ATP 6-22.1

PROVIDING FEEDBACK: COUNSELING–COACHING–MENTORING

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PROVIDING FEEDBACK: COUNSELING–COACHING–MENTORING

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Preface

Army Techniques Publication (ATP) 6-22.1 provides doctrinal guidance for all leaders, military and civilian, responsible for providing feedback through counseling, coaching, or mentoring and explains how to effectively plan, prepare, execute, and assess feedback actions.

Leadership is fundamental to Army operations as a dynamic of combat power; subsequently developing leaders through feedback requires an understanding of related doctrine. To fully understand ATP 6-22.1, readers should be familiar with the fundamentals of leadership, attributes, and competencies in Army Doctrine Publication (ADP) 6-22, *Army Leadership and the Profession* and understand the nature and fundamentals of operations as described in ADP 3-0, *Operations*. The leader attributes and competencies are common to all Army leaders. Each branch identifies the technical and tactical knowledge, skills, and abilities required of leaders to perform their duties at specific grades and positions.

The principal audience for ATP 6-22.1 is all Army leaders, military and civilian. ATP 6-22.1 serves as a primary aid to leaders to develop individuals through counseling, coaching, and mentoring. Trainers and educators throughout the Army will also use this manual.

Commanders, staffs, and subordinates must ensure their decisions and actions follow applicable U.S., international, and in some cases host-nation laws and regulations. Commanders at all levels will ensure their Soldiers operate following the law of armed conflict and applicable rules of engagement (see FM 6-27).

ATP 6-22.1 uses Army terms and definitions in the glossary and text. For definitions shown in the text, the term is italicized and the proponent publication number follows the definition.

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ATP 6-22.1 applies to the Active Army, Army National Guard/Army National Guard of the United States, and United States Army Reserve unless otherwise stated. For specifics in addressing Department of the Army (DA) Civilian counseling requirements, leaders should consult the governing DOD Instructions and contact the servicing civilian personnel office.

The proponent of ATP 6-22.1 is Headquarters, U.S. Army Training and Doctrine Command. The preparing agency is the Center for Army Leadership, U.S. Army Combined Arms Center–Mission Command Center of Excellence. Send comments or recommendations on DA Form 2028 (*Recommended Changes to Publications and Blank Forms*) to the Center for Army Leadership, ATTN: ATZL-MCV-R, 804 Harrison Drive, Fort Leavenworth, KS 66027-2302 or by e-mail to usarmy.leavenworth.tradoc.mbx.6-22@army.mil.

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Introduction

ATP 6-22.1 provides knowledge, skills, processes, guidelines, and techniques to develop Army leaders through effective feedback. Such knowledge, skills, and behaviors increase the effectiveness of Army missions while improving its individual leaders. The knowledge, skills, and behaviors discussed in ATP 6-22.1 are developed through the regular practice of giving and receiving feedback to enable team cohesion and mission success.

From 5 U.S. Code § 1103, feedback is a requirement that ensures the continuity of effective leadership through implementing recruitment, development, and succession plans, thus sustaining a culture that cultivates and develops a high performing workforce.

The Army's culture of learning provides leaders with information for feedback, assessment, and self-development. Assessments effectively bring change when they are coupled with the interpersonal and trusted interactions through counseling, coaching, or mentoring.

ADP 6-22 and FM 6–22 articulate the careerlong attributes and competencies needed in Army leaders; establish imperatives for integrating policies, programs, and initiatives to produce Army leaders; and provide guidance for career-long development of Army leaders through education, training, and experience. Such leader development instills and refines desired attributes and competencies in Soldiers and DA Civilians. Feedback fits within an integrated, progressive, and sequential process that occurs in schools, units, and civilian education institutions and organizations.

ATP 6-22.1 provides a doctrinal framework for providing quality feedback to subordinates through counseling, coaching, or mentoring. ATP 6-22.1 consists of four chapters:

- Chapter 1 provides an overview of stages of change, communication skills, and feedback methods.
- Chapter 2 addresses counseling through information on developmental counseling, counseling fundamentals, the four-stage counseling process, counseling programs, and documentation.
- Chapter 3 covers information supporting effective coaching to include fundamentals, setting the foundation, facilitating learning and results, planning development, and conducting a coaching session through a standardized coaching sequence.
- Chapter 4 addresses information related to mentoring to include mentoring relationships, mentoring stages, roles and responsibilities, benefits, and mentoring agreements.

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Chapter 1
Engaging in Effective Feedback

1-1. Army leaders who engage with and know their subordinates are prepared to develop others. Leaders who demonstrate the attributes and competencies defined in the Army's leadership requirements model (see figure 1-1) tend to be more capable at providing effective feedback critical to developing others. For example, attributes, like empathy and interpersonal tact, allow the leader to adjust feedback to motivate the receiver to act upon it. Competencies, such as communicates and creates a positive environment, set the conditions and expectations for effective feedback processes. Army leaders can maximize their effectiveness at providing feedback the same way other skills are developed: through training, practice, reflection, and assessment.



Figure 1-1. The leadership requirements model

1-2. Feedback is information provided to an individual or organization derived from observation, conferences, interviews, focus groups, surveys, and so forth, for use in improving performance and/or to elicit a desired performance. Feedback may be positive or negative in nature. Feedback provided in an education/training environment should enhance transfer of learning. Feedback comes from multiple sources including informal dialogues (such as interpersonal interactions or conversations) and formal processes (such as assessments, interviews, and surveys). Individuals leverage feedback to develop or improve performance and accomplish goals. Leaders maximize feedback effectiveness to elicit specific outcomes by being intentional about what, when, and how feedback is provided.

1-3. Providing feedback is a common element of interacting with others, regardless of developmental role or process. Leaders get results and accomplish the mission by providing effective, intentional feedback, as well as by determining the appropriate setting and timing for feedback. Effective feedback that considers the individual's motivation can significantly contribute to development, accelerate learning in day-to-day experiences, and translate into optimal performance. Feedback is a key component of counseling, coaching, or mentoring. Army leaders support each other and enable transparent and effective assessment of the individual's performance and their role in the organization's overall performance. Assessments and feedback are not additional duties extraneous to the mission but are integral to accomplishing the mission.

1-4. Feedback is information that can help direct, motivate, or reward desired behavior. It is a critical part of development, education, and training which helps motivate and advance knowledge, skills, and abilities. Additionally, feedback helps individuals maximize their potential and professional development at different stages of growth, raise their awareness of strengths and areas for improvement, and identify actions to take to improve performance. Feedback contributes to building working relationships and is the basis for performance and development. Effective feedback facilitates leader development and potential and, ultimately, improves unit performance and mission success.

1-5. Feedback can be provided to individuals and to organizations. At the organizational level, feedback may be sought through surveys or focus groups. However, the importance of feedback at the organizational level is similar to the individual level. It promotes improved performance and development when organizations are motivated to receive and implement action based on the feedback received.

1-6. Feedback provides multiple benefits to both the giver and receiver. Feedback—

- Promotes growth and development for improved performance.
- Supports a learning environment through shared understanding and shared mental models.
- Supports adaptive and critical thinking.
- Develops and reinforces desired behaviors.
- Addresses undesirable behaviors.
- Prompts change.
- Creates awareness.
- Shifts perceptions.
- Boosts confidence.
- Enables a strong relationship between giver and receiver.

