

Developing Others Through Coaching Facilitator Guide

Leader Professional Development
United States Army
Center for Army Leadership



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Introduction

WHO IS CAL

The Center for Army Leadership (CAL) is the Army's designated action agent for Leader Development and Leadership in the areas of research, assessment, doctrine, initiative management, and quality assurance to sustain excellence in the Army's core competency of growing leaders.

INTENT OF THE LEADER PROFESSIONAL DEVELOPMENT KITS

Leadership is the unifying and multiplying element of combat power (ADP 6-0). Leader development programs are a proven method organizations can use to ensure regular improvement and refinement of critical leadership skills. In 2022, CAL began the design and development of a collection of ready-made Leader Professional Development (LPD) kits that you can use to deliver professional development sessions. These LPD sessions are designed to address topics of need; educate you on the Army Leadership Requirements Model (ADP 6-22); generate group discussion by asking thought-provoking questions; help you identify gaps in your unit, team, or organization; and determine actions leaders can take to improve the gaps.

It takes a lot of effort to create slides and briefing materials. Knowing that every Soldier's time is valuable, CAL created a pre-packaged set of materials (slides, facilitator guide, etc.) with everything you need to conduct an LPD. Now you can focus on learning and presenting the materials. Use this LPD kit as an opportunity to have a leader development discussion with others. The intent isn't for you to lecture for an entire session or read slides verbatim. Instead, think about the content, put it in the context of your unit, and get your audience talking about how to improve as Army leaders and a team.

CONTACT DETAILS

If you have any questions about the LPD kits or have suggestions for additional topics, please contact CAL at usarmy.leavenworth.tradoc.mbx.cal@army.mil.

You can also connect with CAL in the following ways:

- On the web: <https://cal.army.mil/>
- On Facebook: <https://www.facebook.com/USArmyCAL>
- On Instagram: <https://www.instagram.com/usarmycal>
- On Twitter: <https://twitter.com/USArmyCAL>
- On YouTube: <https://www.youtube.com/@USArmyCAL>

You can find the materials for this LPD, as well as others, at the CAL website at <https://cal.army.mil>.

Overview

PURPOSE OF THIS SESSION

The goal of this session is to teach Army leaders how to analyze the developmental needs of Soldiers and coach them on the necessary skills to address those needs.

The specific learning objectives for this session include:

- Describe the benefits of using coaching to develop others.
- Describe the qualities of an effective coach.
- Discuss coaching techniques you can put into practice.

TARGET AUDIENCE

The target audience for this LPD session are Company Level leaders from SGT (E-5) to CPT (O-3).

The optimal facilitator-to-learners ratio for this LPD session is one facilitator to approximately 20 participants. If the anticipated audience is to be more than 20 participants, those organizing the session should consider having multiple facilitators.

NOTE: If the anticipated audience is greater than 50 participants, some features of this Facilitator Guide will have to be adapted. For example, instead of conducting whole group discussions, you may need to split the audience into smaller groups to ensure everyone has an opportunity to contribute. To facilitate group discussions, the allotted time may also need to be increased.

RECOMMENDED MATERIALS

The following table lists recommended materials and equipment for facilitating this session. While these are recommended, not all of the listed equipment is required. For example, if you deliver the session out in the field and do not have access to a computer, monitor, or projector, you can still facilitate the session using just this facilitator guide and participant packets.

Materials	Quantity
Quick Start Guide	1 per facilitator
This Facilitator Guide	1 per facilitator
Participant Packet <ul style="list-style-type: none"> • Coach's Playbook Job Aid • After Action Review Form 	1 per participant
PowerPoint Slides	1 per facilitator
PC Computer or Laptop	1 per facilitator
Monitor or Projector and A/V cables	1 per room
Screen (if projecting)	1 per room
Chart Paper and Markers or White Board and Dry Erase Markers	1 per room

Documents can be accessed on the CAL website here: <https://cal.army.mil/>

AGENDA

The session is designed to be presented in a 44-minute block of time. Later in this guide, you will see the suggested timing for each individual slide, from which the below durations were calculated.

