, “Each coaching session ends with concise action plans that help the leader or

leadership team to improve where desired. Creating the action plan is a joint effort between coach and leaders with specific due dates for completion so there is accountability in the relationship.”<sup>84</sup>

A good coach reproduces himself. One of the difficulties coaches of church planters face is matching the right planter with the right coach. As I discussed this with Gary he told me that he likes to get the church planter, potential coach, and the Director of Church Planting together in a meeting. He feels strongly that it is not a clean hand-off without this type of meeting between the three of them. He tries to prep the potential coach and give him as much information as possible beforehand. He wants the coach to *own* the relationship and wants the coach to initiate things with the planter. In distinguishing between mentoring and coaching relationships, Rohrmayer said that in mentoring, the *mentoree* initiates whereas in coaching, the coach initiates. He told me that you cannot force things in matching up the coach and planter, but it has to develop on its own.<sup>85</sup>

Concerning multiplication, he felt this was not an emphasis when he coached while he pastored in Wisconsin, but it has now become an emphasis in his role as Director of Church Planting. He now believes that the coach is not done until the church plant multiplies and he holds the coach accountable to multiple his own church as well. This is the same type of thinking that we read about in Easum and Travis’ book on *Beyond the Box* churches. They emphasized coaching and the concept that the coach is not finished until multiplication takes places. They cite Bob Roberts at Northwood Church in Keller, Texas, as an example.<sup>86</sup> I visited with Bob Roberts at Northwood

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<sup>84</sup> Personal correspondence with Gary Rohrmayer via e-mail on November 8, 2004.

<sup>85</sup> Gary Rohrmayer, “Interview by Author,” (Chicago, IL: 2004).

<sup>86</sup> William M. Easum and Dave Travis, *Beyond the Box* (Loveland, CO: Group, 2003), 107-09.

Church on October 27, 2004, and he told me there must be spiritual renewal for multiplication. He said that if you have the systems in place you can plant a church, but you need the spiritual renewal in place for multiplication. He stated that what's missing from multiplication is discipleship.<sup>87</sup> He likes to see each of their church plants begin a church overseas and has come up with the term, *glocal* for planting churches in both a local and global setting.

Gary sees coaching as the glue that holds the church plant together and believes coaching is significantly tied to the success of the church plant. This emphasis on the importance of coaching to the success of the church plant is much greater than what Bill Malick thought. Gary feels that you can miss on some areas such as recruiting, assessing and funding, but that good coaching can salvage those misses. He also believes that coaching plays a critical role in helping to determine the relationship that the emerging church will have with the denomination in the future. I certainly agree with him on this later point in that the church planter has a much closer relationship with his coach than probably anyone else in the denomination. The coach has a wonderful opportunity to help him see the value to being connected with the movement within the denomination where he can have an impact beyond his local church.

I asked Gary about how his Divine design factored into him being an outstanding coach and he told me that on the DISC profile, he was a high D and high I. He said, "With my personality, I write down action points and I keep them on track. I am willing to speak the truth and let them make mistakes."<sup>88</sup> He believes the firmness that comes with him being a high D helps his church planters. Gary is now running all of his coaches and church planters through the DISC profile and has discovered that many are

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<sup>87</sup> Bob Roberts, "Interview by Author," (Keller, TX: 2004).

<sup>88</sup> Rohrmayer, "Interview by Author".

high I, both coaches and planters. So far he has only had about 10 percent who tested as high D. We talked about spiritual gifting and he said that most of his coaches have leadership as a top gift. Gary's spiritual gifts are wisdom, leadership, and evangelism.

Although Gary Rohrmayer played sports while growing up, it was when he began coaching his first church planter that he discovered his passion for coaching. The positive feedback he received gave him much more than what he was getting from managing his church staff. In coaching Gary has found enjoyment and the fulfillment of making a difference with his life.

We talked about *Grace-giving* versus *truth-telling* and it was obvious that Gary saw himself as a truth-teller in his early years of coaching. As he has matured as a coach, he has shifted toward being a grace-giver. He now connects more up front with the planters he is coaching and wants to be their chief source of encouragement. He told me a coach should never tell a church planter, "I told you so." It is strictly taboo according to Rohrmayer.

It is important to note that even though Rohrmayer and Malick started out on opposite sides of the *Grace-giving* versus *truth-telling* continuum, as outstanding coaches, they both made the shift toward being balanced in this area of coaching—Malick towards truth-telling and Rohrmayer towards grace-giving. Gary told me that he now understands that people will not understand the truth if they don't feel cared for.<sup>89</sup> When he was a pastor, he did not have as much time for the men he was coaching, but he can now put more time into the relational side. Ogne and Nebel have a helpful analysis in *Empowering Leaders Through Coaching* that can help a coach quickly see whether he is a grace-giver or truth-teller.<sup>90</sup> Most of us come down on one side or the other, and as

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<sup>89</sup> Ibid.

<sup>90</sup> Ogne and Nebel, *Empowering Leaders through Coaching*, 3-14.

Malick and Rohrmayer have done, we must work to be balanced in our approach if we want to be like Christ who came full of grace and truth.<sup>91</sup>

I asked Gary about the biggest barriers to church planters reproducing themselves and he gave me an unexpected answer. He told me, “There was a day when Pastors took pride into putting men in ministry, but not now.”<sup>92</sup> He feels the culture of today has church planters mobilizing their staffs, but not sending staff members out. He feels it is simply not on their radar screen. Only two of his church planters have come out of his churches.

In their book *Beyond the Box*, Easum and Travis give examples of several churches that are becoming multiplication centers.<sup>93</sup> These churches are aggressively multiplying churches that are multiplying churches so perhaps a new day is dawning. At the same time, they do not cite any denominations doing this, even though many denominations have a stated passion for this. Doing it is much more difficult than wanting to do it! That has been our own experience in the EFCA as we have desired to become a church planting multiplication movement. What I am learning from both Malick and Rohrmayer is that coaching plays a critical role in this. Multiplication is a part of the coach’s responsibility! A failure to multiply is a failure in coaching.

Since the vast majority of church planters are married, addressing the needs of the spouse is also of critical importance to a church planting coach. I asked Gary if he provides any coaching for the wives of church planters and he told me that they have just started a *Leadnet* program for that purpose. With *Leadnet*, the wives in a geographical region get together four to five times each year. The Baptist General Conference has put

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<sup>91</sup> Jn 1:14.

