Personal Assessment Coaching Guide

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Document Overview

The purpose of this guide is to support coaching to Army leaders. Developing others is a requirement of all leaders. Coaching is one way to engage in developing others. It is similar to counseling and mentoring. Coaching aims to bring out and enhance capabilities already present in a leader.

Part 1 of this guide describes the role coaches fulfill and what coaches must *know* prior to coaching leaders. The sections provide prospective coaches with basic knowledge and awareness to assume the role of coach. Part 1 includes a description of what coaching is and is not and the fundamental considerations of coaching. Part 1 then focuses on the eight activities of the coaching process, which are based on coach competencies and techniques developed by the International Coach Federation (ICF). Each role and function is followed by sample questions that a coach can ask a leader during different phases of coaching.

Part 2 of this guide provides information on what coaches must *do* when coaching leaders. This describes how to conduct a coaching session. This procedural framework includes sections on the preparation required prior to a coaching session, the interpretation of feedback reports, and the development of an Individual Development Plan (IDP).

Appendices provide information on the competencies of coaches, questions to use during coaching, and guidelines to help plan individual development.

PART 1: THE ROLE OF THE COACH

Coaching

When coaching follows individual assessments, the desired result links feedback interpretation with developmental planning. Coaches can come from different relationships: those who are familiar and those who are provided by the organization to help individuals and teams improve. The role of coaches involves helping leaders understand and appreciate their current level of ability and potential and guide the leader to choose ways to get better. When coaching is part of a program of individual assessments, coaches help explain the assessment results, guide the identification of strengths and developmental needs, provide insight or suggestions on how to build on knowledge and skill, and guide a leader through the creation of an action plan or development plan. Coaches help leaders gain insight that can have an immediate effect on how the leader can improve their choices and behaviors.

Coaching is an organic part of many Army positions, including professors of military science, instructors, faculty, trainers, observer/controllers, raters, senior raters, and battle buddies. Those positions that are not in the leader's chain of command are in a unique position to provide coaching to Army leaders, as they can approach each feedback session with objectivity as they help leaders interpret and understand feedback. As faculty and trainers already engage in the leader development of students through academic counseling, they are well suited to provide coaching. Coaching is a normal and routine part of responsibilities and workload. Applying the guidelines in this document will enhance and expand the leader development process that already occurs.

When an assessment and feedback program is executed for developmental purposes, confidentiality is of great importance. Under this condition, a leader who participates in assessments has full discretion as to who views their feedback report. Thus, if a faculty or unit member is approached by a leader for coaching, the leader has already shown some degree of trust and confidence in that person to discuss professional information. Therefore, coaches must demonstrate the highest ethics and maintain confidentiality of the entire process for the benefit of the assessed leader.

Coaching Fundamentals

Prior to engaging in a coaching session, personnel must have a base of knowledge on the practice of coaching. The following sections provide descriptions and definitions of the role coaches play in the process. This section includes—

- Five Fundamental Considerations of Coaching.
- Eleven Coach Competencies.
- Eight Activities of a Coaching Interaction.

The five fundamental considerations of coaching provide a basis for understanding the nature of coaching interactions. The coach competencies describe the knowledge, skills, and abilities coaches bring to the interaction. The coaching activities provide general descriptions of how coaches interact with leaders, sample questions to raise during the process, and indicators of effective coaching for each activity.

What Coaching Is and Is Not

It is important to highlight the differences between coaching and other forms of leader interaction such as counseling, instructing, and mentoring. The chart below provides a definition for each practice, the focus of the interaction, and what you provide to the recipient from the interaction.

Practice	Definition	Focus	What You Bring
Coaching	A customized development process with an individual that uses observable data, provocative questions, coach expertise, and a safe, supportive, partnering relationship to guide a leader in creating solutions and development paths forward.	• Supporting the leader in developing solutions and strategies on their own. • Development of competencies and capacities for forward movement and/or improvement. • Supporting the leader in putting ideas and awareness into practical application on the job. • Balancing individual and organizational goals.	• A safe partnering relationship. • Genuine interest in the leader's development and success. • Provocative questions and strong listening skills. • Willingness and ability to understand the leader's unique situation. • The ability to "get out of the way" of the leader's process to enable him or her to come up with their own solutions and strategies for success.
Developmental Counseling	The process used by leaders to review with a subordinate the subordinate's demonstrated performance and potential (ADP 6-22).	• Driven by a specific event, to review performance, or for professional growth. • Specific feedback is provided which leads to directed or joint establishment of performance objectives and standards. • Emphasis on subordinate development.	• A clearly defined purpose for the counseling. • Right balance of support and challenge to encourage the subordinate while providing guidance when working on problematic issues. • Flexibility in counseling style to fit the subordinate. • Interest in the subordinate's success.
Instructing or Teaching	A process in which individuals with specific content expertise educate others by providing knowledge and materials relative to the content.	• Transferring knowledge or technical understanding from an expert to a learner. • Sharing information in a way that accurately captures what the learner needs to know.	• Thorough knowledge of the content to be taught. • Ability to present information in a readily understandable manner. • Appropriate environment for transfer of knowledge (classroom), one-on-one interaction, demonstration, etc.
Mentoring	The voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect (AR 600-100).	• Development of a career path or particular skill set. • Building a relationship in which the mentor is invested in the progress and success of the mentee. • Supporting the organization and advancing individual and professional goals.	• Experience in a relevant area. • Willingness to dedicate time and energy. • Ability to provide the right balance of support and challenge. • Ability to listen and provide feedback. • Genuine interest in the mentee's development and success.

As noted, the role of a coach has similarities to—and differences from—developmental counseling, instructing/teaching, and mentoring. As a coach, you will need to:

- Provide support and guidance to a leader in putting developmental processes in motion.
- Raise questions to stimulate critical thought without conveying your judgment or criticism.
- Ensure the individual leader holds responsibility and ownership of the process and outcomes.

Coaching is not meant to be an interaction like developmental counseling where a subordinate is told how to improve in a prescriptive manner. The nature of the coaching interaction is meant to be *supportive rather than directive*. The stance of the coach should invite the leader to reach beyond what they know to what is possible. Coaching helps provide motivation to change toward to what is desired and attainable.

In coaching, there will be times when a leader is stuck or is uncertain how to improve or develop. In such cases, a coach should offer suggestions to facilitate the process. However, regardless of how much help and direction the coach needs to provide, ownership of the process and outcomes must remain with the leader being coached. This ensures the leader feels commitment to the effort required for change and is dedicated to improvement.

Coach Presence

When a coach demonstrates presence, they convey acceptance, support, full attention, and awareness to the leader. The table outlines several factors that contribute to a supportive coaching presence.

Coach Attitude	• Give the leader the benefit of the doubt all the way through. • View coaching as a partnership with the leader where you both are contributing to the process. • Be aware of and check any sense of over controlling or superiority. • Demonstrate curiosity about what is possible with the leader's development. • Demonstrate genuine interest in the leader's success; avoid coaching to "check a box."
Leader Ownership of the Process	• Let the leader own the process and outcomes. • Keep the focus on the leader's interests and needs.
Sufficient Time	• Reviewing feedback is an unusual opportunity in the usual course of work. Allow time to reflect, reconnoiter, and chart a path for development. • Ensure the leader has clear direction and confidence in what they can do.
Preparation	• Request and review the feedback report ahead of time. • Look for patterns in the feedback. • Be prepared to direct the leader's attention to potential blind spots or strengths to leverage or build upon.

Communication

When a coach **actively listens**, they focus on what the leader is and is not saying, understand meaning in context of the leader's desires, and support leader self-expression. Coaches should attend to three levels of listening:

- **Level 1 is internal listening**. At this level, there is a heavy focus on ourselves. We listen and think about what the speaker says as it applies to our situation, judgments, and feelings.
- **Level 2 is focused listening**. At this level, there is a sharp focus on the speaker. We listen with the speaker's goals, opinions, assessment, and frame of reference in mind. As a coach, you are listening to more than words, but also the tone, pace, and feelings expressed.
- **Level 3 is global listening**. At this level, there is a sharp focus on the speaker plus an awareness of unexpressed thinking, feeling, and emotions.

In addition, there are four different modes of coach listening. The different modes are listed from the highest level of awareness to the lowest level.

Appreciative: This mode is about actively listening "into" the leader's assessments and conclusions. During this mode, it is possible to detect "mental models" and listen for new possibilities. A mental model is a set of beliefs, assumptions, and values that lead an individual to think the way they do about a situation.

Committed: This mode is about being curious and listening for how the leader's assessment/conclusion differs from your own. This mode is defined by the coach's ability to see differences and seek to confirm these similarities and differences.

Thoughtful: This mode is about recognizing that a leader's assessment/conclusion is different from your own. This mode is defined by the coach's ability to appreciate that the leader's conclusions may be different.

Habitual: This mode is about listening from your own assessment/conclusion. There is little to no awareness of the leader's assessment being different from yours.

AWARENESS

Appreciative
Committed
Thoughtful
Habitual

Speech Acts

Below are various types of statements that individuals make during conversations. As a coach, be aware of the different types of speech acts and ways to respond to them.

- **Assessments** are based on personal judgment, subjective opinions, views, and beliefs.
- **Assertions** are grounded assessments that are based on facts or confirming evidence.
- **Declarations** are statements of intent that are action- and future-oriented and measurable.
- **Requests** include asking for action and providing clarity.
- **Offers** are self-generating proposals.
- **Promises** are statements of intent that are usually to others.

Exploring assessments can cause a shift in leader attitude, thinking, or feeling, though making decisions and taking action based on assessments may not get the desired results. Decision making and action based on assertions may create alternatives for getting the desired results. When a coach makes a request or offer to a leader, it gives the leader a chance to provide feedback and have more input into the coaching conversation. The following are some examples of speech acts and possible conversations that can take place between a coach and a leader to ensure follow through.

Personal Awareness

The Johari Window is one of the most useful models describing the process of human interaction. A four-paned window divides personal awareness into four different types, as represented by the four different quadrant/areas: open (arena), hidden (façade), blind, and unknown. The lines dividing the four panes are like window shades, which can move as interaction progresses or information is gained.