Segments	Duration
Session Opening	2 mins
Benefits of Coaching	10.5 mins
Qualities of an Effective Coach	13.5 mins
Coaching Techniques	15 mins
Session Closing	3 mins
Total Duration	44 mins







PREPARING FOR YOUR LPD SESSION

This facilitator guide aims to provide all of the information necessary to lead a successful session and discussion on this topic. To that aim, here are steps that you should take before the session.

1. Read through this facilitator guide and review the PowerPoint slides. Make sure you feel comfortable speaking to the key points and leading the discussion(s). Based on the audience, prepare to modify discussion questions to ensure they are meaningful and apply to your specific unit/organization. The more you can get the audience discussing how they can improve the organization by applying the material, the better.
2. Be prepared to include personal experiences related to the topic or familiarize yourself with examples you can reference throughout session. Real-life examples help tie together the individual segments, engage the audience, and enable learners to connect the content to their day-to-day jobs. Feel free to add short video clips or other materials you think the audience would find engaging.
3. Familiarize yourself with the suggested timing of slides and discussion activities.
4. Determine the anticipated audience size. Recruit additional facilitators or plan for modifications to the session if the audience size exceeds 20 participants.
5. Invite the commanding officer or organization director to speak at the beginning of the session to introduce the purpose/intent of the session. This will increase audience engagement and attention.
6. Review the additional resources so you can direct the audience to the appropriate information. Share the resources electronically via email before the session. Print participant packets ahead of the session.

HOW TO USE THIS GUIDE

The facilitator guide contains PowerPoint slides embedded with facilitation notes and discussion questions to guide you through the session. The facilitation notes include icon cues that are designed to provide visual references for you as to the type of action required, operational instructions, or other special points (e.g., discussion). Each icon is described below.

Icons	Icon Name	Descriptions
	Slide	This icon indicates that a slide should be presented. An image of each slide in the associated PowerPoint is provided. These slides help you identify which slide goes with each instructional strategy, duration, and key points.
	Duration	This icon indicates the suggested amount of time to spend on each slide.
	Key Points	This icon indicates the key points that should be covered. Although you should not read the key points verbatim during the session, you can read through it beforehand to familiarize yourself with the content.
	Discussion	This icon indicates that a discussion should be facilitated.
	Activity	This icon indicates that an activity should be facilitated.
	Resources	This icon indicates when any resource (handout, case study, example, article, etc.) should be used.

How to Facilitate This LPD Session

This section provides you with details on how to facilitate each slide in the session.

OPENING SEGMENT – SLIDE 1



1 minute



- Welcome participants to this session on developing others through coaching. This session is part of the Leader Professional Development (LPD) series designed to address and generate discussion about various topics of importance and determine actions you can take to improve your organizations.
- Point out that, as an Army leader, you play a vital role in guiding the development of Soldiers and civilian employees. You need to be able to analyze the developmental needs of your team members and provide the necessary coaching that helps them improve their skills.
- Explain that in this session, you will learn about the benefits of coaching, the qualities of an effective coach, and coaching techniques you can use.

ARMY LEADERSHIP REQUIREMENTS MODEL (LRM) – SLIDE 2



Army Leadership Requirements Model (LRM)

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- This LPD session focuses on the following competency:
 - Develops others
- Learn more about the LRM by reviewing:
 - ADP 6-22
 - Describes what right looks like for all leaders
 - FM 6-22
 - Teaches you how to develop as a leader



30 seconds



- Explain that it's important that everyone be familiar with the Army Leadership Requirements Model, which lays out the core set of requirements of what the Army expects all leaders to be, to know, and to do. By understanding these expectations, you will be better prepared to deal with a range and variety of situations. Soldiers who regularly and successfully apply these expectations have better trained units, command climates, and leaders who possess the necessary skills to win the fight. The Leadership Requirements Model can be found in ADP 6-22 and FM 6-22, which you should also take some time to check out if you haven't already. ADP 6-22 describes what right looks like for all leaders, and FM 6-22 tells you how to develop as a leader.
- Point out that this leader professional development session ties directly to the Develops others competency under the Develops section of the model.