<sup>92</sup> Rohrmayer, “Interview by Author”.

<sup>93</sup> Easum and Travis, *Beyond the Box*.

together a toolkit for them to use. Gary also tries to take each church planting couple out at least once each quarter. This was quite similar to what Bill Malick was doing with the wives of church planters, only not as formalized. One of the things we can see here is the amount of time that is needed to properly coach a church planting couple. A coach must have the time and emotional energy available or the church planter will simply not get the quality coaching that is needed. This takes us to our next topic.

### **Caring Relationships**

In my case study interview, I then began to shift away from general coaching questions to specific questions concerning a church planting coach building caring relationships with the church planters he is coaching. I asked Gary if his planters felt cared for by him and if so, why? His immediate response was to tell me, “They know I’m in their corner. I’m committed to them.”<sup>94</sup> When asked to support this with some examples he told me about the time he went with one of his church planters when the man’s son had to go to the hospital. Gary stayed with him for the four hour visit. He makes it a point to be available for them and is religious about returning phone calls within twenty-four hours whenever a person he is coaching leaves a message. Gary will occasionally preach for his planters to give them a break. His heart is to serve them any way that he can. As church planters are in the trenches of ministry doing what is probably the most difficult thing they have ever done in their lifetime, it is important for them to know that their coach cares for them. They need this support to carry them through the discouraging moments.

When it comes to coaching appointments Gary likes to meet with them face-to-face once each month for usually sixty to ninety minutes. Some appointments have

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<sup>94</sup> Rohrmayer, “Interview by Author”.

lasted three to four hours. In addition he maintains weekly e-mail or phone communication. Telephone calls typically last for fifteen minutes. It should be noted that both Rohrmayer and Malick have more than just a monthly coaching appointment with their planters. Their experiences are in harmony with the research results Ed Stetzer discovered about appointment frequency with mentors of church planters in the Southern Baptist Convention and its impact.<sup>95</sup> As mentioned earlier, church plants that had weekly mentoring were double in size after four years when compared to those without mentoring.

An interesting point that came out was Gary's passion for multiplying himself. He told me that one of the ways he cares for his church planters is by driving to their site and prayer walking. However, he takes another potential coach with him so they can talk along the way and then debrief on the way home. He takes them on recruiting appointments as well. I am sure this modeling serves him well as he seeks to reproduce himself and build a church planting multiplication movement.

As our discussion progressed, I asked Gary how he balanced the relational side of coaching with the task side. He told me that since he has been using Coachnet to help with his coaching, that has helped him stay focused on the task side so that he can be more relational when he meets with the church planter.<sup>96</sup> He said it is like a sandwich—piles of encouragement with task and truth, and then encouragement on top.

Relationally, Gary feels he has always been there for his church planters by initiating with them, being there whenever they needed him, and responding to their needs. As we talked about actually listening to the church planters he is coaching, Gary

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<sup>95</sup> Stetzer, *Planting New Churches in a Postmodern Age*, 94.

<sup>96</sup> Coachnet is an online tool developed by Dr. Robert E. Logan and may be accessed at [www.coachnet.org](http://www.coachnet.org).

admitted that this has been a weak area for him. He has progressed from telling his story and has learned to ask more questions. He has further learned to keep asking even more questions. I believe his statement here is getting at the heart of coaching. He told me that when planters ask questions, they don't want more questions; however, good coaches learn not to give answers but to ask more questions that will help the person discover the answer for himself. Every successful coach must learn the value of asking questions and not simply giving answers. It is much easier to give answers but it doing so we may cripple people rather than empower them.

Gary Rohrmayer sees himself as a Barnabas who is generous with his, "Time, praise and resources."<sup>97</sup> Gary makes it a habit to get on site with his planters, to be in their town and to pray in their town for them. As mentioned earlier, he also tries to help them out and give them a break by preaching for them.

I surveyed four of Gary Rohrmayer's church planters. His scores in the chart below are quite high with his two highest scores relating to monthly or more frequent coaching appointments and prayer. In my field test, Pastor Dave Lanning suggested that I could have added a fourth hypothesis stating that successful church planting coaches pray for their church planters. I incorporated prayer under "Caring relationships" but his point is well taken. Gary scored highest on questions number three and fifteen which have to do with him having monthly or more frequent coaching appointments and his church planters feeling that he prayed for them. Even his lowest scores of 1.5 were high in this category.

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<sup>97</sup> Rohrmayer, "Interview by Author".

Table 5 Survey Results for Gary Rohrmayer for H 1

**H1: Successful church planting coaches build caring relationships with their church planters.**

Respondent	H1	H1	H1	H1	H1	H1	H1	H1	Overall Average - H1
	Q 1	Q 3	Q 5	Q 8	Q 10	Q 12	Q 15	Q 18	
Church Planter A	0	1	1	1	2	1	2	2	1.56
Church Planter B	2	2	2	2	2	2	2	2	
Church Planter C	2	2	1	1	1	1	2	1	
Church Planter D	2	2	2	2	1	2	1	1	
<b>Average per question</b>	<b>1.50</b>	<b>1.75</b>	<b>1.50</b>	<b>1.50</b>	<b>1.50</b>	<b>1.50</b>	<b>1.75</b>	<b>1.50</b>	

Strongly Disagree (-2) Disagree (-1) Somewhat Agree (0) Agree (1) Strongly Agree (2)

1) I felt cared for by my coach

3) I had monthly or more frequent coaching appointments with my coach

5) I felt that my coach balanced relationship with task

8) I felt that my coach was available to me

10) I felt that my coach responded in a timely manner when I needed him

12) I felt that my coach made time for me

15) I felt that my coach prayed for me

18) I felt that my coach demonstrated that he cared for me

## Progress through the Stages of Church Planting

Gary sees the stages of church planting as five in number:

Stage one: Reaching and relating

Stage two: Connecting and establishing

Stage three: Training and equipping

Stage four: Leading and coaching

Stage five: Releasing and Launching<sup>98</sup>

He has a detailed CD that has questions for each of these stages. Not only are church planters different from one another but the types of church plants vary widely as well. Gary told me his coaching stories about three distinct church planters, one who did a pioneer plant, one who daughtered a church from a mother church, and an ethnic church planter. One can readily see that not only would the planters be different, but their situations are dramatically different indeed.