The four quadrants are:

- **Quadrant 1**: Open area. The open area is what the leader knows about him/herself and what others know.
- **Quadrant 2**: Blind area (blind spots). The blind area is what is unknown by the leader about him/herself, but which others know.
- **Quadrant 3**: Hidden area (façade). The hidden area is what the leader knows about him/herself that others do not know.
- **Quadrant 4**: Unknown area. The unknown area is what is unknown by the leader about him/herself that is also unknown by others.
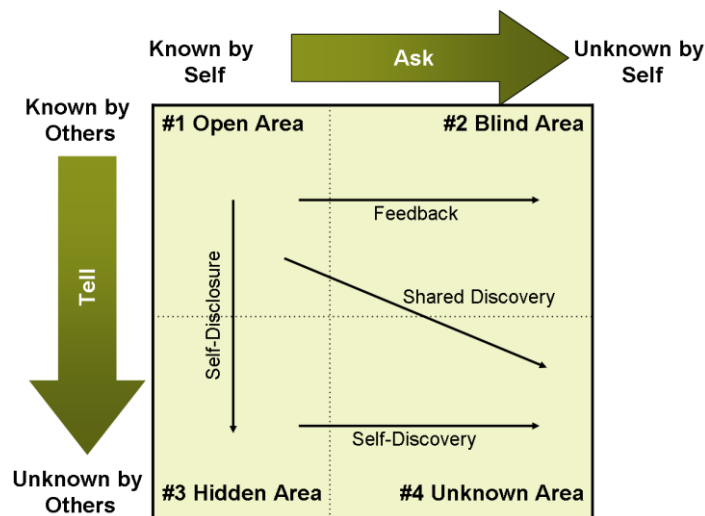
A person enlarges their open quadrant or "open area" through self-disclosure and receiving feedback. This process requires a give-and-take between people. As information is learned through shared discovery and self-discovery, the open quadrant expands while hidden, blind, and unknown areas contract.
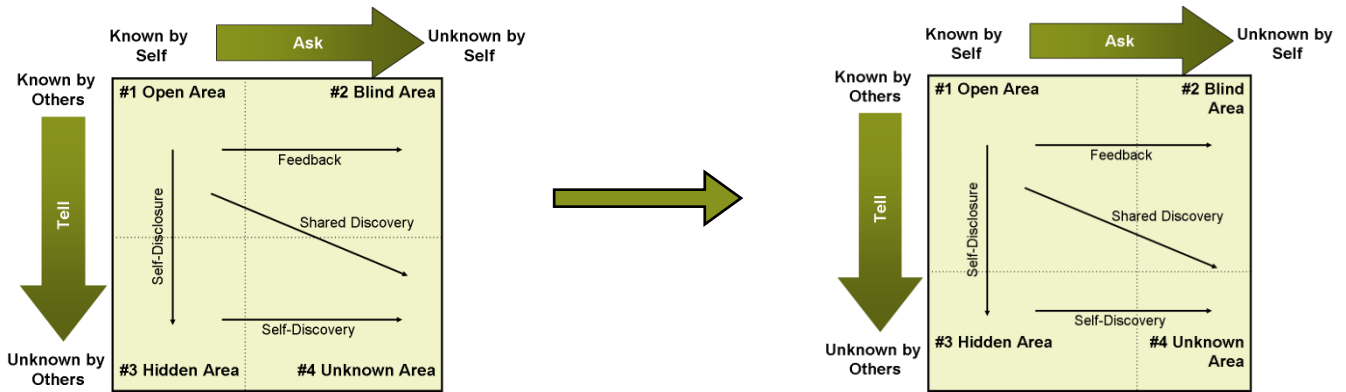
Practice
Take a moment to reflect on this model as it applies to your own situation. Explore each of the quadrants with the following questions.

Open area: What aspects of your leadership are known to both you and others? Based on what you disclose to others and the feedback you receive, how large is your "open area?"

Blind area: Recall an instance when you received feedback about your leadership that included information of which you were not aware. What did you learn about yourself? Did this information lead to a change in your behavior?

Hidden area: What aspects of your leadership are known only to you?

Unknown area: What have you done recently to discover more about yourself? Through feedback from others?

Coaching Competencies and Activities

This section provides an overview of the coaching model and its activities, a summary of coaching core competencies, questions to ask during coaching sessions, and other considerations for a coaching interaction.

It is important to note that leadership coaching and development planning can occur between a coach and leader without formal assessment and feedback. An effective coach can guide a leader through the coaching process using a variety of data sources, such as leader self-assessment, indicators of performance, and informal feedback from others.

> **TIP**
>
> In a coaching session, there are several ways to apply this model by using questions.
>
> - What do you know about yourself that others do not know?
> - What would happen if you tried _____?
> - In a multi-source assessment, what did you and your raters agree on? What did you and your raters disagree on?

Coaching Competencies

Coaching is a process designed to prompt leaders to become more competent and engage in new behaviors that reflect and implement an organization's values, mission, and direction. The coach competencies describe how coaches guide leaders throughout their coaching engagement, whether it is a single session or multiple meetings, using professional skills, abilities, and approaches.

The International Coach Federation (ICF) defines eleven coaching competencies that support a greater understanding of the skills and approaches used in coaching. The competencies are divided into four behavioral groups that represent what the coach brings to the engagement. A successful coach will be capable of demonstrating all of these competencies, although not all competencies may be demonstrated during a single coaching session.

Group	Competency and Description
Setting the Foundation	**Meeting the Ethical and Professional Standards**: Understanding of coaching ethics and standards and ability to apply them appropriately in coaching situations.
	Establishing the Coaching Agreement: Ability to understand what is required in the specific coaching with the prospective and new client about the coaching process and relationship.
Co-Creating the Relationship	**Establishing Trust with the Client**: Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.
	Coaching Presence: Ability to be fully conscious and create spontaneous relationships with the client, employing a style that is open, flexible, and confident.
Communicating Effectively	**Active Listening**: Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.
	Powerful Questioning: Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and client.
	Direct Communication: Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.

Facilitating Learning and Results	**Creating Awareness**: Ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.
	Designing Actions: Ability to create with the client opportunities for ongoing learning, during coaching, and in work-life situations, and for taking new actions that will most effectively lead to agreed-upon results.
	Planning and Goal Setting: Ability to develop and maintain an effective coaching plan with the client.
	Managing Progress and Accountability: Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.

Appendix A contains detailed information on each competency, what right looks like, and examples.

Coaching Activities

Coaching sub-divides into eight activities that contribute to successful coaching engagements. The eight activities provide an interpretation method that coaches should follow in their engagements:

- Building Rapport
- Gathering Information
- Analyzing the Data
- Addressing the Gaps

- Narrowing the Focus
- Setting Goals
- Planning Development
- Promoting Action

Effective coaching requires an understanding of the eight activities that contribute to successful coaching engagements. This section provides detail on each activity, along with sample questions coaches pose to leaders to facilitate the process at each coaching activity, and indicators that signal to coaches when they are effectively coaching the leader in that activity. For a complete list of suggested discussion questions that you as a coach may want to ask a leader, see Appendix B.

Activity 1: Building Rapport

Central to an effective coaching relationship is strong and positive rapport between the leader and the coach. Strong rapport is demonstrated by how easily the leader confides in and accepts guidance and feedback from the coach. The coach builds rapport by clarifying the reasons for coaching, reinforcing the confidentiality of coaching, describing the coach's and leader's roles, and setting the context.

> **ASK**
> Questions to ask the leader:
>
> - What are your expectations for this coaching session?
> - What have you done to prepare for this session?
> - What is your level of interest and comfort in this session?
> - What questions/concerns do you have about the session?

Indicators you are effectively coaching in this activity include:

- The leader openly discusses their expectations and anticipated level of preparation.
- You give feedback to the leader that summarizes their expectations for the coaching engagement. They verify.
- Comments and nonverbal cues indicate trust is being established.
- There is an ease of conversation between you and the leader.

Activity 2: Gathering Information

When gathering information, the coach sets the context for providing feedback by stating the mutually defined purpose of the coaching engagement and ways the feedback will contribute towards that goal.

ASK

Questions to ask the leader:

- What are your goals and expected outcomes?
- What is going on in your job right now; what challenges are you facing?
- What has changed since you completed the assessment?
- What is your relationship to the people who filled out the assessment?
- Have you completed similar assessments in the past? Which ones?
- Before you opened the report, what did you expect?

Indicators you are effectively coaching in this activity:

- The leader expresses their goals and expectations.
- You gain a good understanding of the leader's background, situation, and events leading up to assessment, and are able to confirm or clarify expectations for coaching.
- The leader views feedback as an opportunity instead of a performance evaluation.

Activity 3: Analyzing Data

Analyzing data involves discussion of the leader's overall strengths, developmental needs, and patterns and themes in the feedback. While a feedback report is the standard source of results, other sources of information may include a leader's self-assessment or reflection on their recent leadership performance.

ASK

Questions to ask the leader:

- Were there any big surprises?
- What specific feedback areas draw your attention?
- What feedback areas concern you?
- What unanswered issue(s) do you have from analyzing the data?
- What specific data points and/or patterns directly relate to your goals and aspirations, and why?
- What feedback report themes do you agree with?
- What feedback report themes do you disagree with?
- May I offer you some themes I see in your data?
- Were you surprised by _____? Why?
- Let's look at page ___, what do you notice about the difference in ratings between you and your supervisor?

Indicators you are effectively coaching in this activity:

- The leader recognizes strengths and developmental needs, and identifies patterns and themes in data.
- The questions and discussion are relevant and focused on the leader's needs.
- You are able to help the leader analyze and interpret the data in their own words.
- The leader is able to move past negative feedback and identify opportunities.

Activity 4: Addressing Gaps

During the course of feedback analysis, the coach should raise specific issues based on the data through questioning. This should lead to a discussion on similarities and differences between rater groups and potential underlying causes.

ASK

Questions to ask the leader:

- How might you explain the difference(s) between rater groups?
- If there are significantly wide numerical gaps in your ratings, why?
- When there is a difference between rater groups, what viewpoint might be most accurate and why?
- I made _____ observation about the data; what do you think?
- How would you interpret _____?
- As you reviewed page _____, what themes and patterns emerged?
- On page _____, how consistently do the rater groups view your skills and abilities?

Indicators you are effectively coaching in this activity:

- The leader is able to identify gaps or recognize their "blind spots" in the data, and provide possible reasons why assessment values may differ among rater groups.
- The leader identifies specific situations or relationships that might need attention.