1-7. One challenging aspect to giving effective feedback is selecting the best way to communicate it for the specific situation and the individual. A leader should consider what they want to accomplish (such as inform, guide, motivate, praise, or admonish), the situation, leader capabilities, and the subordinate's situation, goals, and expectations. As the leader, it is important to recognize their own internal reactions about talking with a subordinate. For example, a leader may become disappointed and frustrated with a subordinate that needs to be corrected or may be uncomfortable talking about personal situations that affect work performance (such as problems at home or with health). Furthermore, leaders must develop a flexible mindset aimed towards growth. This ensures personal and professional growth remain the focus, which leads to confidence, motivation to learn, and reciprocating the same for others.

1-8. Self-aware Army leaders consistently develop and improve their feedback delivery abilities. They do so by studying human behavior, understanding the problems that affect their subordinates, providing feedback themselves as a subordinate, and developing their interpersonal skills. Self-aware leaders are also aware of their limitations and when to seek help from subject matter experts and other professionals to ensure their subordinate's safety and well-being. While a self-aware leader may refer a subordinate for additional support, it does not negate the leader's need to communicate and follow up to ensure needed resources are being used. The skills needed to provide effective feedback vary with each situation so it is important to practice.

1-9. Leaders must understand how to deliver difficult or uncomfortable feedback. They must know that the timing of delivery is crucial. Leaders must stick to the facts, remain open and non-defensive, while treating everyone affected respectfully. Leaders should highlight the positive, focus on solutions, and consider their language throughout by using familiar terms and not talking down to anyone.

1-10. The Army-wide effectiveness of feedback methods begins with senior leaders who actively role model and provide subordinate leaders with developmental feedback. Army leaders create situations that foster learning in training and operational environments and then provide feedback. A common method leaders use is conducting after action reviews that discuss how leaders and units can improve training and operations more effectively. Such meaningful feedback allows individuals to experience, become comfortable with, and eventually thrive in ambiguity and chaos. Additionally, effective feedback enables leaders to identify talent gaps and refine Army developmental programs to address those gaps.

1-11. Change is constant in life, yet it is human nature to maintain the status quo, thus resist change. Change, both positive or negative, can make people uncomfortable and appear as if they do not want to change for the

better. This tendency towards the status quo can appear as resistance and discourage others from investing their time to give feedback. Leaders should understand what motivates change and how they can leverage a person's internal motivation to change to shift focus away from the status quo.

STAGES OF CHANGE

1-12. The stages of change model (see figure 1-2) describes how people become ready for change. People can range from having no interest in making changes (precontemplation), to having some awareness or mixed feelings around change (contemplation), to preparing for change (preparation), to having recently begun to make changes (action), to maintaining changes over time (maintenance). Subordinates in the earlier stages may feel coerced into making changes, while those in the later stages are typically interested in making changes for personal reasons. This can also be described as compliance versus commitment.

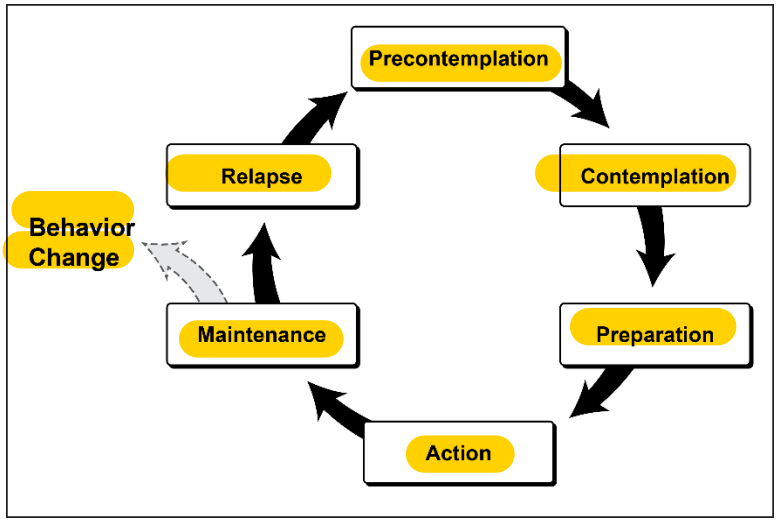


Figure 1-2. Stages of change model

1-13. Leaders can gauge a subordinate's readiness for change by listening to how they talk. Table 1-1 provides example statements that may occur at each stage of change.

Table 1-1. Stages of change statements

Stage of Change	*What a Subordinate might Say*
Precontemplation	I work hard during the week. I deserve to have good meals and treats when I am off duty.
Contemplation	I like to go out on weekends and I definitely overdo it at times. I noticed my uniform is fitting a little tighter and I have lost some time on my runs.
Preparation	When I move off base, I am going to eat better. I will have a place to cook healthier meals and do some meal prep.
Action	I have been eating a lot less the last few weekends. I just look for something else to do when I get bored and want to eat.
Maintenance	At first, cutting back on my eating was really difficult. I was used to eating when I was bored and being in a new duty station made it worse. Now I am used to it and eating much healthier.

1-14. Three factors move people through the stages of change. The first factor is developmental. People's priorities change over time. For instance, people in their 30s often have different goals than those in their 20s. The second factor is experiential. Often, personal experiences such as marriage, birth of a child, receiving critical feedback, or promotion motivate a person to grow and make different choices. The third factor involves system-level efforts like training that instills Army Values.

1-15. Looking at change this way provides leaders four insights:

- Internal change tends to be a process. Some people do change behavior quickly after a significant event, but most change takes time as they become aware of personal and professional goals and more committed to the change. People may need to gather information and assess different options before committing to something.
- Certain approaches are more helpful at different stages. When dealing with people who do not see a need to change behavior, the goal may be to raise their level of awareness that a problem exists. Those in the middle stages (preparation or action) may need help with planning. In later stages (action or maintenance), when they are committed, advice and problem-solving can be helpful.
- Relapse to old behaviors is a typical part of the cycle. Change is a trial-and-error process for most people. People often make several attempts before the new behavior sticks.
- Although leaders often prefer to see subordinates move through all of the stages quickly, the goal of any particular conversation may only be to plant a seed or raise motivation. Each conversation helps the subordinate move forward in accomplishing their goal.

1-16. The stages of change model can help leaders improve conversations by highlighting areas to emphasize or avoid. For instance, if a person is making positive progress, pointing out old problems may impede progress. Yet, giving suggestions to someone who is not yet convinced of the need for change may be an inefficient use of time and may lead to frustration for leader and subordinate.

SELF-DETERMINATION THEORY

1-17. The stages of change model describes how but not why people change. It is often assumed that people rationally weigh the pros and cons of their actions before deciding. Unfortunately, this logic does not always prevail—people do not always behave rationally. For example, a subordinate may decide that the small immediate benefits of continuing to drink with friends at a bar are more important than the larger future penalty for violating curfew.

1-18. Self-determination theory is an approach developed by psychologists in 1985 to analyze personal motivations. It is a theory that explains why some changes stick better than others. The theory first assumes a range of motivation. Like the stages of change, people range from having no interest in change to being extremely interested in change. People on the lower end of the scale have only external reasons for change ("I might fail tape"), while those on the upper end may also have internal reasons such as family, health, or personal pride ("I want to take care of myself").

1-19. When people have internal reasons for change, they try harder, are more satisfied, and stick with those changes longer than when they make changes for only external reasons. The more leaders help a subordinate own and take credit for positive behaviors, the more likely they are to keep doing it. Table 1-2 illustrates ways subordinates might describe vehicle maintenance. Based on their statements, the one on the right has more internal motivation and is going to work harder.