The pioneer planter raised \$300,000 in support, joined the Chamber of Commerce and almost immediately led two members to faith in Christ including the Fire Chief and ended up leading half of his launch team to faith in Christ. Even with a church planter who is so extraordinarily gifted, Gary still coached him through the stages and helped him with marketing, discipleship, the systems needed for follow-up, and how to develop an advisory team until the church plant had elders. This church plant was in the training and equipping stage when we spoke and they already had another man in the church who would plant the next church.

In contrast to this church planter, the daughter church planter had all of the money he needed from the mother church and did not have to raise any money. He also started with 100 people and now has 200 people on Sunday mornings. Gary coached him

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<sup>98</sup> Ibid.

through the stages as he wrote his church planting proposal, worked on his vision, values, and marketing as well as what the church membership process would be. Gary coached him for eight months and now the church planter is an apprentice coach.

He then told me about coaching an Hispanic church planter through the stages with the help of another bi-lingual coach. As Gary took him through the stages, he just wanted to make sure he had all of the pieces together. The church planter is bi-vocational and has grown his group from eight to twenty-five people. Gary's rule is to have forty people on the launch team before they go public.

As we talked about how he helps his planters identify and overcome obstacles, he talked about asking questions that would help the church planters identify the obstacles and then asking questions to help them figure out ways to overcome them. A couple of examples he gave me had to do with agenda conflict where the church planter ends up with people in the church who have a different agenda from where the church planter feels God wants him to take the church. Gary's coaching in a couple of situations he related to me led the church planter to "outcounsel" these people into a different church.

Another obstacle that many church planters face is raising the funds needed to plant the church. Gary helps them identify people and potential resources as well as coaching them with support building. He believes the major pitfall church planters have is the one letter approach when it comes to support building. He helps them see the hard work that is needed beyond that one letter with face-to-face meetings, and phone calls.

He helps his church planters reflect on what is actually happening especially when they hit a wall. When the church planting coach helps his or her church planter reflect, they are helping them gain perspective. Gary's stock question is, what is God

teaching you through this?<sup>99</sup> One of the ways he helps his church planters move forward is by getting them to refocus on what next steps they need to take. The method he uses to achieve this is to have them write down ten quarterly prayer goals for the next three months. He feels that one out ten is always out of whack and needs refocusing. When I surveyed his church planters, they once again gave him high scores in this area as well. All four of the church planters surveyed gave him the highest score possible when it came to him understanding the stages of church planting.

Table 6. Survey Results for Gary Rohrmayer for H 2

**H2: Successful church planting coaches know the stages of church planting, and can help their church planters progress through those stages.**

	H2	H2	H2	H2	H2	H2	H2	H2	
<b>Respondent</b>	Q 2	Q 6	Q 9	Q 14	Q 16	Q 20	Q 22	Q 24	
Church Planter A	2	2	2	1	1	1	1	1	
Church Planter B	2	2	2	2	2	2	2	2	
Church Planter C	2	1	1	1	1	2	0	1	
Church Planter D	2	1	2	1	1	2	2	1	
									<b>Overall Average - H2</b>
<b>Average</b>	<b>2.00</b>	<b>1.50</b>	<b>1.75</b>	<b>1.25</b>	<b>1.25</b>	<b>1.75</b>	<b>1.25</b>	<b>1.25</b>	<b>1.50</b>

Strongly Disagree (-2) Disagree (-1) Somewhat Agree (0) Agree (1) Strongly Agree (2)

2) I felt that my coach clearly understood the stages of planting a church

6) I felt that my coach had me doing the right things at the right times in terms of the stages of church planting

9) I felt that my coach was able to help me progress through the various stages

<sup>99</sup> Ibid.

of church planting

14) I felt that my coach helped me identify obstacles and solutions to those obstacles

16) I felt that my coach listened to me

20) I felt that my coach had regularly scheduled coaching appointments with me

22) I felt that my coach asked questions that helped me reflect on what was really happening at the time

24) I felt that my coach asked questions that helped me refocus on where I needed to go and how I would get there

### **Developing Unique Potential**

One way Gary helps his church planters develop their unique potential is by helping them upgrade their preaching. He tries to listen to one of their messages each month. He feels strongly that all of his church planters can be movement players, and therefore he tries to encourage them to find their unique role in the movement. One method he uses to accomplish this is by having them train with him, and by having them help other church planters. As was the case with Bill Malick, we see an outstanding church planting coach who not only preaches multiplication but one who also practices it. It is not surprising that he thinks in these terms when he thinks about his church planters developing to their full potential. His church planters are not only planting healthy churches, but they are becoming the coaches for the multiplication movement.

A church planting coach must recognize the differences in the people he is coaching if he is going to be effective. Gary realizes the differences between planters both general and specific. In general, he feels that a coach needs to take a more non-directive approach with men under the age of thirty-five and a more directive approach with men being coached who are over the age of thirty-five. He recognizes that if a church planter is totally post-modern he will need to coach him one way and if a church planter is a high D on the DISC scale, he will need to slow him down while encouraging him.

As a coach, Gary is not afraid to challenge his church planters. I also noticed this quality in Bill Malick and also in my field test case study with Dave Lanning. Whether it is time with family, taking a day off, or letting go and not holding a grudge, Gary will challenge them and hold them accountable.

All of the surveys supported my three hypotheses. The results for hypothesis three for Gary Rohrmayer are below. We can see that the church planters who have

benefited from his coaching believe that they would not be where they are today without him.

