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## The Coach Model for Christian Leaders: Powerful Leadership For Solving Problems, Reaching Goals, and Development Others [review] / Webb, Keith E.

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dimensions of life. A culture constructed on *shalom* would lead to people mutually meeting economic and healthcare needs with caring love for one another. This leads to Swartley's compelling argument that service should be restored as a driving motif in the Christian community. Such intentional acts of service would reflect Christ's healing ministry.

A weakness of the book lies in Swartley's hope that we might respond with "moral passion" to the current health care challenges in the United States. While he argued for a moral mandate, the reader was not left inspired by his theological insights or new realistic options for motivating society to explore an ethic of service over self-interest.

Swartley must be commended for explicating the theological basis for a Christian position on such a divisive issue. I recommend this book for the historical information related to the trajectory of the church and healthcare along with a biblical basis for a political position. Though at times a cumbersome read that deviates from its primary thesis with anecdotal and distracting details that contribute little to the development of the thesis, *Health, Healing and the Church's Mission* fills a void for Christian healthcare providers who are seeking a Christian worldview on the healthcare crisis.

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## THE COACH MODEL FOR CHRISTIAN LEADERS: POWERFUL LEADERSHIP SKILLS FOR SOLVING PROBLEMS, REACHING GOALS, AND DEVELOPING OTHERS

*By Keith E. Webb*

*Bellevue, WA: Active Results LLC  
(2012)*

*Paperback, 168 pages*

*Reviewed by BARRY TAYLOR*

In an age when technology and specialization are the norms for our society, the idea of continual learning and growth is increasingly becoming non-negotiable. The question that this book addresses is, "How do we learn best?" At the outset, Keith E. Webb, a professional certified coach, states that his book is "about learning—with the help of a coach" (p. 15). According to Webb, coaches empower people to do three things: (1) think more deeply, (2) tap into the broad resources that surround them, and (3) make their own informed decisions (p. 15).

Webb shares his experience of giving advice to others and makes observations about that approach, in contrast with encouraging others to learn for themselves. He suggests that coaching involves four main aspects: (1) listening to others, (2) asking questions, (3) allowing others to find their own solutions, and (4) allowing others to feel empowered to take action (p. 19). This allows for self discovery and resonates with adult learning literature that suggests that adults learn best in precisely this way.

The author's definition of coaching includes and builds on many of the definitions suggested by others:

“Coaching is an ongoing intentional conversation that empowers a person or group to fully live out God’s calling” (p. 28). His approach to coaching differs from others when he suggests that “the coach and coachee must pay attention to God’s larger purposes” (p. 30) rather than simply their own. While coaching literature largely reflects a secular approach to coaching, this author puts it in a context of reliance upon a higher power.

While there are several acronyms used to describe the process of coaching, Webb uses the word COACH itself as descriptive (p. 43):

*Connect*: descriptive of relating to building trust and rapport

*Outcome*: referring to intended outcomes

*Awareness*: relating to reflective dialogue

*Course*: helping the coachee create action steps

*Highlights*: reviewing and reinforcing insights

Notice how Webb hangs his concepts on the framework of COACH. The “Connect” phase of the coaching process builds trust and rapport by providing support and encouragement rather than control (p. 47). It tends to respect the other person and treats her as a capable adult rather than an approach from a position of authority. In the “Outcome” phase, Webb also references that “adult learning theory tells us that people are more engaged in learning if they have a choice in the topic and can apply it right away” (p. 57). Questions raise “Awareness” and can be powerful tools in the coaching process. The questions create an environment of self-discovery and the exploration of the choices to be explored. “Course” relates to action steps a coachee desires to take. The author utilizes SMART goals (p. 110) in determining

plans of action. Webb refers to “neuroplasticity” (p. 124) to demonstrate the importance of the “Highlights” (reviewing) in strengthening the growth of the adult brain.

In summary, Webb presents a compelling and relevant model that emerges out of the secular coaching environment, adding the Christian component of reliance upon a higher power in the process. His rejection of totally relying on self as the ultimate source of dependence is a refreshing notion and challenges us to consider “Christian Coaching” as an important alternative to an already existing modality. In addition, learning theory confirms much of the philosophy undergirding the coaching discipline and on which this “COACH” model is based.

I recommend this volume to those who would wish to further understand the concept of coaching or to grow in their practice of coaching in the context of ministry.

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