Activity 5: Narrowing the Focus

Once strengths and developmental needs have been identified, the coach should guide the leader toward narrowing the focus on areas to strengthen and develop. The focus should be on criteria that are important to the leader, including areas that have the greatest impact on their job, fixing systemic issues, and identifying areas needing an immediate "quick fix."

ASK

Questions to ask the leader:

- What patterns emerge from your data?
- What are your overall strengths?
- What are your overall developmental needs?
- What is your overall assessment of how others see you?
- What strengths might become weaknesses in the future?
- What strengths do you have that can complement your development needs?
- What are you really committed to working on right now and in the future?
- What is one "quick fix," something small you can change right now?
- May I offer you some thoughts on areas that you might focus on?
- I think you might want to focus on _____. Do you agree or disagree, and why?
- If you develop in _____, how will you be more effective in your leadership position?
- How will your organization/unit benefit if you develop _____?
- What questions do you have for me?

Indicators you are effectively coaching in this activity:

- The leader has identified strengths and developmental needs and has narrowed in on two or three areas that are important or relevant.
- The leader has identified patterns or themes in the feedback in job-relevant areas.
- The leader makes an assessment in their own words rather than yours.
- The leader distinguishes needs that would have an immediate impact on their work.
- The leader demonstrates interest in next steps.

Activity 6: Setting Goals

When setting goals, success should be defined in observable and measurable terms. An objective should be specific, measurable and realistic, and in the form of a statement. Example developmental objective: Encourage open communication by actively listening and asking clarifying questions during meetings.

Indicators you are effectively coaching in this component:

- You use questioning to get the leader to arrive at a goal or objective on their own.
- The leader states a measurable, realistic objective aligned with his/her developmental areas.
- The leader's goals use a behavior, condition, and standard.
- The leader is satisfied with his/her goals and expresses interest and eagerness to take action.
- The leader is engaged in the process and demonstrates willingness to move to next steps.

ASK

Questions to ask the leader:

- What specific goal(s) would have the greatest impact in your job?
- To define your goal(s) more specifically, what action will you commit to working on?
- What is the timetable to complete this action?
- How will you know you were successful?
- What will other people notice if you are successful?
- What support will you need to accomplish your goal(s)?
- Have you considered setting a goal to develop _____?
- How about setting a goal to _____? Would that work for you?
- How can I help you to select higher priority goals?
- Are you aware of the elements of developmental objectives? Remember that it should have a behavior, a condition, and a standard.

Activity 7: Planning Development

During planning development, the leader and the coach evaluate the leader's situation and set goals and outcomes that reflect the leader's reality and the organization's mission, vision, and strategic goals. The leader and coach then determine goals for development, stated as outcomes, and specific developmental activities that will result in the desired outcomes.

Indicators you are effectively coaching in this component:

- The leader identifies development activities that will fit their personal situation.
- You use questioning to help the leader identify resources, tools, and opportunities.
- You provide suggestions and/or questions that stimulate the leader to tailor an activity to on-the-job opportunities.

Activity 8: Promoting Action

Once a development plan has been established and the leader has selected developmental activities, the coach helps the leader identify on-the-job sources of support for the plan to establish accountability for IDP implementation. The coach can suggest the leader partner with a peer leader when engaging in developmental activities. When appropriate, the coach also offers to meet with the leader for subsequent coaching sessions.

Indicators you are effectively coaching in this activity:

- The leader is able to identify sources of support for their development plan, including resources and others.
- You and the leader mutually assess the coaching relationship and determine next steps.
- You motivate the leader to continue in their development and thank them for their candor and engagement in the coaching process.

Criteria for Selecting Questions

Now that you understand the activities, it is important to understand when and how to raise the right questions as a coach. Effective coaches ask powerful questions that reveal needed information. When determining which questions to ask a leader, effective coaches consider six criteria.

Receptivity to Coaching	If the leader is more receptive to coaching, the coach should ask questions that are challenging, provocative, and open-ended, such as "what strengths might become weaknesses in the future?" With less receptivity to coaching, it is better to ask more targeted questions, such as "what areas do you consider to be your strengths?"
Leader Preparation	If the leader arrives at a coaching session prepared, ask questions that assess the underlying causes and touch on the conclusions that they reached, such as "what specific data points or patterns directly relate to your goals and aspirations, and why?" For leaders who are less prepared, ask more direct and targeted questions, such as "let's look at page ___. What do you notice about the difference in your scores compared to norms of a comparable group?"
Openness to Feedback	If the leader seems very open to feedback, ask open-ended questions that generate discussion, such as "in reviewing your feedback report, I noted that _____. This might be an area for you to develop, what do you think?" With less openness to feedback, ask the leader targeted, direct questions that move the leader towards decision and action, such as "what decisions have you made on your developmental areas?"
Readiness for Moving to Action	If the leader is eager to move forward to action, ask questions that encourage drawing conclusions, making decisions, and taking action. If the leader is not able or willing to be decisive and take action, ask more leading questions that provide suggestions and the options available to him or her, such as "I think you might conclude that ____, decide to ____, or take action to _____. What do you think? Do you agree?"
Available Time	As the coaching session will have a time limit, be cognizant of how time is used during the session. If a question is not easily answered, reframe and ask another question. Remember to pace questions to move through all eight of the coaching activities, as is possible. If all eight activities cannot be completed in the timeframe allotted, it is better to schedule a follow-up coaching session, if the leader agrees. Do not attempt to rush a leader through questions if they do not seem ready for the next step.
Coach Assessment	Match questions with the leader's development needs, readiness, and comfort with the coaching process. Begin by asking questions you are confident the leader is prepared to answer. For example, if a leader has analyzed data and addressed gaps, focus your questions more towards later steps in the coaching process. Note that sometimes a leader may not be ready or willing to answer your questions. You should then shift your questioning style and ask questions that offer suggestions and ideas. Remember that a coach's questions should lead to greater clarity and show an understanding of the leader's situation. All questions should be asked naturally and easily.

TIP

It is important for coaches to be aware of themselves and to catch themselves when they find they are becoming frustrated, bored, impatient, judgmental, or attached to an outcome.
Signs that this is happening include: the leader shuts down or gets defensive or the coach pushes and directs more than they question and listen. The conversation feels strained.

PART 2: CONDUCT A COACHING SESSION

This section provides a framework for what coaches should actually do when coaching leaders. The following chapters describe the key elements of the coaching process, including:

- Preparing for a coaching session.
- Interpreting feedback reports.
- Guiding a leader through creating an Individual Development Plan (IDP) or choosing new actions.

At the end of this section, a standardized coaching sequence is presented. This is a useful resource to help coaches manage and track progress in a coaching session and ensure sufficient time and attention are given to each step in the process.

Preparing for a Coaching Session

Coaches should plan and allocate time to provide coaching to each leader that desires a coaching session. To balance the workload, coaches should consider scheduling coaching early in the course and then staggering the sessions as time allows. Coaches should also allow time for follow-up coaching or "check-in" sessions (if a leader desires) before the course ends.

Coaches should prepare for their role in the interaction by reviewing the general practices of coaching (i.e., Part 1 of this guide) and the competencies, components and behaviors of the Army Leadership requirements model (see ADP 6-22 *Army Leadership and the Profession*). Coaches should also ensure they are familiar with leader development resources and tools for improvement so they are able to make recommendations or suggestions to the leaders they coach.

Both the leader and the coach should prepare for a coaching session by thoroughly reviewing the leader's feedback report(s). The leader should provide the coach with a copy of their report(s) upon scheduling a time for the coaching session, allowing sufficient time for both the leader and coach to review report(s) and prepare notes for discussion prior to the meeting.

Both leader and coach should also familiarize themselves with other developmental resources prior to the session, including FM 6-22 *Leader Development* and the *Leader Developmental Improvement Guide (LDIG).*

Coaching Environment and Focus

Coaching sessions should be conducted in an environment that provides privacy and is free from distractions. A typical coaching session can be conducted in 45 minutes to one hour. If more time is needed, it is recommended that a subsequent or follow-up coaching session be scheduled.

Learning outcomes are not associated with administrative actions such as promotion and assignment. In the case of schools, coaches should disassociate coaching sessions from other individual course counseling and feedback sessions with students that may be tied to course evaluations or other administrative performance ratings.

Ethical Responsibilities

Coaches are expected to abide by several key areas of ethical responsibility. These include maintaining confidentiality, establishing and respecting boundaries, and reporting and referring problem issues as necessary.

- **Confidentiality**–The targeted leader demonstrates trust in their coach by providing their feedback report and sharing personal information during the coaching session. Upon completion of a coaching engagement, and certainly by the end of the course, the coach should not retain hard copies or softcopies of feedback reports. All reports should be properly shredded or destroyed when no longer needed. Conversations among coaches about coaching sessions should only be for coach learning and professional development among staff coaches. Individual names of targeted leaders should never be used in such conversations.

- **Boundaries**–The coaching session is a professional, work-related exchange. The relationship between targeted leader and coach should not extend beyond officially scheduled sessions. Establishing a personal relationship with a targeted leader is prohibited.
- **Report and refer**–It is an ethical and legal responsibility for the coach to report any language a targeted leader uses that indicates an intention to harm him or herself or others. If a targeted leader voices concerns about problems beyond the scope of coaching, (e.g., family/marital issues, anger, depression, anxiety, and medical issues) the coach should refer him or her to resources that can assist with the problem. Coaches should follow the organization's standard operating procedures (SOP) as these situations arise.

Feedback reports support a program's intent to improve Army leader self-awareness, uncover potential, identify development needs, and develop an action plan that furthers both the leader's individual and organizational leader development goals. The report includes the results of the quantitative scores, qualitative ratings provided by the individual leader and, in the case of multi-source assessments the superiors, peers and subordinates selected to assess them.

A critical aspect of many self-awareness/self-development programs is that the target leader owns the feedback. Upon receipt of a feedback report, it is up to the leader to decide whether to share feedback results with any other person, including a coach or members of the chain of command.

Coaches help leaders to understand and interpret their feedback report. Both the leader and the coach should independently review the report prior to coaching. This section will highlight the review process for coaches.