Table 1-2. Example Soldier statements and motivation

	External Motivation	***Internal Motivation***
Soldier Statements	The equipment's old and always breaking. It has just got to make it through dispatch, and then it will be someone else's problem.	I have learned a lot from doing maintenance on the big equipment. I would like to get more training so I can work on aircraft engines.
Quality of Effort	Low	High

1-20. Self-determination theory suggests that leaders can increase subordinates' internal motivation by emphasizing three basic human needs factors in their conversations—autonomy, competence, and relatedness:

- Autonomy is a person's self-perception as an action's determining agent ("I want to do a good job"). A leader builds autonomy by normalizing difficulties ("It can be hard to get it right the first time. It often takes practice."), providing options ("There are a couple things that can help here."), and emphasizing personal choice ("What's your best option here?"). This gives a person choices and ownership over the outcome.
- Competence involves beliefs about ability ("I can do this"). Some come from backgrounds where expectations are low, and examples of prosocial behavior are hard to find. Helping people set

realistic goals, emphasizing personal strengths, and giving positive feedback on progress (rather than only pointing out what is wrong) can increase their sense of competence. Encouragement from a leader may be the only positive feedback that some receive with any regularity. Demonstrating the task or change where feasible also helps those with low levels of confidence.

- Relatedness is the need to feel connected to others. Positive, lasting change is more likely when people believe it benefits their social group or their social group supports the change. For instance, a Soldier might practice a drill because they want to contribute to squad performance, while another might complete an online course or save money because they want a better life for their family.

1-21. Therefore, those who have internal reasons for change feel confident about new behaviors, and those who have others to support them are more likely to make lasting changes. This positive attitude enables a leader to assign more trust and responsibility to a subordinate, which in turn, develops them.

GROWTH MINDSET

1-22. By understanding how and why people are motivated to change, leaders can leverage their use of feedback to meet people where they are in the change process. This understanding also helps leaders identify and manage their personal beliefs and assumptions that interfere with providing consistent, direct, and actionable feedback to subordinates. To be effective, leaders can tailor feedback by—

- Understanding the stage of change a person is in.
- Encouraging autonomy, competence, and relatedness.
- Knowing their people: their strengths and developmental needs, motivations and drivers, and their preferred communication style.
- Realizing that what works for one person may not work for all, therefore adapting their approach to the individual.
- Creating honest and empathetic conversation because knowing the context and the person's view of the context is essential.

1-23. To be effective at giving feedback that promotes growth and development, communication skills are essential. Conversations, emails, text messages, and formal documentation are all communication modes used to provide feedback. While all types of communication are essential for Army leaders, interpersonal communication skills are especially useful when providing feedback.

COMMUNICATION SKILLS

1-24. Army leaders use communication skills to conduct many aspects of their jobs including developing, training, and motivating subordinates to improve personal and team performance. Leaders should also understand that using active listening skills then responding with intention is the key difference between building rapport and developing others. Most people have used these techniques to communicate but may not have done so with a specific intention. Effective leaders should master these basic communication skills to best perform their roles:

- Self-awareness.
- Active listening.
- Intentional responding.
- Appropriate questioning.
- Recognizing and evoking change talk.
- Redirecting resistance.
- Feedback receptiveness.

SELF-AWARENESS

1-25. The communication process is complex as many factors affect effective communication, such as the setting, individual beliefs and perspectives, and culture. While no one can control all aspects of the communication process, it is important that leaders are aware of and mitigate as many barriers as possible to ensure effective communication.

1-26. Self-awareness is fundamental to understanding one's ability to effectively communicate and develop others. Everyone has an identity or how they see themselves. Leaders and subordinates bring personal, family, and cultural experiences to bear on their professional role, responsibilities, and interactions with others.

1-27. Army leaders require self-awareness to accurately assess personal experiences during the communication process. While everyone brings their perspective to bear on the communication process, it is

critical for Army leaders to be aware of their personal and professional experiences that may skew their perception while engaged in communication with others who possess different perspectives. Self-awareness, along with open and honest discussions regarding perceptions, can be useful to reduce perceived biases.

1-28. In order for leaders to be intentional in their communication with subordinates, it is important that leaders reflect on specific goals when communicating. Understanding the ultimate goal helps determine the best response. It is also important to understand that no two situations will be the same, so practicing communication skills is critical to development and leader adaptability.

1-29. Army leaders cannot help everyone in every situation. Army leaders should recognize their personal limitations and seek outside assistance when needed. When necessary, leaders refer a subordinate to a qualified agency. Although it is in an individual's best interest to begin by seeking help from their first-line supervisors, leaders should respect an individual's preference to contact outside support agencies.

ACTIVE LISTENING

1-30. Active listening is a communication skill in which the listener engages fully with the speaker. Army leaders use active listening by focusing their attention on the speaker, understanding what the speaker is saying, clarifying their understandings, and responding with intention. Active listening implies listening thoughtfully and deliberately to capture the nuances of the subordinate's language. Stay alert for common themes. A subordinate's statements or recurring references may indicate personal priorities and motivation that a leader can use to relate to or motivate subordinates.

1-31. Active listening communicates that the leader values the subordinate and enables receiving the subordinate's message. To capture and understand the message fully, leaders listen to what is said without dominating the discussion or speaking over the subordinate and mindfully observe the subordinate's mannerisms. Key elements of active listening include:

- Eye contact. Maintaining eye contact without staring shows sincere interest. Occasional breaks of eye contact are typical and acceptable, while excessive breaks, paper shuffling, clock-watching, and repeated mobile telephone checks may indicate a lack of interest or concern. It is important to notice changes in body language throughout the interaction and to inquire when noticed.
- Body posture. Being relaxed and comfortable helps put the subordinate at ease. However, an overly relaxed position or slouching may be interpreted as a lack of interest.
- Head nods. Occasional nodding indicates attention and encourages the subordinate to continue.
- Facial expressions. Keep facial expressions natural and relaxed to signal a sincere interest.
- Verbal expressions. Refrain from talking too much and avoid interrupting. Let the subordinate do the talking, while keeping the discussion on the counseling subject.
- Check for understanding. Paraphrase or summarize points back to the subordinate for confirmation; for example, "What I heard was…."
- Comfort with silence: It is not unusual for a person to stop talking during a conversation to organize thoughts, focus opinions, interpret feelings, or simply catch their breath. Leaders may feel excessive pressure to break the silence by saying something. Do not try to anticipate their feelings or thoughts. This can lead the conversation in the wrong direction. It is better to let them restart the conversation when ready and continue it at their pace. This eliminates putting personal feeling and bias into the conversation. Let them voice their feelings and thoughts.

1-32. Leaders must pay attention to the subordinate's gestures to understand the complete message and gauge the subordinate's understanding. By watching a subordinate's actions, leaders identify changes in body language that signal emotional reactions—the emotions behind the words. Not all actions are proof of feelings but should be considered, and the leader should inquire if there are changes in these nonverbal messages. Nonverbal indicators of leader and subordinate attitude include:

- Interest, friendliness, and openness. Be aware that leader actions must be context and situation specific. For example, leaning toward the subordinate may be considered as expressing interest or being aggressive—the leader must be able to understand how the subordinate interprets this action.
- Self-confidence. Standing tall, leaning back with hands behind the head, and maintaining steady eye contact.
- Anxiety. Sitting on the edge of the chair with arms uncrossed and hands open.

