



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

<i>Section</i>	<i>Topics Covered or Questions Asked</i>	<i>Suggested Duration</i>
1. Introductions	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • “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	<ul style="list-style-type: none"> • “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	<ul style="list-style-type: none"> • “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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

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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.

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