There are two initial considerations for interpreting feedback reports:

- **Report interpretation is an art and a science**. Accurate interpretation of the report is the key to understanding and improving leadership and other individual skills. Scores may be clustered around a narrow range, as participants tend to restrict the range of their ratings. This is a common trend when others are asked to provide feedback. Remember, the absolute score is less important than trends in the overall report.
- **Coaches should document report interpretations**. There are several methods to help prepare, recall, and bring key points to the target leader's attention during the coaching session. Each coach should choose a method that best fits their style and preference. Below are a few examples that coaches may use.

  - Mark the feedback report using color-coded pens or highlighting in soft copies.
  - Create notes that:

    - Summarize each respondent group's assessment.
    - Identify possible gaps in leader self-awareness.
    - Provide evidence of overarching report findings.

  - Write a brief narrative describing the targeted leader's strengths and developmental needs based on the feedback.

How to Analyze a Feedback Report

Feedback analysis is a four-step process that examines each section of the report in a linear process. The insight gained in a previous section helps the reviewer interpret the next section. After the initial review, the coach should go back and compare findings between sections to identify patterns in the data. Each assessment instrument generates a unique feedback report. This review process can be used to interpret findings for many assessment instruments.

ASK

Ask yourself the following key questions as you review a feedback report

- What catches your attention in the summary data?
- What are the leader's strengths?
- What are some developmental areas the leader may need to work on?
- What are some areas where there is a perception gap between how the leader sees his/herself and what the feedback indicates?

Individual Development Plan

The Individual Development Plan (IDP) process defines actionable and measurable development objectives and identifies specific development activities to build upon. IDP development involves a collaborative discussion between the leader and the coach that defines a leader's development objectives and identifies the actions and activities that help him or her to meet these objectives. The IDP process should encourage leaders to maximize their potential and foster leaders' ownership of professional and career development.

The role of the coach in this process is to guide a leader through the creation of an IDP, but to do so without "telling the leader what to do." Effective coaches are able to do this by knowing the right questions to ask and raising them at the right time.

The IDP Form

The IDP form is a document designed to define development goals, objectives, and outcomes, clarify the leader's development opportunity, and identify strengths to build upon. There are different versions of IDP forms. One version of the form includes the following sections:

- Areas or behaviors to develop.
- Supported leader competencies (to develop).
- Desired outcomes.
- Description of developmental activities.
- Progress indicators.

The IDP Process

The IDP process is iterative and is not considered a fill-in the blank exercise. During an IDP session, the coach raises questions to stimulate critical thought and help the leader arrive at appropriate developmental areas and a plan for action. The most important aspect of the IDP process, from a coaching standpoint, is to ensure that what is recorded on an IDP form be in the leader's own words and accurately reflect what is realistic and actionable. The most important contribution a coach can make in the IDP process is to help see the leader is committed to development. The coach can ask questions such as:

> How do you want to develop?

> What would that look like?

> What activities will get you to that outcome?

> What would that ask of you?

> What else do you need to develop to get there?
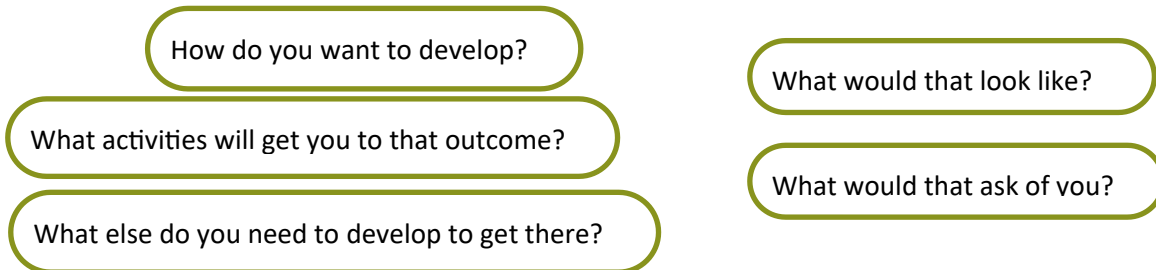
Note that these questions represent the process in an overly simplistic fashion. A coach should use a series of engaging questions to guide the leader through each phase of IDP planning. Aside from using questions to guide the leader through the IDP process, a coach should also be knowledgeable about development tools and resources for improvement to recommend or suggest to the leader.

Target Development → Define Outcomes → Identify Activities → Specify Progress → Document Timeframe

The structure of an IDP session should include the following activities:

- **Target the Development**: Define professional areas and related competencies on which to focus. Start at a macro level before creating specific objectives.
- **Define the Desired Outcome**: Define accomplishments that signal attainment of some developmental gain.
- Guide the leader in identifying specific behaviors and conditions in the form of objective statements.
- Help the leader identify between three and five objectives that address the greatest developmental needs.
- **Identify Activities**. Identify planned developmental activities linked to objectives.
- Activities should promote development and learning. Focus on aligning learning opportunities with the leader's preferred learning style.
- With the leader, develop or search for varied, practical, and positive development activities. The *Leader Developmental Improvement Guide* is a useful resource for determining activities.
- **Specify Progress** indicators.
- Consider how the leader's progress will be evaluated.
- Consider how the leader will know the desired outcomes have been achieved.
- **Document the timeframe** or status for achieving the objectives.

Target Development

During IDP planning, a coach should support the leader in developing objectives that are as clear and concrete as possible to enable real action. The leader should leave the session knowing exactly what they are reaching for and what is required to get there. Below is a list of suggested discussion questions that you as a coach could ask during the IDP process. Remember the six criteria that will help you to ask the right questions:

- Receptivity to coaching.
- Leader preparation.
- Openness to feedback.

- Readiness for moving to action.
- Available time.
- Coach assessment.

ASK

As a coach, use the suggested list of discussion questions during the IDP process.

- What strength(s) from your assessments do you want to put in your IDP?
- What developmental need(s) from your assessment do you want to put in your IDP?
- What might be a barrier preventing you from developing a different behavior?
- What could you do to overcome this barrier to development?
- May I offer you some thoughts on a couple of ideas for developmental activities, outcomes, and measurements to consider for your IDP?
- What milestones are achievable?
- How will you measure success?
- What will enable your attainment of these goals?
- How will you get feedback on how well you are doing?
- What support will you need to accomplish your development objective?

Define Outcomes

A development objective is a statement defining what the leader wants to accomplish during the course of the coaching engagement.

A strong development objective:

- Includes a behavior, which is the verb, a condition, which is the context and circumstances, and a standard, which is the measurement of achievement.
- Starts with an action verb defining what the leader knows, will do, or hopes to achieve.
- Offers a broad description of the setting and circumstances under which the behavior will be performed.
- Gives a measure of success, which may be in terms of a timeframe, level of quality, or rating.

ASK

As a coach, use the suggested list of discussion questions during the IDP process.

- What strength(s) from your assessments do you want to put in your IDP?
- What developmental need(s) from your assessment do you want to put in your IDP?
- What might be a barrier preventing you from developing a different behavior?
- What could you do to overcome this barrier to development?
- May I offer you some thoughts on a couple of ideas for developmental activities, outcomes, and measurements to consider for your IDP?
- What milestones are achievable?
- How will you measure success?
- What will enable your attainment of these goals?
- How will you get feedback on how well you are doing?
- What support will you need to accomplish your development objective?

Identify Activities

Developmental activities provide a means for leaders to achieve their development objectives. Consider the following approaches to development when helping a leader select activities that fit their preferences, style and needs:

- **Observing**: The leader can observe other leaders, professionals, and similar organizations.
- **Modeling**: Modeling involves observing individuals who possess the desired skills, discussing and analyzing the observations, and ultimately emulating the behaviors.
- **Reading**: The leader can read books, articles, manuals, and professional publications.
- **Researching**: Researching involves searching for information and materials, asking questions, and soliciting information from others within a specific topic or field.
- **Practicing**: A leader can practice a skill or behavior that needs improvement either in a work situation or away from the unit.
- **Consulting**: Consulting can be practiced with friends, bosses, peers, subordinates, a spouse, coaches, mentors, or other professionals who can give advice in your area of concern.
- **Coursework and study**: Coursework and study includes organizational institutional training, unit training programs, correspondence courses, special qualifications courses, outside seminars, adult education classes, degree programs, and professional certifications.
- **Thinking differently**: Thinking differently includes enhancing your emotional intelligence by learning what is important to other individuals and groups, considering ideas from multiple perspectives, addressing root causes instead of symptoms, adopting a systems perspective, and considering second and third order effects.
- **On-the-job opportunities**: On-the-job opportunities include giving presentations, teaching classes, volunteering for special duty assignments, assuming "acting positions," job cross training, or representing the boss at meetings.

- **Off-the-job applications**: Off-the-job applications include joining or leading community groups, trying a new skill in a volunteer organization, or giving presentations to schools and civic organizations.

Specify Progress

The institutional environment in which instructor and faculty coaching occurs requires special considerations for the IDP process, specifically in selecting or creating developmental activities.

Depending on the length of the course, a coach should guide a leader to discern and choose developmental activities that appropriately fit the environment, both near term and long term.

- Activities for the **near term** should be ones that may readily be put into action while the leader is in the institutional environment. Examples might include activities that involve interacting with peers (classmates), leading a discussion, giving a presentation, or self-study on a topic.
- Activities for the **long term** that require operational or unit-based resources, more appropriately acted on in the operational domain, should also be created. The leader should plan to act on these activities upon return to a unit or organization. Activities such as leading subordinates on a mission, building a skill while on-the-job, and demonstrating competencies during real-life situations are examples of these activities.

Document Timeframe

Here is an example of a completed IDP. The leader has recorded, in his/her own words, the areas to develop, the supported leader competencies for those areas, desired outcomes, and specific developmental activities that will lead to those outcomes. Once the leader engages in the activities and begins to notice incremental progress toward achieving the desired outcomes, they should note this in the Progress Indicators box.

INDIVIDUAL DEVELOPMENT PLAN (IDP)		
(1) Leader's Name: Susan Daniels		
(2) Areas to Develop: -Improve ability and willingness to really listen to and understand others' ideas. -Become more skilled in performance counseling.		**(3) Supported Leader Competencies:** -Communicates -Develops Others
(4) Desired Outcomes:	**(5) Developmental Activities:**	**(6) Progress Indicators:**
Without becoming sidetracked, I am able to accurately summarize the other person's points at the end of a conversation. -I am able to get through all the steps of counseling.	-Read about active listening methods. -Use active listening in conversations I have at work and home. -Analyze past counseling sessions to identify how they got sidetracked. -Use a written counseling plan to keep counseling sessions on track.	
(7) Resources and Logistics Needed:		
References: IFR, FM 6-22, Self Development Handbook, Development Improvement Guide, VIC		

Standardized Coaching Sequence

This is a general framework for a coaching session that you may use as a job aid while coaching. This sequence applies to both face-to-face and virtual coaching sessions, though minor modifications may be necessary in unique circumstances.