SESSION OBJECTIVES – SLIDE 3



Session Objectives

- Describe the benefits of using coaching to develop others.
- Describe the qualities of an effective coach.
- Discuss coaching techniques you can put into practice.

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30 seconds



- Explain that by the end of this session, you will be able to:
 - Describe the benefits of using coaching to develop others.
 - Describe the qualities of an effective coach.
 - Discuss coaching techniques you can put into practice.
- To help make this session as impactful as possible, encourage participants to contribute to the discussions with their own perspectives, reflections, and experiences.

BENEFITS OF COACHING – SLIDE 4

30 seconds



- Explain that we will begin with a brief overview of what coaching is, what qualifies as coaching, and the benefits of using coaching to develop others.

DEFINITION OF COACHING – SLIDE 5**Definition of Coaching**

- Coaching is the guidance of another person's development in new or existing skills during the practice those skills.
- Coaching relies on teaching and guiding to bring out and enhance capabilities already present.
- A coach helps people understand their current level of performance and guides them to reach the next level of development.



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1 minute



- Explain that coaching is the guidance of another person's development in new or existing skills during the practice of those skills. Coaching relies primarily on teaching and guiding to bring out and enhance capabilities already present.
- Point out that a coach helps people understand their current level of performance and guides them to reach the next level of development.

WHAT IS CONSIDERED COACHING? – SLIDE 6



What is Considered Coaching?

Coaching is:

- Used to discuss strengths, weaknesses, and ways to sustain skills.
- Primarily done through informal teaching and guiding.
- Guiding development by showing, demonstrating, pairing individuals with experts or resources that will help them improve.

Coaching is not:

- Always formally scheduled.
- Always performed by superiors.
- Focused on promotions and career development.

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2 minutes



- Point out that it's important to understand what coaching is and is not.
- Explain that coaching is:
 - **Used to discuss strengths, weaknesses, and courses of action to sustain or improve an individual's skills.** Coaching looks at an individual's current skill level and how to improve future performance.
 - **Primarily done through informal teaching and guiding.** An important point to remember about coaching is it can happen anywhere at any time and is best performed "in the moment." Good coaches don't need to be experts. They just need to look for opportunities to help improve the skills of those around them.
 - **Guiding development by showing, demonstrating, and pairing individuals with experts or resources that will help them improve.** Think of a coach as a personal trainer, sometimes doing the coaching themselves, while at other times pairing the individual with another expert in a particular area.
- Explain that coaching is not:
 - **Always formally scheduled** – Coaching does not require a formal training schedule or location, such as a classroom. More often than not, coaching occurs at an opportune time during the regular workday or training exercises. Coaching is best done in the moment when the need is observed.
 - **Always performed by superiors** – Individuals at all levels are capable of serving as coaches. No special expertise is required. The three most common coaching relationships in the Army are superiors coaching subordinates, subordinates coaching superiors, and peers coaching peers.
 - **Focused on promotions and career development** – Instead, coaching is focused on improving skills and performance, which may include tactical skills, technical skills, professional skills, personal skills, etc.

BENEFITS OF COACHING – SLIDE 7



Benefits of Coaching

**Organization**

- An investment in individuals
- Faster integration of individuals into the organization
- Maintains performance at a consistent level

**Individual**

- Fosters mutually cooperative relationships
- Better job adjustment
- More skills learned with greater self-confidence
- Better prepared personnel to take on more responsibility

**Coach**

- Sense of satisfaction from helping others grow and develop
- Faster leader development; improved performance in a shorter period
- Prevents or reduces catastrophic errors and mistakes