- Boredom. Drumming fingers, doodling, clicking pens, or resting one's head in their hand.
- Defensiveness. Pushing deeply into a chair, glaring, or making sarcastic comments as well as crossing or folding arms in front of the chest.
- Frustration. Rubbing eyes, pulling on an ear, taking short breaths, wringing the hands, or frequently changing total body position.

1-33. When a leader actively listens, they focus on what the speaker is and is not saying, understand meaning in context of the speaker's desires, and support the speaker's self-expression. Self-aware leaders understand what they bring to bear on their interactions with others and benefit from thinking about the different levels of listening here and how they can be used with subordinates to maximize development:

- Level 1 is internal listening, with focus on what the speaker says as it applies to personal situations, judgments, and feelings.
- Level 2 is focused listening, with a sharp focus on the speaker's goals, opinions, assessment, or frame of reference. Leaders listen to the words, but monitor the tone, pace, and feelings expressed.
- Level 3 is global listening, with focus on the speaker plus an awareness of unexpressed thinking, feeling, and emotions.

Listening Tip

Leaders ask themselves these questions to confirm listening at all three levels:

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

Listening Modes

1-34. In addition, four different modes of listening exist. The different modes are listed from the lowest to highest level of awareness:

- Habitual: This mode is about listening from the leader's assessment or conclusion, with little to no awareness of the speaker's assessment being different from the leader's.
- Thoughtful: This mode is about recognizing that a speaker's assessment or conclusion is different from the leader's. The leader's ability to appreciate that the speaker's conclusions may be different defines this mode.
- Committed: This mode is about being curious and listening for how the speaker's assessment or conclusion differs from the leader's. This mode is defined by the leader's ability to see differences and seek to confirm these similarities and differences.
- Appreciative: This mode is about actively listening to the speaker'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.

Speech Acts

1-35. A leader providing feedback must be aware of the different types of speech acts and ways to respond to them. Various types of statements individuals make during conversations include:

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

1-36. Exploring personal assessments can cause a shift in leader attitude, thinking, or feeling, though decisions and actions based solely on these assessments may not get the desired results. Decision making and

action based on assertions may create alternatives for getting the desired results. When a leader makes a request or offer to an individual, it gives the leader a chance to provide feedback. Table 1-3 provides example speech acts to move leaders through the modes of listening. As listening progresses from habitual to appreciative, the leader experiences the feedback process as supportive of and targeted to their development and success. For this reason, it is critical for the leader providing feedback to be aware of how they listen.

Table 1-3. Speech acts to ensure follow through

To move from....	*Engage the individual by...*
habitual to thoughtful listening	Considering what is different about how the leader sees things from how the individual sees things.
thoughtful to committed listening	Stating "Help me understand how you see this."
committed to appreciative listening	Asking "What are the values, beliefs, and assumptions that lead you to see it this way?"

INTENTIONAL RESPONDING

1-37. A leader most effectively responds to a subordinate's communication when the leader has a clear vision of the end state. This determines the best type of response and is based on the situation (such as performance counseling or directions during a training exercise). Many communication skills are used in day-to-day interactions as well as during counseling, coaching, or mentoring; however, not all types of communication are described here.

1-38. Verbal responses include questioning, summarizing, interpreting, and clarifying the subordinate's message. Nonverbal responses include eye contact and occasional gestures such as a head nod. A leader's responses should encourage the subordinate to continue.

Appropriate Questioning

1-39. Although focused questioning is an important skill, leaders should use it cautiously. Leaders should ask open-ended questions to obtain information or to get the subordinate to think deeper about a particular situation. Open questions should evoke more than a yes or no answer and not lead toward a specific answer or conclusion. Well-posed questions deepen understanding, encourage further discussion, enhance developmental processes, and create a constructive experience. Too many questions can aggravate the power differential between a leader and a subordinate and place the subordinate in a passive mode. The subordinate may also react to excessive questioning and become defensive, especially if the questions resemble an interrogation or intrusion of privacy. Listening and asking questions gives leaders the chance to gather more information while also providing time to pause, breathe, and collect themselves so they can respond tactfully. Open questions, affirmations, reflections, and summaries (OARS) form the basis for a disciplined listening and speaking style—the building blocks of productive conversations.

1-40. Open questions ask for longer answers or elaboration, while closed questions ask for yes/no or limited-range responses. Closed questions are better for getting short answers or verifying understanding. Open questions are usually better at pulling out detailed information or encouraging a person to think about the answer, providing the basis for conversation. Asking and responding to open questions allows candid and authentic conversations to flourish and builds rapport and trust. Open questions can also help an individual arrive at a specific plan of action:

- What led to this?
- Where are helpful resources?
- What is your action plan?
- Why is this important?
- Who will help you to…?
- How do we leverage the team?
- What worked for you in the past?

1-41. Closed questions are weak ways to structure a two-way conversation because they do not invite a person to talk or think through the response. The subordinate's experience must also be considered when asking questions, as they may feel embarrassed if they cannot give what they consider the correct response. However, asking questions enables the leader to understand the situation more clearly. Open questions tend to be better because they encourage reflection, increase cognitive engagement, and promote experiential learning. Table 1-4 on page 9 provides examples of open and closed questions.

Table 1-4. Examples of open and closed questions

Open question examples	*Closed question examples*
What questions do you have about this? Who could you talk to about this? How would that help? Where do you want to be long-term? What other ideas do you have? What else might work for you? What else? How do you feel about it?	Do you have any questions about this? Can you talk to someone about this? Anything else?

1-42. This approach requires leaders to be patient, to avoid jumping in and finishing sentences, or coming to premature conclusions. Disciplined listening helps a leader understand a subordinate's perspective and helps a subordinate think through their responses as part of the learning process.

1-43. It is useful to concentrate on forward-focused questions that ask what subordinates could do, will do, or things that will work for them. In contrast, backward-focused questions ask why they cannot, will not, or did not do something. Table 1-5 provides examples; the questions on the left encourage subordinates to talk about solutions, while the ones on the right encourage them to talk about barriers.

Table 1-5. Examples of forward-focused and backward-focused questions

TRY ***(forward-focused questions → solutions)***	***AVOID*** ***(backward-focused questions → barriers)***
How can you fix this? What is your plan to make sure the form gets submitted next time? How will you make sure you are here on time tomorrow?	Why did you do that? Why did you forget to submit the form? Why are you late?

Affirmations

1-44. Some leaders take time to learn about a subordinate's family, hobbies, and strengths so that they can show a genuine interest in their personal life. Knowing what drives a subordinate and what they do well is a crucial part of providing effective feedback. Unfortunately, many do the opposite—they criticize what bothers them and stay quiet when they see something they like.

1-45. Some Army leaders avoid praise because they believe subordinates should not be rewarded for doing their job. However, if a leader believes their role involves helping subordinates develop new skills, positive reinforcement must be considered. Good leaders call attention to positive progress or evidence of strength and competence. Furthermore, disciplined initiative only happens if positive behaviors are reinforced. If only negative behaviors are identified, then initiative and growth for both subordinates and the organization ceases, as it creates a risk-adverse culture where people put in only the minimum effort.

1-46. Task-based affirmations highlight something a subordinate has done well. Some examples are:

- This is really great work. The attention to detail is excellent.
- You are making great progress on this exercise.
- It is clear you have thought a lot about this.