Table 7. Survey Results for Gary Rohrmayer H 3

**H3: Successful church planting coaches know how to help their church planters realize their unique potential as a church planter.**

Respondent	H 3	H3	H 3	H3	H3	H3	H3	H3	Overall Average - H3
	Q 4	Q 7	Q 11	Q 13	Q 17	Q 19	Q 21	Q 23	
Church Planter A	2	0	0	2	2	2	2	0	1.47
Church Planter B	2	2	2	2	2	2	2	2	
Church Planter C	1	1	1	1	2	1	1	1	
Church Planter D	2	1	2	2	1	1	1	2	
<b>Average</b>	<b>1.75</b>	<b>1.00</b>	<b>1.25</b>	<b>1.75</b>	<b>1.75</b>	<b>1.50</b>	<b>1.50</b>	<b>1.25</b>	

Strongly Disagree (-2) Disagree (-1) Somewhat Agree (0) Agree (1) Strongly Agree (2)

4) I felt that my coach helped me grow

7) I felt that my coach helped me develop to my full potential at this point in time

11) I felt that my coach recognized my uniqueness and coached me accordingly

13) I would not be at the point where I am in terms of my ability as a church planter without the help of my coach

17) I felt that my coach was an encourager

19) I felt that my coach celebrated my "wins" with me

21) I felt that my coach challenged me

23) I felt that my coach motivated me

We can see a comparison below of how Rohrmayer's surveyed church planters scored him on the three hypotheses and the exploratory analysis on Divine

design. As was the case with Bill Malick, we see that the scores concerning Divine design were lower than the scores for the three hypotheses.

Table 8. Gary Rohrmayer Comparison of Hypotheses and Divine Design

Strongly Disagree (-2) Disagree (-1) Somewhat Agree (0) Agree (1) Strongly Agree (2)

**Comparison of Hypotheses and Exploratory Analysis**

Overall Average H1	Overall Average H2	Overall Average H3	Overall Average DD
1.56	1.50	1.47	0.92

H1: Successful church planting coaches build caring relationships with their church planters.

H2: Successful church planting coaches know the stages of church planting, and can help their church planters progress through those stages.

H3: Successful church planting coaches know how to help their church planters realize their unique potential as a church planter.

EXP: "Divine Design"

### **My Hypotheses**

As we discussed my three hypotheses that successful church planting coaches build caring relationships with their planters; know the stages of church planting, and can help their planters progress through those stages; and know how to help their planters realize their unique potential as a church planter, Gary felt that all three were important. He saw the first and third as a combination in that if a coach cares, he will care about helping the church planter realize his potential. Another issue he raised with me was the credibility factor. The issue he thinks is critical is whether or not the church planter sees the coach as credible. We saw this same issue addressed in the literature review in the

work by Jeff Janssen where he stated that credibility is at the heart of successful coaching.<sup>100</sup>

When I surveyed the church planters, they scored both coaches higher in regards to the first hypothesis that successful church planting coaches build caring relationships with their planters. On a scale of -2 to +2, the respondents gave the two coaches a score of 1.08 and 1.56 in this category. On the survey, I graded *strongly disagree* as -2, *disagree* as -1, *somewhat agree* as 0, *agree* as +1, and *strongly agree* as +2.

On the second hypothesis that successful church planting coaches know the stages of church planting, and can help their planters progress through those stages, they scored the coaches 0.67 and 1.50 which was slightly lower than how they scored them for the hypothesis regarding caring relationships.

The score increased slightly for the third hypothesis that successful church planting coaches know how to help their planters realize their unique potential as a church planter. The score for both coaches in this category were 0.79 and 1.47.

Even though the role of a coach's Divine design was not one of my hypotheses, I did ask some survey questions to see how the church planters felt about the impact of their coach's Divine design in relation to his coaching effectiveness. This score came back lower with scores of 0.56 and 0.92 on the same scale of -2 "strongly disagree" to +2 "strongly agree." Apparently, the church planters did not see their coach's temperament and spiritual gifting as critical as my three hypotheses in making them a successful coach.

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<sup>100</sup> Janssen, *Championship Team Building*, 157.

Table 9. Survey Results for Bill Malick on Divine Design

**Malick Exploratory Analysis on Divine Design**

<b>Respondent</b>	<b>DD</b>	<b>DD</b>	<b>DD</b>	
	Q 25	Q 26	Q 27	
Church Planter A	0	0	0	
Church Planter B	2	-1	1	
Church Planter C	1	1	1	
				<b>Overall Average - H4</b>
<b>Average</b>	<b>1.00</b>	<b>0.00</b>	<b>0.67</b>	<b>0.56</b>

Strongly Disagree (-2) Disagree (-1) Somewhat Agree (0) Agree (1) Strongly Agree (2)

25) My coach's unique personality plays a major part in making him an outstanding coach

26) My coach's DISC profile is an important factor for him being an effective coach

27) My coach's spiritual gifts play a major part in making him an outstanding coach.

Table 10. Survey Results for Gary Rohrmayer on Divine Design

**Rohrmayer Exploratory Analysis on Divine Design**

<b>Respondent</b>	<b>DD</b>	<b>DD</b>	<b>DD</b>	
	Q 25	Q 26	Q 27	
Church Planter A	1	0	1	
Church Planter B	2	2	2	
Church Planter C	1	0	1	
Church Planter D	0	0	1	
				<b>Overall Average - H4</b>
<b>Average</b>	<b>1.00</b>	<b>0.50</b>	<b>1.25</b>	<b>0.92</b>

Strongly Disagree (-2) Disagree (-1) Somewhat Agree (0) Agree (1) Strongly Agree (2)

- 25) My coach's unique personality plays a major part in making him an outstanding coach
- 26) My coach's DISC profile is an important factor for him being an effective coach
- 27) My coach's spiritual gifts play a major part in making him an outstanding coach.

## CHAPTER 5

### CONCLUSIONS AND RESEARCH IMPLICATIONS

I have given a number of definitions for coaching by various authors in this dissertation. I see coaching as coming alongside another person to encourage, equip, and empower them through the process of self-discovery in an effort to help them succeed. A coach comes alongside and draws out of the person being coached rather than being the expert pouring into them. This is self-discovery. The coach doesn't tell, but he helps people discover for themselves. A coach needs to build a caring relationship so he can encourage and support them. To remove the blockages that are keeping a person from moving the action forward, a coach will need to equip and empower the person by guiding them through the process of self-discovery. Of all the coaching models available today, I find Bob Logan's 5R model of relating, reflecting, refocusing, resourcing, and reviewing as the most attractive because it works, it is simple, and I have found the model to be easily reproducible as I train others coaches around the country.