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2 minutes



- Explain that coaching is one of the most important ways that leaders develop their subordinates. It provides benefits to the organization, the individual, and the coach.
 - At the organization level, coaching is an investment in individuals, which can factor into their decision to remain in the Army. Coaching also enables a faster integration of new individuals into the organization and helps to maintain performance at a consistent level.
 - On an individual level, coaching helps to build trust and foster mutually cooperative relationships between the coach and the individual. It helps individuals adjust to a new job and learn new skills more quickly and with confidence, allowing them to take on more responsibilities.
 - Coaches also benefit from coaching others. They gain a sense of satisfaction from helping others grow and develop. Coaching helps develop others faster, which can help a unit/organization reach its overall goals and mission more quickly. Coaching also helps to prevent or reduce catastrophic errors and mistakes. As a coach, you'll naturally develop a closer bond with those you spend time coaching, which helps to build camaraderie within the organization.

DISCUSSION – SLIDE 8



Discussion



- What are some examples of coaching that you've participated in, whether at work or in your personal life? What benefits have you observed?

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5 minutes



- Ask participants:

What are some examples of coaching that you've participated in, whether at work or in your personal life? What benefits have you observed?

Answers will vary. Here are some examples of coaching to help kick-start the conversation if needed:

- *Coaching your child's little league*
- *Managing your finances*
- *Having difficult conversations*
- *Managing conflict*
- *Retirement planning*

QUALITIES OF AN EFFECTIVE COACH – SLIDE 9

30 seconds








- Now that we've talked about what coaching is and its many benefits, let's discuss the qualities of an effective coach and how to avoid some coaching pitfalls.

ACT AS A ROLE MODEL – SLIDE 10



Act as a Role Model

-  Be motivated
-  Set a good example
-  Demonstrate competence and credibility
-  Demonstrate integrity, honesty, and sincerity
-  Respect the individual's perspective and learning style

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2 minutes



- Explain that an effective coach acts as a role model and must:
 - **Be motivated** – One of the most important ingredients to being an effective coach is to be motivated to help improve the performance of those around you. You should always be looking out for coaching opportunities and want to do it.
 - **Set a good example** – Being an effective coach requires that you set a good example. To do that, you must demonstrate the behavior that you want to see in others.
 - **Demonstrate competence and credibility** – You must possess a strong knowledge in the skill for which you intend to provide coaching. An effective leader knows their own limitations and identifies the right coach for the skill being taught.
 - **Demonstrate integrity, honesty, and sincerity** – Building mutual trust and respect is an important part of coaching. Therefore, you should always demonstrate personal integrity, honesty, and sincerity with those around you.
 - **Respect the individual's perspective and preferred learning style** – You must also respect an individual's perspective and preferred style of learning.
- Note that you can also be a role model for bad behaviors. If you lack motivation, set a bad example, lack competence, and are disrespectful or dishonest, individuals will model that poor behavior as well.

CREATE THE RIGHT CLIMATE FOR LEARNING – SLIDE 11



Create the Right Climate for Learning

Organization	Coach	Individual
<ul style="list-style-type: none"> • Strive for improvement • Emphasize training and education as ways to improve 	<ul style="list-style-type: none"> • Establish mutual trust • Avoid judgment and negative criticism • Be open to new ways of doing things 	<ul style="list-style-type: none"> • Be open and receptive to coaching and feedback

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2 minutes



- Point out that both the organization and the coach play a key role in creating the right climate for effective coaching to take place. It starts at the top. If higher command doesn't support a climate in which effective training and coaching is valued, it becomes much more difficult for everyone else to create an effective coaching environment.
- Explain that the organization must value and support a coaching and learning environment. The organization must constantly strive for improvement and never settle for the status quo. It is also important that the organization be open to new ways of doing things. The organization must emphasize training and education as important ways to improve.
- Explain that as a coach, you must build relationships with individuals that foster trust. Refrain from judgment and negative criticism. Focus on the improvements you want to see, not the ways of the past. Be open to new ways of doing things and allow the individual to come up with their own solutions, with your guidance and feedback.
- Note that the individual must be open to being coached. They must be willing to accept your help and feedback. If you sense resistance to coaching, you should address that problem first before proceeding. There can be several reasons for this resistance – the individual may be reluctant to change, may feel the need to save face, doesn't like being told what to do, or doesn't feel that you've earned their trust yet. As the coach, help them visualize what it would be like to successfully master the new skill.