1-47. Trait-based affirmations call attention to strengths or character traits. Some examples are:

- You care a lot about your work products. I think you will do well as a sergeant.
- You are the person who speaks up when something is not right, and that is a real strength.
- You have a lot of leadership qualities. It is clear that people listen to you.

1-48. Some research suggests the optimal ratio for positive behavior change is around four affirmations for every critique. One recommendation, less rigid, is for leaders to use as many affirmations as possible and affirm any behavior that they want to see again. Emphasizing positive qualities can help shift subordinates' perspectives from their deficiencies to their capabilities and from past disappointments to future opportunities. How (rather than why) questions can reinforce positive efforts and build confidence:

- How did you do this?
- How did you know that would work?
- You have done a remarkable job putting this together. How did you manage to do all that?

Reflections

1-49. Reflections are restatements of what a subordinate says or thinks. Leaders may repeat or rephrase what a subordinate has said, summarize an emotion, or point out mixed or ambivalent feelings. The best reflections use slightly different words to demonstrate that the leader understands the subordinate's point. Accurate reflections demonstrate respect, increase shared mental models, and clarify both parties' understanding.

1-50. Leaders sometimes underestimate the importance of reflections. Reflections can be invaluable to the development of others. When a subordinate hears how others understand their message, they process the information differently, increasing their opportunities to develop. In addition, reflections can be crucial to understanding a viewpoint different than our own and can reduce the emotional reactions during difficult conversations, such as receiving negative feedback. At points of disagreement, reflections acknowledge the subordinate's viewpoint while moving the conversation forward. Instead of disagreeing or pointing out a subordinate's poor attitude, a better leader response is usually to reflect what the subordinate says and redirect the conversation with an open question or a statement that highlights their options or responsibility to meet the standard. Any discussion, if it is to be productive, requires a give-and-take style of communication. Table 1-6 provides examples on how a leader could reflect.

Table 1-6. Ways leaders reflect a subordinate's statement

Subordinate's original statement: The PT standards are too strict. The food they serve in the Army makes people fat.	
Options	***Example leader replies***
Repeat/Rephrase (Use similar words)	You think the PT standards are strict. [Similar words used]
Paraphrase (Use different words)	It has been hard to meet the PT standards with the available food options. [Adds meaning]
Double-Sided Reflection (Capture both sides)	You have a choice about what you eat, but at the same time, your choices are limited. [Captures two sides of the issue]
Reflection with a Twist (reflect back part, with slightly different emphasis)	It feels like you are being set up for failure. You really have to plan ahead and be careful about what you eat. [Agrees with part of statement, adds meaning]

1-51. On the other hand, responses that give the leader's opinion are not reflections. It is not clear that the leader understands the subordinate's point. These response examples would not be reflections:

- I understand what you are saying. (Lacks subordinate content.)
- I understand how difficult that is. (Emphasizes the leader's understanding.)
- I did not develop the PT standards. They are what they are. (Dismisses subordinate's view.)

1-52. In figure 1-3 on page 11, the responses on the right show deeper listening because they capture the point being made, rather than just repeating what the person said using the same words. It is clear the leader understands what the subordinate is saying.

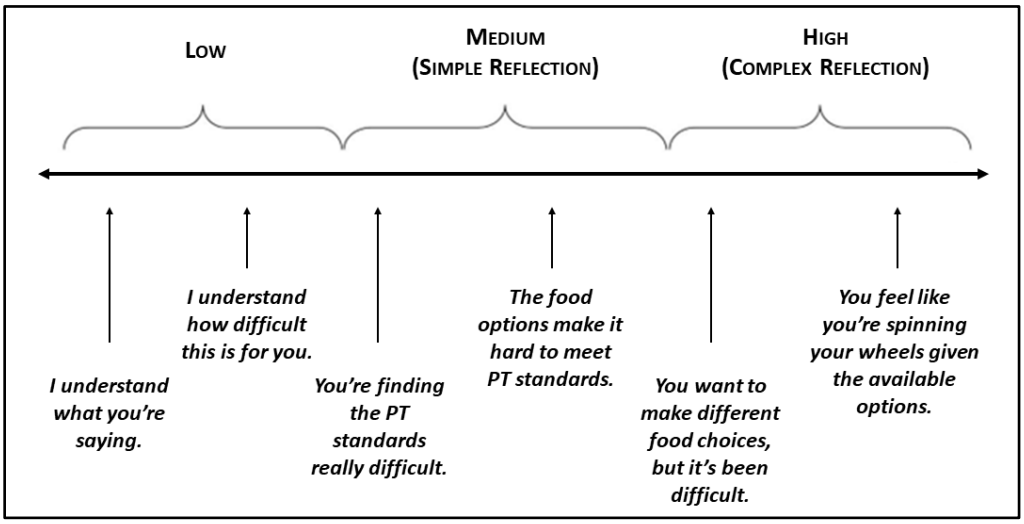


Figure 1-3. Depth of listening

1-53. Reflections have an important role in counseling, coaching, and mentoring because they help the leader work through resistance. Resistance to change is common in the change process. Accurate reflections help a subordinate increase their commitment to working toward change, rather than getting stuck in resistance. Reflections allow leaders to acknowledge a subordinate's viewpoint while moving the conversation forward. Resistant statements do not necessarily mean things are going badly. A leader needs to explain a standard and quantify it. However, it is not necessary for a leader to address every negative comment. Dealing with frustrating situations is an important skill for leaders and subordinates to learn.

1-54. Two things can raise the quality of reflections:

- Strip the statement down. State only the most important elements of what they said. Avoid starting reflections with stems like, "So, what I hear you say is that…" or "What you are telling me is…" Stems like that can make reflections feel forced or disingenuous.
  - It is surprising. (I am surprised.)
  - It feels like a waste of your time, and so it frustrates you.
  - It almost feels like others are singling you out.
- Continue the thought. The best reflections do not just parrot back what a person says. They either paraphrase or guess what would come next if the person continued to talk. In this way, good reflections give momentum to a conversation by helping the person express their thoughts:
  - …and that makes you angry.
  - …it is overwhelming to think about what you will do after leaving the military.
  - …because it feels like no good options here.

Summaries

1-55. Summaries remind a person about major discussion points, the plan of action, and their reasons for acting. Summaries are useful in three ways. If subordinates stop talking, summaries can be a bridge to help them keep talking. Like reflections, summaries can point out patterns in what they say. Finally, summaries allow for the leader to direct the conversation, highlight key topics, and offer an interpretation and next steps. This demonstrates that the leader accurately understands what has happened and sets the stage for the leader to guide the conversation to focus on a plan of action. See table 1-7 on page 12 for summarization examples.

Table 1-7. Summarization situations and examples

Situation	*Example summarization*
Leader has no particular goal in mind (other than helping a Soldier think through a difficult situation)	It is like you said…marriages can be difficult. In your case, it is a vicious cycle. When you get home, you are exhausted from being at work all day, and she is exhausted from being alone with the baby. You both end up saying things you regret later. You suggested she spend more time with the family readiness group on post, but for whatever reason, it is just not working for her.
Leader has a goal in mind	So, let me summarize here. We have been talking about time management and PT performance. This week you have been consistently a few minutes late to formation, and the running, in particular, has been rough. Because of weight gain, you are at risk for failing your next PT test. So, what is your plan here?
During a counseling interaction	We have talked about several things. One is getting caught up on your training hours, and you thought that working with PFC Marshall on the flashcards would help. I think that is a smart idea and would benefit you both. As far as your work assignment, we talked about several options for the days you are not on vehicle maintenance. You said it is important to you to get some skills you can use on HVAC repair when you finish active duty. What else do you want to add to this plan?