While this sequence depicts coaching sessions as a linear progression, the objective of coaching **is not** to 'check the box' at each step to arrive at an outcome. Recall that coaching is as much a way of being with a leader as it is facilitating understanding and providing guidance.

Remember:

- The *presence* of the coach in each step of the process should invite the coached leader to reach beyond what they know to what is possible.
- Coaching involves *powerful questioning* to draw information out of a leader, helping him/her phrase conclusions and solutions in their own words.
- Ownership of the coaching process and the outcomes should remain with the coached leader.

As a coach, you should adapt and be flexible to the coached leader's needs and desires. A productive coaching session will generally last between 45 minutes to one hour and progress in the following sequence:

Section	*Topics Covered or Questions Asked*	*Suggested Duration*
1. Introductions	• Coach introduces himself or herself and asks the leader to share their Army background. • Coach shares their background with the leader. This should be brief and focused on experiences that relate to the leader's situation. • Keep introductions very brief if you and the leader are already familiar with one another.	5 minutes
2. Discuss Confidentiality	• "This information is not used for official or unofficial evaluations." • "Interpretation of these data and any outcomes are not tied to scores, ratings, or evaluations for this course." • "No information will be given to your chain of command or anyone else." • "You can discuss anything in this session and it will be kept confidential."	2 minutes
3. Discuss the Rules of the Coaching Session	• "Be honest and open with yourself and me." • "We will look at your strengths, but more importantly, we will look at your developmental needs. Be willing to accept criticism and remain open and positive." • "I will assist you in identifying and creating a plan to address your areas of developmental need. We will discuss reasons why there may be certain feedback or why certain perceptions may exist." • "I will assist you in creating your Individual Development Plan (IDP) as a part of this coaching session."	2 minutes
4. Initial Questions	• "What do you expect to get out of this coaching session?" • "Can I suggest a way ahead for how we use our time during this session?"	1 minute
5. Assist Leader in Understanding Feedback	• Review assessment purpose and how it fits with the leader's goals or current position. • Interpret and reflect on results. Explore how they aligned with the leader's understanding of their capabilities. • Interpret high and low results at the detailed behavior or attribute level (for example, five highest and five lowest).	20-25 minutes

6. Assist Leader in Creating an Individual Development Plan (IDP)	- Define the desired focus and outcome(s). - Identify planned developmental activities linked to focus areas and objectives. - Specify progress indicators. - Document the timeframe or status for achieving the objective(s).	10-15 minutes
7. Coaching Session Closure	- Review and reinforce identified strengths. - Review developmental needs the leader selected to focus on. - Ask the leader if they are committed to improving and using the IDP. - Thank the leader for their time and provide final words of encouragement and motivation.	5 minutes

APPENDIX A
COACHING COMPETENCIES

An effective coaching relationship begins with a solid foundation. Approaching the initial interaction in a professional manner sets the tone for the entire relationship. Reaching a clear, mutual agreement about what the leader can expect from the coaching relationship and what is required of both the coach and the leader to achieve these expectations will maximize the benefit of coaching.

Setting the Foundation

Meeting Ethical and Professional Standards

First and foremost, a coach must understand coaching ethics and professional standards and uphold these in the coaching situation. The leader is taking a risk by sharing information about their developmental needs with a coach. This risk-taking and openness must be safeguarded and encouraged throughout the coaching relationship by adhering to high ethical and professional standards.

Ethics	• Identify and resolve conflicts of interest. • Put the leader's interests before your own. Refer the leader to another coach or resource if that would be in the leader's best interest. • Maintain confidentiality. Information about the leader should not be shared with anyone unless the leader has given express permission to do so.
Professional Standards	• Communicate clearly about what the leader can expect from you and the coaching relationship. • Be aware of your own issues that may interfere with providing objective coaching. • Set and maintain appropriate boundaries. This is a professional relationship intended to facilitate leader development. Encourage the client to seek other resources (e.g., individual counseling, marital counseling, etc.) if appropriate. • Have a thorough understanding of the Army's Core Leader Competency model.

Key to advanced coaching is being well prepared for the coaching session. Prior to the first coaching engagement, a coach must be familiar with areas of coaching well enough to think of sample actions to help illustrate points to the leader or suggest new behaviors for the leader to try. A thorough understanding of the assessed areas will aid in interpretation of the feedback the leader has received, maximizing the effectiveness of coaching. It will also be useful to know leader development resources that are available so that you can suggest them as needed.

Best Practice: Modeling Ethical and Professional Behavior
In addition to maintaining the privacy of the leader and encouraging openness on the part of the leader, demonstrating ethical and professional behavior provides a model for the leader. Throughout the coaching relationship, you should model appropriate behavior, making the coaching process even more effective.
Example
Mr. Allen is a coach meeting with MAJ Jones for the first time. To be comfortable in his role as coach, Mr. Allen has read ADP 6-22 to ensure that he has a good understanding of the Army's expectations of leaders. He spent some time brainstorming additional behaviors that demonstrate the competencies so that he can refer them to leaders to practice.   At the beginning of the session with MAJ Jones, Mr. Allen briefly describes his role as a coach. While jointly analyzing and interpreting the major's feedback report, MAJ Jones mentions he has been arguing with his wife a lot lately. He brings this up several times within the next few minutes. Mr. Allen acknowledges the major's statements about his wife and lets him know that he is not qualified to give advice on marriage or personal relationships. He suggests that the major consider visiting the post chaplain for resources to address that issue. Mr. Allen asks MAJ Jones if he would like to continue the coaching session at this time and MAJ Jones agrees. Mr. Allen re-focuses the conversation back to the feedback.

Establishing the Coaching Agreement

Before actual coaching begins, the coach and leader should be clear about expectations for the coaching relationship. Reaching mutual agreement early about what the leader should expect from the coach and what is required of the leader for a successful coaching interaction will save time and avoid misunderstanding later.

When done correctly, the coach:	• Asks the leader what they want from the coaching relationship. • Asks about the leader's fears and hopes for coaching. • Asks the leader to let the coach know what is and is not working throughout the coaching session.

Best Practice: Checking In Throughout the Coaching Engagement

Beyond the initial discussion about the leader's expectations for coaching, you should check with the leader throughout the process about how the coaching is going and whether it is meeting expectations and agreed-upon goals. You should then make adjustments based on this information to ensure that coaching is as effective as possible for the leader.

Example

Ms. MacKinnon and LTC Dunaway are beginning a coaching session. As the coach, Ms. MacKinnon asks LTC Dunaway why she decided to seek coaching and what she wants to get out of coaching. LTC Dunaway explains that she received feedback and isn't sure what she needs to be doing differently in the areas that had the lowest scores. She would like a coach's help to better understand those areas and what behaviors she needs to be practicing. LTC Dunaway is adamant this is all she wants from coaching and nothing more. Ms. MacKinnon asks if she has any fears about the coaching process and LTC Dunaway admits she is concerned that it will be like psychological counseling. Ms. MacKinnon assures her that she will not be practicing any psychotherapy and her focus will be on facilitating LTC Dunaway's development as a leader. She asks LTC Dunaway to let her know if at any time during the coaching session she feels the focus has shifted away from this. A few times during their two-hour meeting, Ms. MacKinnon asks LTC Dunaway how the coaching process is going for her.

Co-Creating the Relationship

Although a coaching session may be as brief as an hour, due to the nature of coaching, some attention must be given to building a solid relationship between the coach and the leader. For an effective coaching experience, the leader must feel comfortable to share and discuss feedback they have received on their leadership skills and style. The leader must also be receptive to input in the form of any of the helping roles described previously from the coach. This should be a partnership. These interactions are based on the leader's trust in the coach and the coaching process and the coach's focus on the leader.

Establishing Trust with the Leader

An effective relationship between a coach and leader is based on mutual trust and treating each other as equals. It is crucial to the success of the relationship for the coach to create a safe environment for the leader. This includes refraining from judgment and criticism so that the leader feels at ease sharing feedback on their leadership performance. The leader must feel that they can trust the coach to not be critical and to keep the leader's information confidential.

Approaching the relationship from an objective standpoint with a genuine desire to facilitate the leader's development also provides a role model for the leader. Role modeling for the leader reinforces what the coach says by *showing* how to use the feedback for development rather than judging.

When done correctly, the coach:	• Assures the leader that the coaching session is confidential. • Builds rapport with the leader to make him or her feel at ease. • Avoids critical or judgmental statements, instead demonstrating curiosity and approaching the conversation from a developmental standpoint. • Demonstrates respect for the leader's perceptions and preferred learning style. • Demonstrates personal integrity, honesty, and sincerity continuously.

Best Practice: Building a High Quality Relationship

The quality of the coaching relationship is key to the success of coaching. You can assess the quality of the relationship by the ease in conversation, the flow of the discussion, and enjoyment of the process. You can also ask the leader how the coaching is going, what is working, and what they would like more of.

Example

Mr. Gordon, a coach, and MAJ Brown, an officer participating in the program, have started a coaching session. Mr. Gordon explains that he will keep the contents of MAJ Brown's feedback report and their conversation confidential. He asks MAJ Brown about his background and recent assignments. Mr. Gordon asks MAJ Brown what he wants from the coaching experience when the major pulls out his feedback report, saying, "It says I'm horrible at 'Developing Others'. I'm not surprised—I've never been good at that." Mr. Gordon responds, "'Developing Others' is an area for improvement. Let's look at the ratings for this competency and see where we need to focus our efforts and what strengths we can build on." MAJ Brown visibly relaxes as he realizes that Mr. Gordon is not there to counsel him about performance deficiencies, but is interested in helping him develop and improve.

Coaching Presence

Coaching is a way of being with the leader as much as it is providing guidance and instruction. By "way of being," we mean that the nature of the interaction is supportive—the presence the coach brings to the interaction should invite the leader to reach beyond what they know to what is possible. A coach who asks, "What gets in the way of doing this?" from a place of curiosity will get a very different (positive) response than a coach who asks the same thing from a place of judgment or criticism.