PROVIDE A FLEXIBLE LEARNING ENVIRONMENT – SLIDE 12



Provide a Flexible Learning Environment

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2 minutes



- Explain that there is no one single proven method that works for every coaching situation. To be an effective coach you must be flexible.
- Point out that as an effective coach, you must fit the coaching to the situation. You must consider the experience level of the individual you are coaching. You must also take into account why the coaching is needed.
 - Is it an attitude issue?
 - Is it because of a lack of confidence?
 - Is it a lack of formal training or practice?
 - Is it a physiological issue?

Once you know the root cause of the performance issue, you can provide the proper coaching solution.

- Acknowledge that mistakes do happen. As a leader and a coach, turn these mistakes into learning opportunities. Remember that you may have performed a task a hundred times, but the individual that just committed the mistake may be new to the task. Put a positive spin on the mistake. Make sure to criticize the behavior and not the person. Focus on what needs to be improved and not past errors. Make sure you recognize improvements and build upon those.

AVOID COACHING PITFALLS – SLIDE 13



Avoid Coaching Pitfalls



Using threats



Micromanaging



Failing to follow up

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2 minutes



- Explain that there are some common pitfalls that you can fall into that will make coaching less effective. Try to avoid the following:
 - **Using threats** – Avoid threats because they can hinder learning from taking place. Instead, stay positive by being supportive and non-threatening, focusing on the skill to be improved and not the person, recognizing and praising improvement, and building the individual's confidence.
 - **Micromanaging** – It's impossible for you to be involved in the coaching of every member under your command. Instead of micromanaging, delegate coaching to the most skilled, trust your leaders, and don't ignore situations where coaching is required. Encourage your members to actively seek out coaching opportunities that help the organization achieve the mission.
 - **Failing to follow up** – An important component of effective coaching is giving constructive feedback. Be sure to follow up with individuals to provide timely and constructive feedback, provide clear direction when and where needed, reinforce strengths and acknowledge improvement, and monitor the individual's performance to ensure there hasn't been deterioration in the skills since the last coaching event.

DISCUSSION – SLIDE 14



Discussion



- Share your personal experiences with coaches.
 - What qualities made them effective?
 - What are some qualities of ineffective coaches?

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5 minutes



- Ask participants:
 - Share your personal experiences with coaches. What qualities made them effective? What are some qualities of ineffective coaches?

Answers will vary.

COACHING TECHNIQUES – SLIDE 15

30 seconds



- Remind participants that there is no “one-size-fits-all” coaching strategy that can be applied to every situation. A good coach thinks about the individual that needs support, the skills that need to be improved, and their strengths as a coach, then adjusts their approach accordingly.
 - This third and final section will focus on some coaching techniques you can use.
-

OBSERVE AND ASSESS – SLIDE 16



Observe and Assess

Identify the need

- Good coaches observe to determine the gap between performance and potential.
- Assess the developmental needs of your personnel.

Select the right coach

- Must be proficient in the specific task or skill.
- Has a “coaching presence.”
- Has time to devote to coaching.

Diagnose the reason for the performance gap

- Is it due to a lack of technique, confidence, or prerequisite skills or knowledge?
- Identify with the individual ways to improve and how to overcome any barriers.