Using OARS in Everyday Conversations

1-56. Most leaders and subordinates have used the OARS techniques at some point. The leader can use these communication skills with intention to create a positive climate that supports and encourages open dialogue and development.

1-57. Another technique looks at how people take turns in speaking. In competitive conversations, one person dominates by interrupting, talking over, or drawing conclusions before the speaker is done talking. In cooperative conversations, the listener waits until the speaker is done talking and may ask questions or repeat what the speaker has said to help them make a point. A cooperative approach tends to be better at moving conversations forward; it helps both parties understand the full meaning of the communication. Teams that take turns while talking have greater efficiency over teams where one or two people dominate conversations. The extent to which team members listen to each other matters greatly. Groups that take turns during a conversation and listen to each other tend to be more cohesive and effective.

Recognizing and Evoking Change Talk

1-58. Language and behavior are strongly related. Of course, people use words to describe behavior, but the opposite can also be true: people can talk themselves in and out of change. This happens in debates where people become entrenched in their viewpoints the more they talk about them. In research studies with people who do not have strong views about a topic, allowing them to talk about a side tends to move their views to that side suggesting a capability to talk ourselves into a different viewpoint or action.

1-59. Researchers have studied the language people use when talking about change. This change talk can be divided into five categories—desire, ability, reasons, need, and commitment (see figure 1-4).



Figure 1-4. Change talk diagram

1-60. When people make statements about desire, ability, reasons, or need to change, they are more likely to make statements about commitment to change, which in turn makes them more likely to act in the future.

Table 1-8 presents statements of two Soldiers who smoke. The Soldier who makes the statement on the left is more likely to quit smoking than a Soldier who makes the statement on the right. The Soldier on the left talks about reasons (coughing, expensive) and ability (medication) to quit, while the Soldier on the right talks about reasons to continue smoking. (Talk against change is called sustain talk.) In both cases, their speech indicates their future behavior.

Table 1-8. Change talk likelihood situations

High Likelihood of Change	*Low Likelihood of Change*
I cough a lot more than I used to. I know it is the smoking. Plus, it is expensive, even at shoppette prices. Maybe I should look into help to quit.	There is nothing to do here. If I did not smoke, I would be bored to tears. Sure, it affects my PT, but I am a long way from failing, so it is not a big deal.

1-61. One way to encourage change talk is to ask for it. These example questions ask about desire, ability, reasons, and need to change:

- Why would you want to make that change? [Desire]
- If you decided to change, how would you go about it? [Ability]
- What concerns do you have about your overall health? [Reasons]
- Why do you need to make this change? [Need]

1-62. These types of questions ask about commitment to change:

- How are you going to do that?
- What will that look like?
- What is the first step?

1-63. A second way to encourage change talk is to follow up on productive statements. This makes it likely that the person continues to talk in a positive direction. Consider a Soldier who says, "I know I need to improve my PT performance, but these standards are impossible. I have gained too much weight in the last 6 months." This statement has some change talk ("need to improve PT" and "gained a lot of weight") and some sustain talk ("going to be impossible"). A leader's response determines which part the Soldier talks about. Table 1-9 provides ways leaders can use OARS to encourage subordinates to talk about change.

Table 1-9. Using OARS to encourage change talk

Open Question	So, what are some things you could do to lose weight?
Affirmation	That is a good connection. I agree that losing weight would help a lot, especially with your run time, since that is where you tend to lose the most points.
Reflection	So, just weighing more has really affected your PT score. [single sided]
Summary	It is important to you to improve your PT score, but it would mean some sort of weight loss. [double sided]

1-64. In this example, a Soldier talks about a curfew violation. The statement contains some change talk and some sustain talk:

- We just lost track of time [change talk]. The gate took forever to get through, and then they singled me out for a search. [sustain talk]

1-65. If a leader wanted to encourage Soldier ownership of the curfew violation, it might look like this:

- Reflection: Looking back, you would have done things differently. You would have planned ahead to make sure you had plenty of time to get back.
- Question: What is your plan next weekend to make sure you do not lose track of time?

Planning

1-66. People are likely to follow through with things they have talked about in detail. For this reason, leaders should encourage subordinates to talk about their timeline and ask what they need to do at each point in the plan. The leader can give suggestions and advice where appropriate, but it is better if subordinates do most of the problem solving—the more specific, the better:

- What would be the first step?

- What things would you need to do to make that happen?
- How can I help you? What do you need?

Setting Goals

1-67. Goals should be specific, measurable, achievable, realistic, and time bound (SMART). If a subordinate has a large goal, it may help to break the goal into smaller, short-term steps to increase chances of success. For example, if they want to obtain a job in an area where they have no experience, a leader might help them break the goal into smaller pieces. Table 1-10 gives example questions to guide SMART planning.

Table 1-10. Questions to guide SMART planning

	Key Question	***Example Response***
Specific	What specifically do you want to achieve?	I would like to gain experience in air defense.
Measurable	How will you know if you have reached your goal?	When I leave the Army, I would like to get my degree in aviation or aerospace engineering.
Achievable	What resources are needed?	I would need to apply to Air Defense Artillery School.
Realistic	Is the goal reasonable?	I have a good head for numbers. Aerospace is a big industry where I live.
Time-bound	When will each of the steps be completed?	In the next week, I would like to do some research on what training programs are available.

1-68. A leader can help a subordinate brainstorm situations that might cause problems by asking questions:

- What parts of your plan might be difficult?
- What would you have to do to address that?

1-69. A leader can also help a subordinate identify who (or what) would help to achieve the goal. These questions engage the subordinate in planning their own strategies to achieve a goal, in this case by involving someone the subordinate has identified as being able to help:

- Who might be able to help you? How would they help?
- What is your timeline?

1-70. The more specifically a person talks about an idea, the more likely it is to happen. Written or visual cues, such as notes, schedules, and reminders can also be helpful. Again, the subordinate should be the one who does most of the talking. Leaders sometimes add advice or information where appropriate and use reflections or summaries to reinforce the plan the subordinate develops:

- What would that look like? Where would you start? What would happen next?
- What are some things that might get in your way? How would you deal with that?
- If you are at a 2 now in your progress, what would it take to get you to a 3?

Giving Information and Advice

1-71. Leaders engage in subordinate development by guiding them through the problem-solving process. This is best done by asking a series of open-ended questions to get the subordinate to recognize the root issue. It is critical for leaders to understand when and how they can best advise the subordinate; leaders should not be abrasive or overly eager to offer advice. For subordinates to maintain autonomy over a decision, leaders can employ these strategies to ensure their advice is likely to be acted upon:

- Ask for permission before providing advice, such as, “Is it okay if I gave you some information about…?”. In many cases, subordinates do not know they need guidance or advice.
- Preface advice with permission to disagree, such as, “This may or may not work for you, but one thing you might consider is....”
- Give several options, such as, “Several resources might work for you. One option to consider....”
- Emphasize personal responsibility, such as, “Ultimately, you have to decide what to do here.”