A distinctive feature of advanced coaching is that the coach is fully in the moment with the leader. The coach's attention is not elsewhere. When the coach is fully present, the conversation flows naturally and the coach asks questions from genuine curiosity.

When done correctly, the coach	• Prepares for the coaching session so that their mind is not on other things. • Stays focused on the leader and send cues to show that they are paying attention (e.g., making eye contact, engaging in active listening, and asking questions that build on what the leader is saying). • Allows the leader to own the process. Although the coach is fully engaged in the conversation, they are there to facilitate, not direct, the leader's development. • Uses humor effectively to create lightness and energy.

Best Practice: Putting Ego Aside

To truly be present with a leader to facilitate the leader's development, you must put your own ego and priorities aside. While it is important to build rapport, you should not spend too much time sharing your own history or telling them about your achievements. Remember that the leader should dominate the conversation. You should guide the conversation, ask insightful questions that move the conversation forward, and get the leader to see things from a different perspective, but the leader should be doing most of the talking.

Ms. Wells is a coach with a coaching session scheduled for this afternoon. She has a lot on her mind and much to do today. Thirty minutes prior to the coaching session, she starts preparing for the session. She looks at a couple of leader development resources she recently heard about to see if they would be valuable to recommend. By the time the coaching session starts, she is fully engaged in coaching and has put other tasks out of her mind. She finds that she has much in common with the leader she is coaching, CPT Cole. They discuss these common interests briefly until Ms. Wells senses that CPT Cole is feeling comfortable with her and the coaching process. With a little guidance from Ms. Wells on interpreting the feedback, CPT Cole identifies components of 'Leads Others' as developmental needs. Ms. Wells then asks, "How would this look different from what you are doing now?" and listens carefully to the captain's answer. She asks, "So what resources do you need to get there?" Ms. Wells continues to ask questions that build on what CPT Cole says. Ms. Wells, however, refrains from providing answers to the questions she poses or offering specific solutions. She continues to ask questions that prompt CPT Cole's thinking.

Communicating Effectively

Advanced coaching requires effective communication. Coaches must listen actively to focus completely on what the leader is saying and is not saying, both to understand the meaning of what is said in the context of the leader's desires and to support leader self-expression. Part of active listening is engaging the leader with powerful questioning. Powerful questioning is the ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the leader. Both listening and questioning help build direct communication in the coaching relationship, which is the ability of the coach to communicate effectively using language that has the greatest positive impact on the leader.

Active Listening

When listening actively, the coach is fully engaged in what the leader is saying, and shows sincere interest and curiosity. Coaching at an advanced level requires understanding a leader's emotional state both through the words the leader uses and how they are spoken.

When done correctly, the coach:	- Attends to the leader and their agenda rather than a personal agenda. - Hears the leader's concerns, goals, values, and beliefs about what is possible. - Distinguishes between the leader's words, tone of voice, and nonverbal cues. - Summarizes, paraphrases, reiterates, and/or mirrors back what the leader has said to ensure clarity and understanding. - Integrates and builds on the leader's ideas and suggestions. - Understands the essence of the leader's communication; helps the leader "cut to the chase" rather than engaging in long, descriptive stories. - Allows the leader to vent the situation without judgment and then moves onto next steps.

Best Practice: Attending to Multiple Levels of Listening

When you listen actively, you are able to focus completely on what the leader is saying and is not saying, to understand the meaning of what is said in the context of the leader's desires, and to support leader self-expression. Try to practice the three levels of listening:

- **Level 1 is internal listening**. At this level, there is a heavy focus on ourselves. We listen and think about what the speaker says as it applies to our situation, judgments, and feelings.
- **Level 2 is focused listening**. At this level, there is a sharp focus on the speaker. We listen with the speaker's goals, opinions, assessment, and frame of reference in mind. As a coach, you are listening to more than words, but also the tone, pace, and feelings expressed.
- **Level 3 is global listening**. At this level, there is a sharp focus on the speaker and an awareness of unexpressed thinking, feeling, and emotions.

You will know you are listening at all three levels when you are tuned into what is going on internally, what you experience from the leader being coached, and what you experience from your environment and cues. Practice listening at all three levels during the course of a coaching session. Ask yourself these questions:

- What am I thinking, feeling, and experiencing in regards to what the other is saying?
- What is the other saying with their words, voice, and nonverbal cues?
- What is not being said? What does the context tell me about what is going on?

Example

SFC Buchanan is meeting with a coach for the first time. The coach notices while SFC Buchanan is interpreting his feedback report, he is tapping his foot nervously. The coach also picks up an edge to the sergeant's voice, as if he is resentful or not fully accepting of the feedback. One of the ways the coach senses SFC Buchanan's resentment is that he feels defensive, as though (as a coach) he needs to justify the feedback and its importance. The coach asks SFC Buchanan what has motivated him to seek coaching at this time. The sergeant says his superior told him to get coaching or he would not be considered for higher-grade responsibilities. This awareness helps the coach to better understand the resentment as fear and concern. With this understanding, the coach listens for the sergeant's concerns and where SFC Buchanan may consider feedback.

Powerful Questioning

When conversing with a leader, a coach should ask probing questions based on what the leader is saying. Tracking the leader's direction, the coach responds with questions. Questions should be thoughtful and posed from a position of curiosity. They should challenge the leader without being combative. A quality of "not knowing" generates this curiosity and consequent questions. The use of probing questions should stimulate the leader to think in new and different ways.

When done correctly, the coach:	• Asks questions that reflect active listening and an understanding of the leader's perspective.
	• Asks questions that evoke discovery, insight, commitment, or action (e.g., those that challenge the leader's assumptions).
	• Asks open-ended questions that create greater clarity, possibility, or new learning.
	• Asks questions that move the leader towards what they desire, not questions that ask the leader to justify past actions or look backwards.

Direct Communication

When communicating with a leader, a coach should use language that has the greatest positive impact. Communication between the coach and leader should be based on mutual respect. There should be an ease in the conversation and the leader should feel comfortable to speak freely. The coach should be direct but maintain a non-judgmental stance in conversation to increase the leader's understanding of where they are and where they want to go.

When done correctly, the coach	• Is clear, articulate, and direct in sharing and providing feedback.
	• Reframes and rearticulates to help the leader understand from another perspective what they want or are uncertain about.
	• Clearly states coaching objectives, meeting agenda, purpose of techniques or exercises.
	• Uses language and nonverbal behaviors that are appropriate, respectful, and sensitive to the leader (e.g., non-sexist, non-racist, non-technical, and non-jargon).
	• Uses metaphors and analogies to help to illustrate a point or paint a verbal picture.

Effective coaches facilitate learning and results by creating awareness, designing actions, planning and goal setting, and managing progress and accountability with the leaders they coach. When coaching at an advanced

level, effective coaches also facilitate a leader's learning and awareness by shifting among the "developmental roles" discussed earlier in this guide, as needed.

Facilitating Learning and Results

Creating Awareness

Coaches create awareness in leaders when they integrate and accurately evaluate multiple sources of information and make interpretations that help the leader to become more self-aware and thereby achieve agreed-upon results. Effective demonstration of this competency is especially important when analyzing and interpreting a feedback report with a leader.

When done correctly, the coach:	• Invokes inquiry for greater understanding, awareness, and clarity. • Goes beyond what is said in assessing a leader's concerns. • Identifies for the leader their underlying concerns, typical and fixed ways of perceiving their place and the world, differences between the facts and interpretation, and disparities between thoughts, feelings, and action. • Helps leaders to discover the new thoughts, beliefs, perceptions, emotions, and moods that strengthen their ability to take action and achieve what is important to them. • Expresses insights to a leader in ways that are useful and meaningful. • Helps the leader to identify major strengths and areas for learning and growth and what is most important to address during coaching.

Best Practice: Identifying Patterns in Feedback for Deeper Understanding

Accurate interpretation of feedback is the key to understanding and improving leadership skills. Reviewing feedback is both an art and a science, and absolute scores are less important than trends across available data.

To overcome this limitation, look for patterns in the data that represent potential strengths and possible developmental needs. Help a leader to structure their thoughts in this way by asking questions that go deeper than conscious awareness of surface information or results. You will know you are doing this when the leader has to stop and think before responding. Through questioning, also prompt the leader to offer anecdotal evidence of their performance that supports other sources of feedback. Help the leader to find ways to leverage information from multiple perspectives and sources, and to interpret consistencies and differences in the feedback.

Example

CW2 Hayes meets with a coach to interpret his feedback. Both have reviewed the feedback in preparation for the coaching session and made notes on what they found in the data. Chief Hayes seems determined to quickly move through feedback interpretation to get to action planning. The coach suggests they spend some time jointly going through the feedback to ensure action planning is appropriately focused, and the chief agrees.

The coach asks for Chief Hayes' assessment of the feedback report, and when hearing it, notes the chief only identifies the top two strengths and developmental needs listed in the report:
The coach re-engages Chief Hayes in looking at his feedback by asking questions such as, "What else stands out in the assessment values?", "In what other areas were you high or low?", and "Have you examined the values of other characteristics that relate to the ones you identified?"

After re-examining the feedback, Chief Hayes realizes that there are related components. The coach asks if there is other evidence that this may be a developmental need. Chief Hayes rereads through the feedback report and finds several indications that his communication skills may be lacking. The coach then helps Chief Hayes explore communication as a potential area for development by asking him to describe specific instances where he was or was not effective when communicating with others.

Designing Actions

Powerful questions asked by the coach help the leader to distill down to areas to focus on (i.e., based on what is mission or role critical or what would have impact in other areas). In asking these questions, the coach should consider both what the leader will find motivating and what is within the leader's control. Effective coaches then help leaders to create opportunities for ongoing learning (during coaching and in work-life situations) and in choosing new actions that will lead to agreed-upon results in the most effective way possible. Developmental activities answer the question: *How are you going to achieve the outcome?* Effective demonstration of this competency is especially important when guiding a leader through an Individual Development Plan (IDP).