As I synthesized what I learned from my research, one of the things that impacted me was the amount of time that is required for a successful church planting coach to properly coach the church planters he is coaching. Excellent coaching requires time! The big question becomes how many church planters can one person coach at the same time? Gary Rohrmayer coached two church planters each year while pastoring, but he did not have the relational time then that he has with his church planters now that he is out of the pastorate and serving full-time in a district staff position. The issue that must be addressed by each coach is what a realistic "span of care" is for the number of church planters he is coaching. Obviously, each coach's schedule and responsibilities are different so this will have to be determined by each individual coach, but it must be addressed or excellent coaching will not take place! Tom Nebel tells us,

In my experience, among denominations coaching systems break down in one or more of three areas: recruitment, accountability, and quality control. When either of these is not managed properly, the likelihood that coaching will be perfunctory and of questionable value is increased. If these three areas are adequately addressed by movement leaders, coaching will thrive.<sup>101</sup>

If we are to have successful coaching, it cannot be perfunctory. It takes time to coach properly, and if the coach is overloaded, the phone calls and visits will not be made, or they will be rushed. I have coached a number of church planters while pastoring a church at the same time, and I was never able to visit their Sunday services due to the fact that I had responsibilities at my own church and could not get away. I have also noticed that some of my church planters have received more time than others depending on how much I had on my plate. Therefore, “span of care” is a critical issue that must be addressed in the coaching of church planters. My suspicion is that if a coach is responsible for pastoring a church, he should not coach more than one church planter at a time. In the situation where a coach is not a pastor, he will have to evaluate how many church planters he can coach at the same time without sacrificing the quality time that they need. It reminds me of the old debate about whether children need “quality” or “quantity” time? The answer is they need both and so do church planters.

Not only does the coach need adequate time to build a caring relationship, but he needs time to see that a growth plan is in place for the church planter and time to review that growth plan. He also needs time for weekly contact with the church planters he is coaching. Earlier, we saw the difference that weekly contact made in Ed Stetzer’s study.<sup>102</sup> In a private conversation, Stetzer told me that if the mentoring was only monthly then there was no difference between monthly mentoring and no mentoring. This

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<sup>101</sup> Nebel, “Planting Churches in Small Towns and Rural Areas”, 147.

<sup>102</sup> Stetzer, *Planting New Churches in a Postmodern Age*, 94.

statement shocked me and forcefully drives home the need for weekly contact, whether in person or over the phone.

In their recommended coaching contract, Steve Ogne and Tim Roehl suggest that in the first quarter the coach should have weekly appointments in person or over the telephone; bi-weekly in the second quarter; and monthly in the third and fourth quarters.<sup>103</sup> One of the shifts in my thinking in doing my research is that the coach needs more frequent coaching appointments than simply connecting monthly. I think Ogne and Roehl have a model that should be tried and I would include fifteen minute phone calls in the weeks where a coaching appointment is not taking place. They also suggest that after ten months the coach and church planter can evaluate their coaching relationship and sign a contract for another six to twelve months.

Another lesson I learned from my three case studies was the value of onsite visits. This will certainly help the coach get a better first-hand look at the church plant. The struggle here with most coaches is the availability of time which is why I am suggesting that excellent coaching requires a large time commitment on the part of the coach.

The only way to insure that each church planting coach is devoting adequate time in his coaching and is doing what he should be doing is to require accountability. Logan writes, “The resource phase of the coaching process centers on the implementation of the action plan. The coach provides resources in the form of accountability, pinpointing needs, and making mid-course corrections.<sup>104</sup> Just as we should be doing this for the people we are coaching, our coach should be doing that for us as well. Directors of church planting should receive monthly reports indicating that the coaching

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<sup>103</sup> Ogne and Roehl, *Coaching Missional Leaders*, A2-1.

<sup>104</sup> Logan and Reinecke, *Developing Coaching Excellence*, 6.

appointments and phone calls have taken place. In addition, the coach should be held accountable to see that the growth plan has been established and is being carried out. Given my second hypothesis concerning the coach knowing the stages of church planting and being able to help the church planters he is coaching progress through those stages, I also feel that the monthly report should indicate where the church planter is in these stages and exactly what he has done. We need accountability to see that he is on time and on target.

We need accountability for the coaching appointments and phone calls, the growth plan, and measured progress through the stages of church planting. Then we need to see that our coaches continue to grow. This was true of the three top coaches I interviewed for my case study research. A person will never become an outstanding coach by attending a one day training event; in contrast, outstanding coaches spend years honing their coaching skills. A successful coach will not only see that his church planters have personal growth plans, but will consistently evaluate his own coaching effectiveness and have a personal growth plan for developing his coaching skills as well. Nebel writes:

Besides the recruitment of good coaches and the issue of holding them accountable to do their work, quality control dynamics need to be addressed. Quality control refers to the structure that insures that coaches are learning, staying current, and advancing in their coaching skills and church planting knowledge. Church planting is a rapidly changing field of ministry, and if coaches are not kept informed and reminded as to what works and what doesn't, they will be robbing their church planters of needed expertise. Often one new, good idea will spell the difference between success and failure in church planting.<sup>105</sup>

A second lesson that was driven home when it comes to successfully coaching church planters is that coaches must *tell less* and *ask more questions*. When it came to their coaching, this was a life blood issue for the outstanding coaches I interviewed. The

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<sup>105</sup> Thomas P. Nebel, "Planting Churches in Small Towns and Rural Areas" (D.Min. diss., Fuller Seminary, 2000), 151.

typical coach, this one included, thinks he is doing this, but if he tapes his coaching appointment, he may well discover differently. We need to talk and tell less! Kouzes and Posner state, “People know they are respected and valued when they are listened to.”<sup>106</sup>

In *Co-Active Coaching*, the authors make an assertion that is absolutely profound for every coach, “Everything in coaching hinges on listening—especially with the client’s agenda in mind.”<sup>107</sup> Quality coaches don’t give answers, they ask questions. And then they ask more questions, and then more questions. In one sense, this may relate to the time issue mentioned above. It requires much less time to simply tell someone what to do. It takes far more time to ask probing and open-ended questions! Successful coaches take the time to ask the questions rather than simply give the answers.