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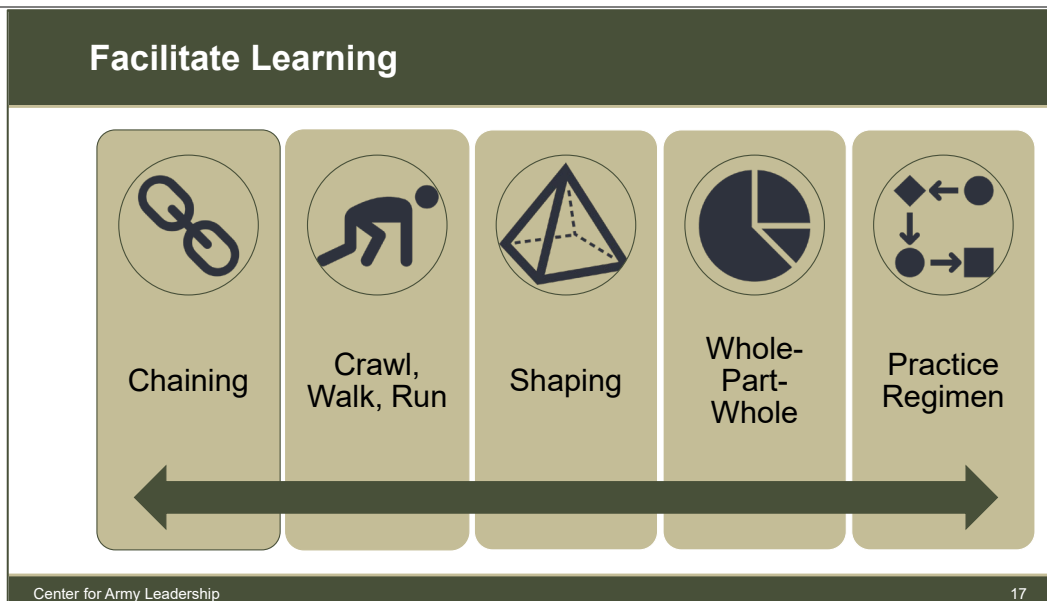


3 minutes



- Explain that before coaching even begins, there are steps you should take to observe and assess the situation.
 - **Identify the need** – Good coaches are watchers, using their observational skills to determine the gap between performance and potential and closing that gap through development of the individual's skills. Assess the developmental needs of your personnel through in-the-moment, direct observation. Plan your observations around key events and note patterns of behavior.
 - **Select the right coach** – It's important that the coach be proficient in the task and have a “coaching presence,” meaning someone who will partner with the individual, be an active listener, and show patience in developing the individual. The right coach has time to devote to coaching and must value supporting the professional development of their colleagues.
 - **Diagnose the reason for the performance gap** – The coach helps diagnose the reason for the skill gap. It may be due to a lack of technique, confidence, motivation, or prerequisite skills or knowledge. A good coach identifies the root cause of the problem and uses that to guide the selection of an appropriate coaching method. The coach should also determine if there are any barriers to the individual mastering the needed skill. For example, if a Soldier is having trouble with weapons assembly, are they having any vision issues? Do they simply need glasses? These are the questions you need to address before coaching.

FACILITATE LEARNING – SLIDE 17



3 minutes



- Explain that there are many established methods you can use to help with the transfer of knowledge and skills:
 - **Chaining:** Chaining is defined as “a process whereby a series of discrete behaviors are linked to achieve some reinforcing outcome.” This is best used when a skill consists of a sequence of steps or chain of individual responses. Each individual component of the chain reinforces the previous step and functions as a stimulus for the next step. In simple terms, a larger skill is broken down into smaller, more manageable skills that are taught and practiced in the right order until the whole skill is mastered.
 - **Crawl, Walk, Run:** This method is typically used for complex, difficult skills. Crawling usually involves presenting information via lecture. The coach describes the task and demonstrates it slowly step by step, while answering any questions. During the walking phase of this method, the coach has the individual perform the task, typically at a slow pace, while the coach observes, questions, and critiques the individual's performance. During the run phase, the individual performs the entire skill before the coach offers any feedback.
 - **Shaping:** Shaping is like chaining except the skill to be coached has components that must occur simultaneously rather than in sequential fashion. For example, if the skill requires the individual to perform two or more functions at the same time, you would coach with emphasis on one of the functions as the primary and the other in a secondary or non-challenging state. Once the first function begins to be mastered, you begin to introduce the second in increasingly more difficult levels with the first function. This is repeated until both functions are mastered within the skill.
 - **Whole-Part-Whole:** Individuals are first exposed to the “whole” skill. First, the coach emphasizes the various “parts” that make up the whole. Then, the coach breaks the whole down into more manageable parts and provides instruction on each part until it is mastered. Once all the parts are mastered,

the “whole” is brought back into the coaching, and the individuals are expected to demonstrate competency of the entire skill.