1-72. One format to provide advice is elicit–provide–elicit. Leaders first ask subordinates what they know about something or what questions they have (elicit). The leader gives some information (provide), building on what the subordinate has said. Finally, the leader asks what the subordinate would like to do with the information (elicit). This format emphasizes the subordinate's competence and responsibility in the action:

- Elicit readiness and interest.
  - What do you know about how field exercises are organized?
  - What have you heard about the NCO Development Program?
- Provide information or feedback.
  - That is right. For most Soldiers....
  - Yes, that is certainly one reason the program exists. Another reason is....
- Elicit the plan or reaction.
  - What is your plan to improve performance at the next drill?
  - How can I help?

Follow Up

1-73. Behaviors are difficult to change—relapse is a normal part of the change process for most people. Therefore, it is important for an engaged leader to help a subordinate plan, try, observe results, and think about the next goal. Thinking about the change process from beginning to end can help someone anticipate challenges and develop a contingency plan to ensure success.

1-74. The Plan-Do-Study-Act cycle, designed for organizational change, can also be applied for personal change. This framework can be useful during developmental counseling sessions, as well as the informal conversations that happen between counseling sessions.

1-75. Everyday conversations keep the feedback loop open to substantial gains between formal sessions. In Plan, the subordinate and leader select an area to work on, set goals, and develop a plan for change. In Do, the subordinate executes, while the leader monitors progress. In Study, they review the data to see what happened. Finally, in Act, the subordinate and leader use the data to plan the next change cycle, looking for opportunities to improve. Close attention to each phase ensures the next attempt improves on the last.

REDIRECTING RESISTANCE

1-76. Resistance to change is a common occurrence and may stem from several factors, including the beliefs and thoughts leaders and subordinates have about providing and receiving feedback. Identifying and understanding resistance, and who is resistant, is essential to engaging successfully. A leader may demonstrate resistance by not engaging in feedback. Leaders may avoid providing feedback if they have had no effective role modeling for what is involved in the process, do not understand how to provide feedback, are uncomfortable giving feedback, or are concerned about the consequence of giving feedback. Additionally, leaders may think they have no time to provide feedback, incorrectly believe feedback is not a constructive use of time, or mistakenly think it violates a regulation or policy. Some may associate feedback with only negative issues such as dispensing punishment or correcting poor performance. Further, leaders may not want to confront a subordinate. Other typical reasons for leader reluctance involve having a lack of respect for the subordinate, believing the subordinate lacks potential, or encountering repeated issues with the subordinate.

1-77. Subordinate resistance often occurs as a reaction to the purpose or message of the feedback, or the feedback is different than how they see themselves. They may be embarrassed, misunderstand the feedback's intention, or disagree with the leader's assessment of the situation. Subordinates may not see a need to change (the precontemplation stage of change), be ambivalent about changing (the contemplation stage of change) or become discouraged if they have tried to make a change unsuccessfully. Resistance may manifest by blaming the leader for the issue or behavior at hand, avoiding accountability, or defying being disciplined. In some cases, the subordinate may not respect or trust the leader.

1-78. Leaders may preempt potential subordinate resistance by maintaining a climate that supports open communication. It will be much easier to talk with a subordinate about difficult subjects if the leader has had regular communication to build trust and rapport. The leader also sets the stage for feedback by opening the session by discussing its purpose and expectations and how feedback relates to the subordinate's short- and long-term goals. Through regular periodic feedback and discussion, leaders should understand and be aware

of the subordinate's goals. To be effective, leaders must focus on the issue and adapt the feedback to the subordinate's needs and understanding.

1-79. Once a leader understands that providing feedback to subordinates is a significant leader responsibility in developing subordinates' potential, leader reluctance to provide feedback can be overcome through preparation and improving communication skills.

1-80. Resistance is best addressed by leaders who anticipate its occurrence and understand the underlying reasons for the perceived resistance (such as being in a precontemplation stage of change). The leader should always examine their communication to guide an ambivalent subordinate to engage in more change talk. Leaders can realize more success by guiding conversations to focus on change talk. These techniques help leaders overcome resistance and redirect the subordinate:

- Reconfirm the session's purpose—be specific, focus on the details (such as conditions, triggers, and outcomes) of the situation, and refrain from any personal attacks on the subordinate.
- Keep the discussion professional and balanced in tone—do not argue or place blame on any party.
- Discuss the suspected resistance openly with the subordinate and respect their response.
- Slow the session tempo—rely on pertinent open-ended questions to give the subordinate the time and ability to reveal information and be an active participant.
- Focus on a specific behavior's effect and consequences to minimize overwhelming the subordinate. It may be necessary to divide the discussion over multiple meetings to address each area adequately. Further, leaders should prioritize discussions based on individual needs. Leaders may have to accept incremental change if a subordinate is not ready for substantial changes.

1-81. While a subordinate may respond to feedback in many ways, it is important for leaders to remain consistent in providing feedback. Reactions can include agreement, disagreement, silence, taking offence, surprise, anger, making excuses, denial, emotional reactions, justification, or appreciation. The important thing for leaders to remember is that the initial reaction to feedback may not determine true acceptance. For example, a subordinate may agree wholeheartedly with a leader's feedback during a discussion but continue the same behavior with no change while another subordinate may become defensive during discussion only to readily implement changes the following week. When giving feedback, it is helpful for leaders to remember the self-determination theory to maximize a subordinate's autonomy, competence, and relatedness.

FEEDBACK RECEPTIVENESS

1-82. The most effective feedback is given when the recipient is receptive to it, and it is sufficiently close to the situation being discussed. To gauge receptiveness, leaders must remain attuned to verbal and nonverbal cues. These may occur as verbal disagreement or resistance or nonverbal gestures such as folded arms, rolling eyes, or a lack of attentiveness. These tips enable being more receptive to feedback:

- Recognize that feedback can be difficult to receive but be open to what is heard.
- Actively listen without comment until the speaker is finished and focus on the words being used.
- Take notes to capture what is said and refer to them later.
- Ask for specific examples for clarification about a specific critique or comment.
- Allow time to process the information and schedule a follow-on meeting if necessary.

FEEDBACK METHODS

1-83. As Army leaders plan and provide feedback, they must consider what feedback, method, and frequency are appropriate for the individual and organization. While feedback can be used for multiple purposes, the Army has highlighted the need for effective feedback to promote development and performance during three specific activities:

- Counseling.
- Coaching.
- Mentoring.

1-84. Counseling, coaching, and mentoring are critical to success by supplying information on performance and developmental needs and successes. Building and exercising relationships and engaging in effective communication are the foundation for providing and receiving feedback. Counseling, coaching, and mentoring are intentional developmental processes and can enhance mutually trusting relationships between

leaders, subordinates, and peers. Each process relies on effective communication and feedback to achieve the specific goal of each. Army leaders use these processes to engage in developing others. Table 1-11 on page 18 provides a comparison of counseling, coaching and mentoring from multiple areas.

COUNSELING

1-85. Counseling is central to leader development. Counseling is the process leaders use to guide subordinates to improve performance and develop potential. Counseling provides clear, timely, and accurate information concerning individual performance compared to established criteria. Subordinates are active participants in the counseling process. During performance and professional growth counseling, leaders help subordinates identify strengths and developmental needs by reviewing multiple inputs with them. These observations may include past performance, individual development plans (IDPs), career progression, civilian and military education, or personal and professional goals. To ensure plans work, leaders actively support subordinates through the implementation and assessment processes. Subordinates invest in the process with candid willingness for self-assessment and self-development. Leaders encourage a two-way communication process to enhance a subordinate's understanding and application of feedback to improve performance. Counseling is a regulatory part of a comprehensive program to develop subordinates. With effective counseling, evaluation reports—positive or negative—are never surprising. Supervisory counseling programs include all subordinates, not just those needing correction or just those with the most potential.