Coaching appointments that do not have the church planting coach asking reflecting and refocusing question will simply not move the action forward—it will only be a time of relating. A friend once told me that a potential problem with friendship evangelism is that it can become only friendship and no evangelism. In the same way, coaching can become only about building a caring relationship and not coaching them through the stages of church planting and helping them develop to their potential. Logan and Reinecke state that to develop coaching excellence, coaches need to, “Ask evaluative, reflective, and behavioral questions to understand the key issues for ministry and personal development.”<sup>108</sup> Then the coach’s job is to help the church planter discover and remove the obstacles that are keeping him from moving forward.

If we want the church planter to move the action forward, we must empower him to do that. The way we empower him is not by telling him what we did or what we

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<sup>106</sup> James M. Kouzes and Barry Z. Posner, *Credibility* (San Francisco, CA: Jossey-Bass, 2003), 113.

<sup>107</sup> Whitworth, Kimsey-House, and Sandahl, *Co-Active Coaching*, 39.

<sup>108</sup> Logan and Reinecke, *Developing Coaching Excellence*, 111.

think, but by asking probing questions that will get him to think for himself. It's like the proverb that says, "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime." Telling creates dependency and does not bring about empowerment. The security and personal needs of the coach can be a factor here. A coach needs to be secure enough in himself or herself so that they do not have a need to build themselves up by telling church planters about the brilliant decisions they made in the past, and what they did in a given situation. George Bullard writes that, "Coaching develops capacity, rather than dependency and focuses on self-discovery and learning, rather than expert answers and training."<sup>109</sup>

Church planting coaches need to give their church planters the gift of listening. I remember a time when I took my wife out to a restaurant for a dinner date. When she left our table for a visit to the ladies room, I happened to glance across the room at a table with a couple obviously listening to one another. When my wife returned I told her, "See that couple over there. They are not married." "How do you know?" she asked. "Look at the way they are hanging on every word the other person says. Look at how focused they are on each other," I told her. With that I headed for the men's room and sure enough, as I glanced down at their table they were not wearing wedding rings! Good coaches must grow in their listening skills.

A church planting coach must resist the urge to tell "his" story, and instead ask those excellent coaching questions that empower the church planter being coached.<sup>110</sup>

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<sup>109</sup> George Bullard, "The Progression from Clinician to Consultant to Coach", *The Bullard Journal* December 16, 2002: 1-2.

<sup>110</sup> For an example of some excellent coaching questions, the reader can look at *Empowering Leaders Through Coaching* and the *Coaching 101 Handbook*.

As Bill Malick shared with me, “We think we understand, but we don’t.”<sup>111</sup> Ogne and Roehl give seven essentials for excellent listening:

1. “Seek first to understand, then to be understood.” (Steven Covey)
2. “He who talks most listens least.” (Steve Ogne)
3. Start with the other person’s “world”—their context and frame of reference.
4. Listen beyond words for tone of voice and body language. Communication is 7 percent words, 35 percent tone, and 58 percent body language.
5. Beware of “autobiographical responses: interpreting and advising from your own experience.
6. Don’t be afraid of silence. A “pregnant pause” can give birth to great insights!
7. Listen for “aha” or “uh-oh” moments—they are turning points.<sup>112</sup>

A third takeaway from my research was that outstanding coaches are not afraid to challenge the person they are coaching. This is part of the coaching process. We must help them reflect on things as they really are, and then help them refocus on how they should move forward. Logan and Carlton tell us, “Reflecting well is crucial; it helps us identify our priorities and understand the reality of our situation.”<sup>113</sup>

Coaches cannot be shy when it comes to challenging and confronting! In a message at Saddleback Valley Community Church, Pastor Rick Warren has said,

I have discovered that most people are about 95% honest, 95%. There’s that 5% that they’re afraid to say to their good friend, and they know they need to say it to their friend and they know it would help their friend. They’re just chicken. They’re afraid to say it to their friend. So they’re 95% honest, they almost go all the way. But they don’t go that last 5% and it’s that last 5% of speaking the truth

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<sup>111</sup> Malick, “Interview”.

<sup>112</sup> Ogne and Roehl, *Coaching Missional Leaders*, 16.

<sup>113</sup> Logan and Carlton, *Coaching 101*, 43.

in love that helps us grow up and helps us mature and helps us become more like Christ.<sup>114</sup>

One of the marks of a successful coach is that he or she goes for that last 5%. We need to balance grace-giving and truth-telling, but that does not mean we back away from telling all of the truth. One of Gary Collins' marks of a great coach is that they are, "Courageous enough to be forthright."<sup>115</sup> They go all of the way as opposed to almost all of the way. NFL football coach Dick Vermeil says, "A head coach has a lot of responsibility, but your number one responsibility is to help your players become what they have the ability to be."<sup>116</sup>

Another lesson I learned from my research is that successful church planting coaches are involved with what their church planters are doing and stay close to the action. This does mean they micromanage, but it does mean they read the church planting proposal, look at the marketing pieces, have a clear understanding of the gathering and assimilation strategies and so forth. Church planters by nature are strong personalities and the coach can have a tendency to give them too much rope which can deny them the help their coach can give them.

I also discovered the critical role of the coach in multiplication. It is the coach's responsibility to see that the DNA for multiplication is there from the beginning, and that the church planter is multiplying himself and multiplying the church plant. This is mission critical as it is far too easy for a church planter to become sidetracked with a number of major issues that can keep his focus off of reproduction. The coach must see that this does not happen. It should be in the church planting proposal up front, and then

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<sup>114</sup> Rick Warren, "What Destroys Relationships and What Builds Them," *Saddleback Valley Community Church*, October 17, 2004.

<sup>115</sup> Collins, *Christian Coaching*, 45.

<sup>116</sup> Dick Vermeil, "The Master," *Southwest Airlines Spirit*, August 2004, 98.

in the coaching appointments, and then in the hearts and minds of the emerging leaders of the new church. The coach must work to see that this is happening.

In terms of reproduction, I noticed that these successful coaches had a passion and a drive to see all of their church planters turn into movement players. They were not coaching a man to successfully plant one church, but instead, they were coaching men to help them launch a church planting multiplication movement to the glory of God!