- **Practice Regimen:** A practice regimen is characterized as any coaching method that focuses on repeated practice of a skill. The theory is that the more the individual practices, with variations in the conditions and level of difficulty, the more their performance in the chosen skill improves.



- Refer participants to the Coach's Playbook Job Aid handout in their Participant Packet for a more detailed description of each method to facilitate learning.
-

EMPLOY GUIDED DISCOVERY LEARNING TECHNIQUES – SLIDE 18



Employ Guided Discovery Learning Techniques

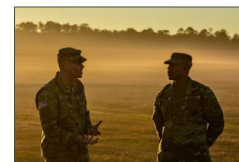
Powerful Questioning

- Ask open-ended questions.
- Challenge assumptions.



Active Listening

- Attend to and listen to what the individual is saying.
- Pay attention to non-verbal cues.



Direct Communication

- Use positive, respectful, and thoughtful communication.
- Use figurative speech to illustrate a point.

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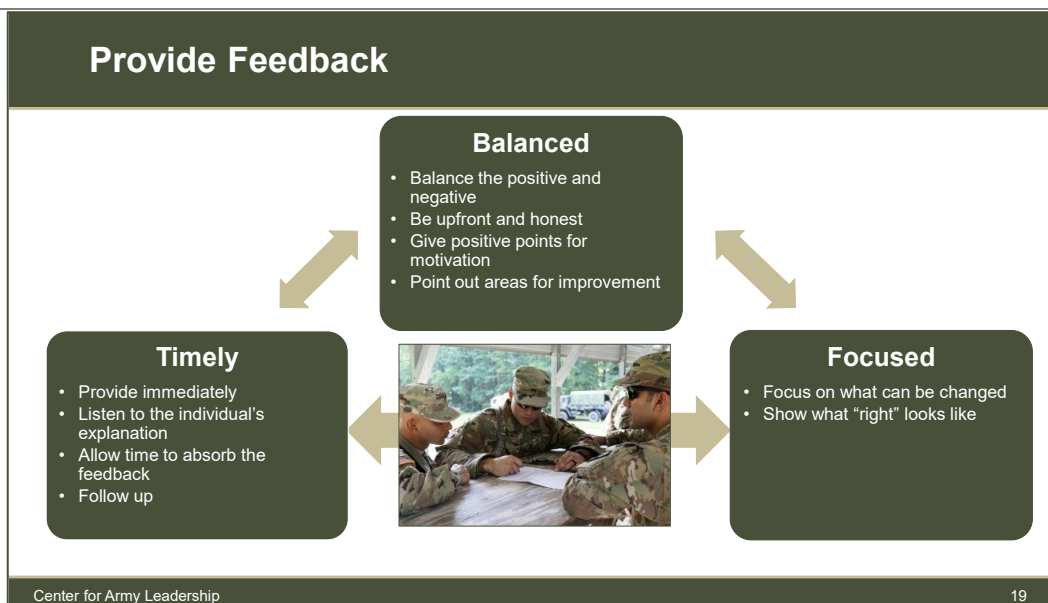


1.5 minutes



- Explain that the guided discovery learning technique is based on the belief that people learn best when they build their own understanding of the subject. It has three main components:
 - **Powerful questioning** – Guided discovery learning is based on asking questions that result in discovery. Ask open-ended questions that challenge the individual's assumptions. For example, ask the individual why they did something one way versus another. Ask follow-up questions based on the individual's response to help them gain further self-awareness and insights.
 - **Active listening** – As a coach, you must attend to the individual and listen to what they are saying. You must be in tune with their values, beliefs, and goals. Maintain eye contact and pay attention to not only the words they are speaking but also their non-verbal cues, such as body language and tone of voice. Also avoid distractions, such as checking your phone, tablet, or email while the individual is talking. You want to invest yourself—and come off as invested—in the substance of what the other person is saying.
 - **Direct communication** – Be open and honest when communicating with the individual you're coaching. Clearly state your message using simple words to reduce the risk of misunderstanding. Don't talk in circles.