When done correctly, the coach:	• ▪Brainstorms and assists the leader in defining actions that will enable the leader to demonstrate, practice, and deepen new learning.
	• ▪Helps the leader to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals.
	• ▪Engages the leader to explore alternative ideas and solutions, evaluate options, and make related decisions.
	• ▪Promotes active experimentation and self-discovery where the leader applies what has been discussed and learned during the session immediately afterwards in their work or life setting.
	• ▪Challenges the leader's assumptions and perspectives to provoke new ideas and find new possibilities for action.
	• ▪Advocates or brings forward points of view that are aligned with the leader's goals; engages the leader to consider them.
	• ▪Encourages a balance between challenges and a comfortable pace of learning.

Best Practice: Tailoring Developmental Actions to the Leader's Role and Opportunities

Depending on a leader's situation, you should guide him or her to discern, select, and create developmental activities that appropriately fit their current working environment. When designing actions with a leader, prompt them to consider three different approaches to developmental activities: feedback, study, and practice. *Feedback* is an opportunity to gain information from others about how well you are doing, including direct feedback from others, one's own observations, analysis of response patterns, and acknowledgement of outcomes. *Study* provides a foundation of knowledge, principles, and concepts, including formal training, reading books or articles, observing others on the job, and analyzing various sources of information. Practice provides activities to convert your learning into action. *Practice* includes engaging in practical exercises, walk-throughs, drills, teamwork, and other opportunities to gain experience in an area. Encourage the leader to try a combination of approaches and ensure the activities are designed to fit the leader's current role and opportunities so that development occurs on the job.

Note: FM 6-22 and the Leader Developmental Improvements Guide provide suggestions for *Feedback*, *Study*, and *Practice* activities for each leader competency.

Planning and Goal Setting

Coaching at an advanced level requires the coach to develop and maintain an effective coaching plan with the leader. The plan should not only identify goals but also clarify outcomes, identify indicators of success and how those will be measured, and describe concrete changes that are desired as a result. The detailed plan should include when and how action will be taken to achieve goals. During planning, the coach asks questions to facilitate development of the plan, including what it will take to implement the plan. However, ownership of the plan must remain with the leader.

When done correctly, the coach:	• Helps the leader to consolidate collected information and establish a coaching plan and development goals that address the leader's concerns and major areas for learning and development.
	• Ensures the leader's plan has results that are attainable, measurable, specific, and have target dates.
	• Makes plan adjustments as warranted by the coaching process and by changes in the situation.
	• Helps the leader to identify and access different resources for learning (e.g., books, other professionals, and existing Army development resources).
	• Identifies and targets early successes that are important to the leader.

Best Practice: Using a Logic Tree When Goal Setting

A logic tree is a simple technique for breaking down a complex goal or outcome into steps that are easily achieved. This method is useful where a leader cannot see a clear path toward an outcome and needs to identify intermediate actions to achieve goals. You can guide a leader through this technique by following six steps:

• **Step 1**: Ask the leader to define a goal as clearly as possible. This should be stated as an outcome.

• **Step 2**: Through dialogue, explore what the leader needs to do to achieve the goal. For example, to be successful in a key position, a leader may need to seek additional feedback, acquire knowledge, or obtain additional experience.

• **Step 3**: Break each element of Step 2 into further sub-elements and continue the process until each results in a series of actions that can be undertaken relatively easily or soon.

• **Step 4**: Apply timelines to the actions and determine milestones that will indicate success at each level. How soon can the lowest level objectives be met? What is a reasonable expectation for achievement?

• **Step 5**: Review the process. Are all the important elements listed to achieve the outcome? Are the milestones of reasonable effort and duration? Does the outcome now seem more achievable?

• **Step 6**: Given this analysis, if the leader is still interested and motivated to pursue the goal, encourage him or her to pursue the first steps. If the leader is discouraged after reviewing the requirements, help him or her to re-evaluate goals and desired outcomes.

[1]Megginson, David and David Clutterback. *Techniques for Coaching and Mentoring*. Oxford, UK: Elsevier, 2005.

Example

Mr. Johnson is serving as a coach for 1LT Callahan. Upon reviewing feedback, it is jointly determined that the lieutenant should focus his development on creating a positive environment, specifically in fostering teamwork, cohesion, cooperation, and loyalty. 1LT Callahan is committed to being effective in this area, but is having trouble determining how he is going to get there. Mr. Johnson suggests the lieutenant develop a logic tree to better define intermediate actions.

1LT Callahan clearly states his desired outcome, "I want to effectively foster teamwork, cohesion, cooperation, and loyalty. When Mr. Johnson asks, "what are competencies or knowledge that you will need to do that?" the lieutenant replies, "well, I'd like to get some more experience, but I'd also like to know how others do this effectively." Mr. Johnson continues to raise questions such as "what will you need to achieve that step?" as the two work down the logic tree, to prompt 1LT Callahan to consider how he will reach each level. Through dialogue with Mr. Johnson, the lieutenant ultimately determines a set of relatively simple actions he can start on the next day that will move him toward his desired outcome.

The following diagram depicts the logic tree 1LT Callahan developed with guidance from his coach.
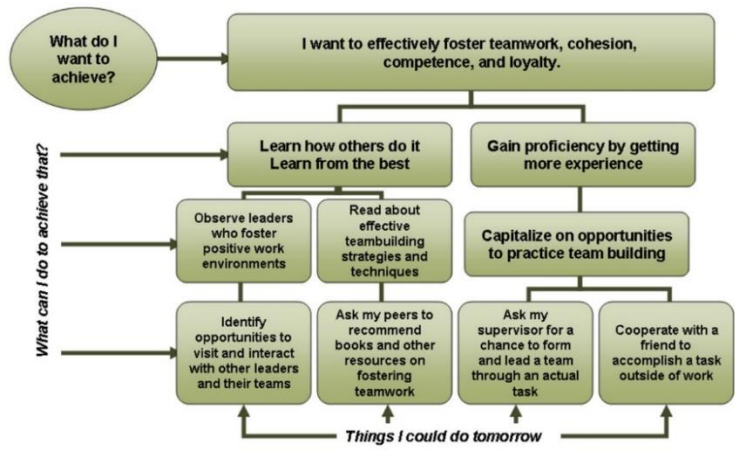
Managing Progress and Accountability

Coaches manage progress and accountability by focusing attention on what is important for the leader and leaving responsibility with the leader to take action. By reaffirming the leader's ownership of the process and outcomes, the coach strengthens the leader's commitment to development.

When done correctly, the coach:	• Effectively prepares, organizes, and reviews the leader information obtained during sessions. • Keeps the leader on track between sessions by keeping attention on the coaching plan and outcomes, agreed-upon courses of action, and topics for future session(s). • Focuses on the coaching plan but remains open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions. • Is able to move back and forth between the big picture of where the leader is heading, setting context for what is being discussed, and where the leader wishes to go. • Clearly requests actions that will move the leader toward their stated goals. • Promotes the leader's self-discipline and holds the leader accountable for what they say they will do, the results of an intended action, or a specific plan with related periods. • Demonstrates follow through by asking the leader about actions they committed to during the previous session(s). • Positively confronts the leader with the fact that they did not take agreed-upon actions.

Best Practice: Encouraging Habits of Learning and Self-Reflection

You should model and teach habits of learning and self-reflection by encouraging leaders to engage in journaling and creative writing. A reflective journal can serve as a record that leaders can analyze for patterns of behavior or outcomes in either their own behavior or those with whom they interact. At some point in a coaching session, suggest the leader engage in journaling and record issues such as:

• Personal fulfillment: factors that pleased or frustrated you this week.

• Accomplishment: notes about what you completed, left incomplete, or avoided.

• Resourcefulness: new skills or processes you learned or people added to your network.

• Decisions: significant decisions you made and the results.

• Challenge: areas where you challenged yourself recently.

• Goal Fulfillment: steps you took (or started) to reach longer-term goals.

Coaches can benefit from keeping a journal of self-reflection as it pertains to coaching leaders. It may be especially valuable for tracking how you address challenging coaching situations, your success in meeting those challenges, or other useful tips you may share with other coaches.

DISCUSSION QUESTIONS FOR EACH COACHING ACTIVITY

The following are suggested discussion questions that you as a coach may want to ask a leader. The questions align with the coaching model's eight activities for facilitating feedback.

Activity 1: Building Rapport

- What are your expectations of the session or sessions?
- What have you done to get ready for this session?
- What's your level of interest and comfort in this session?
- What questions/concerns do you have about the session?

Activity 2: Gathering Information

- What are your goals and expected outcomes?
- What is going on in your job right now; what challenges are you facing?
- What has changed since you completed the assessment?
- What is your relationship to the people who filled out the assessment?
- Have you completed similar assessments in the past? Which ones?
- Before you opened the report, what did you expect?

Activity 3: Analyzing Data

- Were there any big surprises?
- What specific feedback areas draw your attention?
- What feedback areas concern you?
- What unanswered issue(s) do you have from analyzing the data?
- What specific data points and/or patterns directly relate to your goals and aspirations, and why?
- What feedback report themes do you agree with?
- What feedback report themes do you disagree with?
- May I offer you some themes I see in your data?
- Were you surprised by _____? Why?
- Let's look at page ____, what do you notice about the difference in ratings between you and your supervisor?

Activity 4: Addressing the Gaps

- How might you explain the difference(s) between rater groups?
- If there are significantly wide numerical gaps in your ratings, why?
- When there is a difference between rater groups, what viewpoint might be most accurate and why?
- I made _____ observation about the data; what do you think?
- How would you interpret _____?
- As you reviewed page _____, what themes and patterns emerged?
- On page _____, how consistently do the rater groups view your skills and abilities?

Activity 5: Narrowing the Focus

- What patterns emerge from your data?
- What are your overall strengths?
- What are your overall developmental needs?
- What is your overall assessment of how others see you?
- What strengths might become weaknesses in the future?

- What strengths do you have that can complement your development needs?
- What are you really committed to working on right now and in the future?
- What is one "quick fix," something small you can change right now?
- May I offer you some thoughts on areas that you might focus on?
- I think you might want to focus on _____. Do you agree or disagree, and why?
- If you develop in _____, how will you be more effective in your leadership position?
- How will your organization/unit benefit if you develop _____?
- What questions do you have for me?

Activity 6: Setting Goals

- What specific goal(s) would have the greatest impact in your job?
- To define your goal(s) more specifically, what action will you commit to working on?
- What is the timetable to complete this action?
- How will you know you were successful?
- What will other people notice if you are successful?
- What support will you need to accomplish your goal(s)?
- Have you considered setting a goal to develop _____?
- How about setting a goal to _____? Would that work for you?
- How can I help you to select higher priority goals?
- Are you aware of the elements of developmental objectives? Remember that it should have a behavior, a condition, and a standard.