I also noticed that successful church planting coaches receive coaching themselves. They are continual learners who are always trying to improve. When I interviewed Lanning, Malick and Rohrmayer, they were all working on new material to make them better coaches

Having supported my hypotheses that successful church planting coaches build caring relationships with their planters; know the stages of church planting, and can help their planters progress through those stages; and know how to help their planters realize their potential as a church planter, my conclusion is that we now need to help church planting coaches understand this so they can become more effective in coaching their church planters. We need a book written for coaches of church planters that will not only equip them in the basics of coaching, but will also equip them to coach a church planter through each stage of church planting. The book needs to explain how and why coaches build caring relationships as well as how they can help each unique church planter realize their potential.

Coaches need to know that church planters need a caring relationship from their coach so they feel supported and cared for and not all alone out there as they plant the church. Coaches need to realize how critical this is to the trust and credibility aspects of the coaching relationship. Some of the ways a coach can build a caring relationship would be:

- Spending time together

- Taking an interest in his family and personal life
- Being available and returning calls and e-mails promptly
- Not being stingy or preoccupied with the time you give him
- Praying with him and for him
- Talking to him weekly
- Finding ways to encourage him
- Never violating his confidence
- Sending an occasional greeting card
- Expressing empathy towards him
- Giving an encouraging gift occasionally
- Not just listening, but “hearing” what they say
- Seeing that his wife is cared for as well
- Having fun with them
- Demonstrating your commitment to them in practical ways
- Preaching for him now and then so he can have a break
- Like Gary Rohrmayer, being generous with your time, praise and resources

When it comes to helping a church planter progress through the stages of church planting, the coach needs to see that the church planter is “on time, on target, and in balance.” The planter needs to be doing the right things at the right time, and he needs to balance his ministry life with his personal life. In our EFCA Church Planter’s Boot Camp manual we teach church planters what they need to do in order to plant a healthy church.<sup>117</sup> We are deeply indebted to Bob Logan, Steve Ogne, Bill Malick, and the Church Multiplication Training Center for originally helping us produce our material. In

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<sup>117</sup> George Klippenes, *Church Planting Boot Camp 101* (Minneapolis, MN: EFCA Press, 2004).

view of this Boot Camp training material, a church planting coach can also do the following:

- Have a clear understanding of the stages of church planting and what should be done at each stage
- See that the church planter is prepared—
- Biblically in that he understands the biblical foundations for his church plant
- Apologetically in that he understands his reasons for planting the church
- Skill wise in that he has a growth plan for the coming year based on his assessment
- With prayer in that he has a list of at least 100 intercessors praying regularly for him
- Support wise in that he has a system in place for how he will raise the support needed for the church plant
- To have a balanced life in that he has a plan for balancing ministry, family and personal needs and will be held accountable for this

In the conception stage a coach should make sure that the church planter has:

- Mission, vision, and values in place including reproduction
- A clear idea of the target group he is trying to reach
- A ministry flow chart for how people will move from being outside of the church to fully disciplined followers of Christ in the church
- A quality web site up and running

When it comes to the prenatal stage, the coach should see that the church planter has a clear understanding of how to do the following:

- How he will gather people into a core group and grow that group
- How he will turn the gathered people into his launch team and develop his leadership team through team building

- How he will implement a small group multiplication ministry
- How he will use gathering tools
- His timeline for the church plant and how he will use marketing and “Big Days”
- How he will locate facilities for the church to meet in
- Get the DNA for reproduction into the hearts of the core group and emerging leaders

At the birth or launch stage, the coach wants to make sure that the church planter has his bases covered in the following areas:

- His worship team
- His strategy for assimilation
- How he will use the Internet for his church plant
- Excellent and safe children’s ministries
- Systems to handle the money flow in and out of the church
- A timeline showing his major goals for the first 18 months of the church plant
- A preaching calendar in place

During the growth to maturity stage, the coach should see that the church planter has:

- Coaching in place for his ministry team leaders
- A plan for multiplying himself and others
- A well thought out plan for discipleship
- A clear understanding of how to staff his church for growth<sup>118</sup>
- Growth in his preaching ability
- Intentional leadership development

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<sup>118</sup> Gary McIntosh’s book, *Staff Your Church for Growth* is an excellent resource.

In the reproduction stage the coach must help the church planter:

- See that the leaders have caught the vision for multiplication and are working towards fulfilling that vision
- See that the church leaders have a clear understanding of how churches plant churches
- Multiply himself by raising up future church planters

When it comes to helping each church planter realize his unique potential, the church planting coach should:

- Recognize what his true potential is as well as the reality of what his potential is not as Bill Malick says
- Fully empower, equip and encourage the church planter
- Provide him with the resources he needs
- Balance encouragement with challenge

Another study that needs to be done is that of “Divine Design” as it relates to coaching. It would be helpful for someone to take tests such as DISC and Myers Briggs, as well as spiritual gifting tests and develop a profile for a successful church planting coach.

When I graduated from seminary in 1982, I had a burning passion to put the ministry back into the hands of the people. I wanted to have an Ephesians 4 ministry of equipping God’s people. In that sense, I have been coaching people in ministry since that time. Over the years I moved from coaching lay leaders to coaching staff to coaching church planters and then to coaching others in ministry. I have always wanted to develop others which is what an Ephesians 4 ministry and coaching are all about.

Being able to spend time with and learn from some of the best church planting coaches in the nation such as Bill Malick, Gary Rohrmayer, and Dave Lanning, and being able to interact with Logan, Ogne and Nebel has enriched my life. When combined with

taking the time to focus on the coaching of church planters during my D.Min. program, it has only deepened my thirst for coaching and contributing to what God is doing in the world in this way. If you coach well, those whom you coach will appreciate you deeply. I want to coach well for my Savior.

In Matthew 16:18 Jesus said, “. . . I will build my church and the gates of Hades will not overpower it.”<sup>119</sup> This is a wonderful promise our Savior has given to His church. I believe that as we move forward in this emerging field of coaching church planters, the coaching of church planters itself will be a helpful tool for Jesus to use as He fulfills His promise of building His church. As was stated in the introduction, church planting is the future of Christ’s church. As we consider the coaching of church planters, what a great investment to make with one’s life for our Savior!

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<sup>119</sup> “Scripture taken from the NEW AMERICAN STANDARD BIBLE®, Copyright © 1960, 1963, 1968, 1971, 1972, 1973, 1975, 1977, 1995 by the Lockman Foundation. Used by permission.”