PROVIDE FEEDBACK – SLIDE 19



2 minutes



- Explain that an important part of coaching is providing feedback. Feedback must be balanced, timely, and focused.
 - **Balanced** – It’s important that you balance the positive and negative when providing feedback. For example, if a task doesn’t meet your expectations, you want to be upfront and honest, but giving the individual a few positive points can help motivate them. At the same time, you don’t want your positive communication to come off as sugarcoating. Provide an honest assessment that includes concrete steps for improvement. When a piece of work is high quality, you want to make sure that you give the individual some things to think about or work on to help them feel like they still have room to grow and surpass expectations. Provide a few suggestions, such as "have you thought about adding in information about X?" or "perhaps this point on Y could be expanded to include some of more detail." High-performing individuals want goals to strive for.
 - **Timely** – Give feedback immediately and listen to the individuals’ explanation of why they did things the way they did. Give the individual time to absorb the feedback and then follow up.
 - **Focused** – Feedback should be focused on the specific behavior(s) that can be changed. This sometimes means showing what “right” looks like.

DISCUSSION – SLIDE 20



Discussion



- What coaching techniques have you used that have proven to be successful?
- How can you better use coaching to improve performance within your units and the organization as a whole?

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5 minutes



- Ask the participants:
 - What coaching techniques have you used that have proven to be successful?
 - How can you better use coaching to improve performance within your units and the organization as a whole?

Answers may vary.

WANT TO LEARN MORE? – SLIDE 21



Want to Learn More?

<https://cal.army.mil>



Doctrine
Provides leader expectations

- ADP 6-22
 - Paragraph 5-46
 - Paragraph 6-47
 - Paragraphs 6-54 and 6-55
- FM 6-22
 - Paragraphs 2-87 through 2-90
 - Paragraph 4-103
 - Paragraph 4-117



Self-paced Online Lessons
Provide additional content and real-world examples/scenarios

- Every Leader as a Coach

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1 minute



- Point out that, given the time constraints, we weren't able to cover everything in detail. To learn more about coaching, go to the CAL site and check out these resources.

AFTER ACTION REVIEW – SLIDE 22**After Action Review**

- Complete the AAR form in your Participant Packet and return it to the facilitator.
 - The form allows you to provide feedback about this session.
 - Your feedback will be used to improve future deliveries of this session.

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1 minute



- At the end of the session, tell participants to complete the AAR form in their Participant Packet (also on the next page for your reference) and to return it to you before they leave.



- Tell participants that:
 - The form allows them to provide feedback about the session.

Their feedback will be used to improve future deliveries of the session.

Developing Others Through Coaching After Action Review Form

Purpose

The purpose of this After Action Review (AAR) is to help your organization improve its Leader Professional Development program. Your feedback will help identify areas of this session that went well and areas that could be improved.

Session Goals

The goal of this session was to teach Army leaders how to analyze the developmental needs of Soldiers and coach them on the necessary skills to address those needs.

After you participate in this session, it is expected that you will be able to:

- Describe the benefits of using coaching to develop others.
- Describe the qualities of an effective coach.
- Discuss coaching techniques you can put into practice.

Your Feedback

Answer the following question below:

Question	Your Feedback
<p>Were the goals of this session met? If not, explain why.</p>	
<p>What went well during this session?</p>	
<p>Are there any areas in which the session could be improved? If so, please specify.</p>	

LET'S CONNECT – SLIDE 23**Let's Connect**

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1 minute



- Display this slide while participants are completing their After Action Review.