Activity 7: Planning Development

- What resources/tools do you have to change/improve the leadership behavior?
- What training and development activities can assist you to change/improve the behavior?
- What on-the-job development is possible in your current position?
- What activities outside of your current position can you undertake?
- Can I suggest activities you might consider in your IDP?
- Can I offer suggestions to link activities with your preferred learning style?
- Are you aware of Learning Resource Web sites (e.g., eArmy Learning, Central Army Registry, Army Training Network, CAPL website) and other available resources (e.g. the Leader Developmental Improvement Guide [LDIG]) to assist development planning?
- Are you aware of Army resources that support development planning?

Activity 8: Promoting Action

- What professional and personal support will you need to accomplish your development objectives?
- What is your timetable for development?
- Who can you partner with to accomplish your development objective?
- Who can provide you feedback on how well you are doing?
- How might your supervisor support your development plan?
- What support do you want from a coach after this session?
- What did you learn about yourself in this discussion?
- How will you apply what you learned?
- What are your next steps?
- What do you want your feedback providers to know about you?

APPENDIX C
GUIDELINES FOR PLANNING DEVELOPMENT

Get specific.

Get more detailed and behavioral feedback on the need. Most of the time, leaders are weak only in some, not all, of the behaviors within a particular domain or competency. For instance, within the domain of Developing Leaders, a commander may be a good teacher and effective counselor, but may not provide enough challenges to their subordinates to fully develop high performers. To find out more about what your specific need is, seek out feedback from a few leaders who know you well and you trust to give you unbiased feedback. Don't be defensive or rationalize the need away. Ask them for specific examples. When? Where? With whom? In what context? Under what conditions? Habitual or out of the ordinary? Get as specific as you can.

Creating the basis of a plan.

If you have accepted that you have a developmental need and are ready to do something about it, you need to know three things before developing any action plan. You need to know what to stop doing, start doing, and continue doing.

Learning from others.

Watch and observe other leaders – good and bad. Pick multiple models to emulate, each of whom excels in at least one thing. Using multiple models gives you more than one perspective on how to be successful, and keeps you from looking in vain for the whole package in one person. Take both a student and teacher perspective. As a student, study other people. Try to reduce what they do or don't do to a set of principles or rules of thumb that you can integrate into your behavior. Actually teaching a skill forces you to not only learn it, but also to think it through and be concise in your explanation. Whenever possible, use multiple methods to learn – watch other leaders in action, interview people, study successful leaders through books or films, volunteer to assist, seek a mentor relationship with an admired leader.

Do research/homework.

Every behavior has had multiple books or articles written about it. This is true whether it is a general or military-specific behavior. Go to a library, large bookstore, or the internet and identify materials related to your development need. Take full advantage of search engines, AKO, and other military web sites whenever possible. Scan multiple references and pick several that seem most promising, and then read them. These, in turn, may lead you to other sources. Use your reading to answer the following questions: What's the research or doctrine? What are the 10 techniques all the experts would agree to? How is this behavior best learned?

Learn from autobiographies and biographies.

Try to find books by or on two famous people who have the behavior you are trying to build. Norman Schwarzkopf or Colin Powell on leadership, Harry Truman on standing alone. Helen Keller on persistence. Try to see how they wove the skill you are working on into their fabric of skills.

Learn from a course.

Find the best course available to address your need. This might be an Army or civilian course. Find one taught by a recognized expert on this need. Seminars may be of limited use. Find a course where you learn theory and have a lot of practice with the skill. Throw yourself into the course and look for applications to current and future jobs. Even so, a course alone seldom is sufficient to fully address a development need. It usually has to be combined with other actions from this list of activities.

Get a partner.

Sometimes it's easier to build a skill if you have someone to work with. If you both are working on the same need, then you can share feedback, learnings, and support. Someone who can act as a peer coach can often help you grow by observing and giving you objective feedback in a more informal non-threatening environment.

Try some stretch tasks, but start small.

The vast majority of behavior development - perhaps up to seventy percent - happens on the job. As you talk with friends, subordinates, peers, and superiors, brainstorm tasks and activities you can try. Write down two or three tasks you will commit to doing in the next month, such as: initiate three conversations a day with people outside your normal circle, constructively confront a problem you've been avoiding, write a unit training plan for an upcoming event, revise an SOP, teach a class—whatever will help you practice a development need in a fairly low risk way. After each task, write down some +'s and –'s and note things you will try to do better or differently the next time. Have your own private after action review (AAR).

Track your progress.

Initial progress may be subtle and hard for others to see. Set intermediate objectives and progress goals for yourself. If you were working on setting clear priorities for instance, have a goal of restating short-term training priorities and asking clarifying questions at the end of every training meeting. Keep a log. Celebrate small successes and incremental progress by noting changes in behavior.

Get periodic feedback.

Identify a group of people you can go to for feedback as you implement your development action plan. Try to use a mixed group: some who have known you for a while, others who have not, some you consider friends, and others who are fellow unit members or acquaintances you deal with. A designated coach, member of the chain of command, or mentor you have identified who will work with you is also a plus. Use everyone in the group to monitor your progress.

APPENDIX D
COACHING RESOURCE CARD

The coaching card provides a standalone resource of process highlights. The information provided comes from the *Personal Assessment Coaching Guide*.

COACHING RESOURCE CARD

Coaching is a structured one-on-one relationship focused on facilitating learning and improving performance to achieve goals and create desired results.

As a coach, you will—

- **Partner with the leader**—you both contribute to the process, but *the leader owns it*.
- **Focus on the leader's thinking process**—focus on the leader's needs and interests, but prepare to direct attention to potential blind spots or strengths to leverage or build upon.
- **Demonstrate curiosity and genuine interest—**interest in what is possible for the leader's development.

STANDARDIZED COACHING SEQUENCE

Section	Topics Covered or Questions Asked	Suggested Duration
1. Introductions	• Coach introduces himself or herself and asks the leader to share their Army background. • Coach shares their background with the leader. This should be brief and focused on experiences that relate to the leader's situation. • Keep introductions very brief if you and the leader are already familiar with one another.	5 minutes
2. Discuss Confidentiality	• "This information is not used for official or unofficial evaluations." • "Interpretation of these data and any outcomes are not tied to scores, ratings, or evaluations for this course." • "No information will be given to your chain of command or anyone else." • "You can discuss anything in this session and it will be kept confidential."	2 minutes
3. Discuss the Rules of the Coaching Session	• "Be honest and open with yourself and me." • "We will look at your strengths, but more importantly, we will look at your developmental needs. Be willing to accept criticism and remain open and positive." • "I will assist you in identifying and creating a plan to address your areas of developmental need. We will discuss reasons why there may be certain feedback or why certain perceptions may exist." • "I will assist you in creating your Individual Development Plan (IDP) as a part of this coaching session."	2 minutes
4. Initial Questions	• "What do you expect to get out of this coaching session?" • "Can I suggest a way ahead for how we use our time during this session?"	1 minute
5. Assist Leader in Understanding Feedback	• Review assessment purpose and how it fits with the leader's goals or current position. • Interpret and reflect on results. Explore how they aligned with the leader's understanding of their capabilities. • Interpret high and low results at the detailed behavior or attribute level (for example, five highest and five lowest).	20-25 minutes
6. Assist Leader in Creating an Individual Development Plan (IDP)	• Define the desired focus and outcome(s). • Identify planned developmental activities linked to focus areas and objectives. • Specify progress indicators. • Document the timeframe or status for achieving the objective(s).	10-15 minutes
7. Coaching Session Closure	• Review and reinforce identified strengths. • Review developmental needs the leader selected to focus on. • Ask the leader if they are committed to improving and using the IDP. • Thank the leader for their time and provide final words of encouragement and motivation.	5 minutes

See the Personal Assessment Coaching Guide for detailed instructions and prompts to use as a coach.
FM 6-22 and the Leader Developmental Improvement Guide provide resources for developmental activities.

COACHING RESOURCE CARD

TECHNIQUES TO ENHANCE THE ART OF COACHING

Coaching Presence

Coaching presence is the ability to be there and in the moment with the leader, and to alter an approach based on what comes up in the interaction. Staying present with the conversation will both build buy-in so the leader is more willing to do the hard work, and keep the focus of the conversation on what is most relevant to the leader's development in that moment. Presence is one of the most important factors for coaching success.

Get Out of the Way

Getting out of the way means letting go of personal agendas and assumptions and letting the coaching process be about the leader and their needs, goals, and way of learning. Remember, coaches should be aware of their preconceived notions or sentiments of the situation and prevent these from getting in the way of their ability to correctly interpret the situation.

Powerful Questioning for Buy-In and Connection

Asking open-ended questions, combined with active listening, demonstrates interest, concern, and shows the leader you are following their situation. A skillfully delivered question can drive greater learning and self-awareness. Open-ended questions can be powerful and have a lasting impact starting with the 5Ws: Who, What, When, Where, and Why.

Active Listening

Through active listening, coaches build a connection and learn what the leader needs, what motivates them, and what they care about.

- Level 1 – internal listening: Listen and relate to information based on your own experience. Used to build rapport.
- Level 2 – focused listening: Listen for what the information means to the leader. Used to build a strong connection by demonstrating interest in the leader.
- Level 3 – global listening: Listening for what is not being said (e.g., tone, emotions). Creates a deeper understanding of what is going on for the leader, what they care about etc.

WHEN REVIEWING OR ANALYZING FEEDBACK REPORTS

- What catches your attention in the summary data?

- What are the leader's strengths?

- What are some developmental areas the leader may need to work on?

- Are there any areas that may indicate a perception gap between the leader's self-view and what the feedback indicates?

ASSISTING THE INDIVIDUAL DEVELOPMENT PLAN (IDP) PROCESS

Coaches assist the development of an IDP by primarily helping a leader commit to development and assisting the leader by asking questions in each phase to guide the leader to realistic and actionable items that will contribute to their development.

See the Personal Assessment Coaching Guide for detailed instructions and prompts to use as a coach.
FM 6-22 and the Leader Developmental Improvement Guide provide resources for developmental activities.