## APPENDICES

### Case Study Questions

#### **General Introduction**

1. Have you ever planted any churches?
2. How many church planters have you coached?
3. How effective have your church planters been?
4. Talk to me about your journey in becoming an expert in church planting, and then an expert in coaching church planters.
5. What model of coaching do you use?
6. How do you match the coach and planter?
7. To what extent do you think the coach is responsible for multiplication?
8. What part do you think coaching plays in determining the success or failure of the plant?
9. What were your biggest mistakes in your early years of coaching?
10. What is the biggest barrier to church planters reproducing themselves?
11. Do you provide any coaching for the wives of your planters?

#### **Caring Relationships**

12. Do you think your planters felt cared for by you, and if so, why? Can you give me an example?
13. Tell me about your coaching appointments? How often were they? Did you meet in person? How long were they? Did you and the planters connect outside of those appointments? If so, how often and in what ways?
14. Give me some examples of how you balanced relationship with task with your planters.

15. Would your planters say you were available to them? If so, why? Can you give me an example?
16. Would your planters say you listened to them? If so, why? Can you give me an example?
17. Do you see yourself as a “Barnabas”, as an encourager? If yes, give me some examples.

### **Progress through the Stages of Church Planting**

18. What do you consider the various stages of church planting?
19. Tell me about three different church planters you helped through the stages of church planting.
20. Tell me how you helped some of your planters identify obstacles and solutions to those obstacles
21. Can you recall some times when you asked questions that helped a church planter reflect on what was really happening at the time?
22. Can you recall some times when you asked questions that helped a church planter refocus on where he needed to go and how he would get there?

### **Developing Unique Potential**

23. What role do you see yourself playing as a coach in helping your church planters reach their unique potential?
24. Tell me about two of your planters you feel you developed to their full potential. Specifically, how did you do that?

25. Tell me about how you coached two of your planters differently because of their uniqueness.
26. Give me some examples of how you challenged your church planters.
27. Jesus came full of grace and truth. How have you balanced grace-giving and truth-telling with your church planters?

### **Exploratory Analysis on Divine Design**

28. What part if any does your unique personality play in making you an outstanding coach?
29. Do you feel a certain DISC profile factors into effective coaching?
30. What about your spiritual gifts? What is the relationship between your gifting and your coaching?
31. As you look back at your life, do you feel you always had a passion for coaching others?

### **Conclusion**

32. What are some of the best resources available for coaches of church planters today?
33. My three hypotheses are:
  - H1—Successful church planting coaches build caring relationships with their planters.
  - H2—Successful church planting coaches know the stages of church planting, and can help their planters progress through those stages.
  - H3—Successful church planting coaches know how to help their planters realize their unique potential as a church planter.

Do you think any of these three ideas or principles about coaching are unimportant or perhaps are far less important than the others? Do you think one of any one of them should be deleted? Are there any other important ideas or principles of coaching you think should be added to these three? Are there important elements beyond these three that you think people should know about?

## Coaching Survey for Church Planters

From: Bob Rowley, EFCA – Texas Church Planting Director

Re: Doctor of Ministry Research on the Coaching of Church Planters

Dear Colleague,

So and so gave me your name and e-mail address as a church planter whom he has coached. Although we have made tremendous progress in the field of church planting in recent years, very little has been developed for coaches of church planters. Your willingness to take a few minutes and complete this brief survey can help us become more effective when it comes to coaching church planters. We really need your input on this! So and so has graciously agreed to be one of three case studies on top church planting coaches that I am doing for my research and I need your survey to complete the case study.

Thank you in advance for agreeing to be a part of this research project! To best view this message, expand your e-mail browser window by clicking on the “maximize” button on the top right corner of your screen. You should then highlight the survey, hit “reply” and then type an X on the line for the appropriate answer and send it back to me. You could also cut and paste the survey into a new message and send it to my e-mail address. Or you can download the attached Word document, complete the survey by typing an X on the line for the appropriate answer, and then send it back to me as an attachment.

(Your response will be held in strict confidence and will not be shared with anyone.)

1) I felt cared for by my coach

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

2) I felt that my coach clearly understood the stages of planting a church

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

3) I had monthly or more frequent coaching appointments with my coach

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

4) I felt that my coach helped me grow

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

5) I felt that my coach balanced relationship with task

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

6) I felt that my coach had me doing the right things at the right times in terms of the stages of church planting

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

7) I felt that my coach helped me develop to my full potential at this point in time

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

8) I felt that my coach was available to me

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

9) I felt that my coach was able to help me progress through the various stages of church planting

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

10) I felt that my coach responded in a timely manner when I needed him

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

11) I felt that my coach recognized my uniqueness and coached me accordingly

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

12) I felt that my coach made time for me

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

13) I would not be at the point where I am in terms of my ability as a church planter without the help of my coach

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

14) I felt that my coach helped me identify obstacles and solutions to those obstacles

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

15) I felt that my coach prayed for me

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

16) I felt that my coach listened to me

_____	_____	_____	_____	_____
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

17) I felt that my coach was an encourager

\_\_\_\_\_

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
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18) I felt that my coach demonstrated that he cared for me

\_\_\_\_\_

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
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19) I felt that my coach celebrated my “wins” with me

\_\_\_\_\_

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
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20) I felt that my coach had regularly scheduled coaching appointments with me

\_\_\_\_\_

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
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21) I felt that my coach challenged me

\_\_\_\_\_

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
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22) I felt that my coach asked questions that helped me reflect on what was really happening at the time

\_\_\_\_\_

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
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23) I felt that my coach motivated me

\_\_\_\_\_

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
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24) I felt that my coach asked questions that helped me refocus on where I needed to go and how I would get there

\_\_\_\_\_

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
-------------------	----------	----------------	-------	----------------

25) My coach's unique personality plays a major part in making him an outstanding coach

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
Strongly Disagree      Disagree      Somewhat Agree      Agree      Strongly Agree

26) My coach's DISC profile is an important factor for him being an effective coach

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
Strongly Disagree      Disagree      Somewhat Agree      Agree      Strongly Agree

27) My coach's spiritual gifts play a major part in making him an outstanding coach.

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
Strongly Disagree      Disagree      Somewhat Agree      Agree      Strongly Agree

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