COACHING

1-86. Coaching is development technique used for a skill, task or specific behavior. Coaching can occur between members of any organization with various levels of experience. The person receiving coaching may not necessarily be subordinate to the coach. Coaching is a technique that relies primarily on guiding people through open-ended questions to enhance or advance their capabilities or specific behaviors. The coach helps individuals understand current performance levels and guides them toward their next development level. Coaches should have pertinent knowledge in the area being coached, but do not have to be an expert.

MENTORING

1-87. Mentorship is 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. Mentoring occurs when the mentor provides a less experienced leader with advice and counsel over time to aid professional and personal growth. The developing leader often initiates the relationship and seeks counsel from the mentor. The mentor takes initiative to check on the leader's well-being and development. Mentees carefully consider their personal assessment, feedback, and guidance; these become invaluable for growth.

Table 1-11. Counseling—Coaching—Mentoring Comparison

	Counseling	***Coaching***	***Mentoring***
Purpose	Review past or current performance to sustain and improve current or future performance.	Guide learning or skills improvement.	Provide guidance focused on professional or personal growth.
Focus	Driven by a specific event, to review performance, or for professional growth. Provides specific feedback to establish performance objectives and standards. Emphasizes subordinate development.	Supports the leader in developing personal solutions and strategies. Supports the leader in putting ideas and awareness into practical application. Balances individual and organizational goals. Transfers knowledge or technical understanding.	Develops a skill set or career path or skill set. Build a relationship where the mentor invests in the mentee's progress and success. Supports the organization and advances individual and professional goals.
Source	Chain of command.	Coach with pertinent knowledge or experience.	Those with greater experience.
Interaction	Formal or informal conversation between superior and subordinate.	Between a coach and the individual.	Conversation on a personal level.
What is provided	Clearly defined purpose for counseling. Right balance of support and challenge to encourage the subordinate while providing guidance to improve in a specific area. Flexibility in counseling style to fit the subordinate. Interest in the subordinate's success.	An ability to enable the leader to produce personal solutions and strategies for success. Ability to present information in a readily understandable manner. Appropriate environment for transfer of knowledge, one-on-one interaction, or demonstration.	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.
How it works	Leader works with subordinate to identify need, prepares for the session, conducts counseling with active subordinate participation, assists subordinate in setting goals, and checks progress to ensure subordinate success.	The coach provides guidance and feedback.	The mentor applies experience, shares knowledge, provides challenges, and addresses questions to guide the mentee.
Outcome	Formal (evaluations, Individual Development Plan) or informal goals for sustainment and improvement.	Behaviors identified for improvement, higher performance level.	Personal commitment to career choices, intent to improve, or better knowledge.
Requirement	Required—develop and counsel all subordinates.	Voluntary.	Voluntary, by mutual agreement.
Occurrence	Prescribed times according to performance evaluation or when chain of command determines a need.	Training or performance events. Periods of transition.	Initiated by either party.
How Documented	DA Form 4856 or appropriate evaluation form.	Can develop IDP (DA Form 7906).	No requirements.

Chapter 2

Counseling

2-1. Counseling is the process used by leaders to engage subordinates to improve substandard performance as well as recognize superior performance in an area. The counseling process ensures subordinates are aware of expectations, progress toward meeting expectations, and gain insight into their potential, strengths, and developmental needs. The counseling process is distinct from the documentation process on DA Form 4856 (*Developmental Counseling Form*). Counseling is one of a leader's most important leadership and professional development responsibilities. Counseling enables Army leaders to help Soldiers and Department of the Army (DA) Civilians increase their capabilities, resilience, and satisfaction and be better prepared for current and future responsibilities. When leaders provide intentional counseling throughout the supervisory relationship, they mitigate risks for misconduct. The Army's future and legacy of today's Army leaders rests on those they prepare for greater responsibility.

DEVELOPMENTAL COUNSELING

2-2. Regular developmental counseling is an important tool for developing future leaders at every level. Counseling responsibilities are required of Army leaders. Therefore, it is important for all leaders at all levels to understand the counseling process. More importantly, Army leaders must understand that effective counseling helps achieve mission success, reach desired goals, manage expectations, and improve the organization. Leaders should emphasize routine counseling to reinforce positive behavior and superior performance. Regular counseling provides leaders with opportunities to:

- Ensure mission success through developing Soldiers and DA Civilians.
- Demonstrate genuine interest in subordinates.
- Help subordinates understand the unit's mission and their role in accomplishing the unit's mission.
- Acknowledge and reinforce exceptional work or dedication.
- Evaluate subordinates' developmental needs.
- Provide subordinates with assistance or resources to address issues or further strengths.
- Empower subordinates to identify and solve issues to increase self-reliance.
- Identify issues before they become significant problems.
- Identify and preempt causes of sub-standard performance.
- Establish and update the IDP.
- Outline a career path and manage talent.

2-3. Developmental counseling is categorized by the purpose of the session. Understanding the purpose and types of counseling enables the leader to adapt the counseling session to the individual subordinate's needs to achieve desired outcomes and manage expectations. Counseling is not a one-size-fits-all endeavor; it is a shared effort between the leader and subordinate.

2-4. The three major categories of developmental counseling are:

- Performance counseling.
- Professional growth counseling.
- Event counseling.

2-5. While these categories help organize and focus counseling sessions, they should not be viewed as separate or exhaustive. For example, a counseling session that focuses on resolving an issue may also address improving duty performance. A session focused on performance often includes a discussion on opportunities for professional growth. Regardless of the purpose or topic of the counseling session, leaders should follow a basic format for preparation, execution, and follow-up.

PERFORMANCE COUNSELING

2-6. Performance counseling is the review of a subordinate's duty performance during a specified period. Performance counseling communicates standards and is an opportunity for leaders to establish and clarify the expected values, attributes, and competencies. Army leaders, in collaboration with the subordinate, ensure

that performance objectives and standards focus on the organization's objectives and the individual's professional development. Performance counseling is required under the officer, noncommissioned officer, and DA Civilian evaluation reporting systems (see AR 623-3 or DODI 1400.25 volumes 430 or 431). Army leaders evaluate DA Civilian job performance using procedures prescribed under civilian personnel policies and are captured by the appropriate performance planning system. Using DA Form 4856 is appropriate to counsel DA Civilians on professional growth and career goals. The servicing civilian personnel office should be consulted when using DA Form 4856 to counsel a DA Civilian concerning misconduct or poor performance.

2-7. To prepare input into the process, the subordinate reviews their duty performance as indicated on prior evaluations or support forms. Counseling at the beginning of and during the evaluation period ensures the subordinate's personal involvement in the evaluation process. The leader and the subordinate jointly establish performance objectives and clear standards for the next counseling period. The counseling session focuses on the subordinate's strengths, areas to improve, and potential. Effective counseling includes providing specific examples of strengths and areas needing improvement and providing guidance on how subordinates can improve their performance to contribute to mission accomplishment.

PROFESSIONAL GROWTH COUNSELING

2-8. Professional growth counseling includes planning for the accomplishment of individual and professional goals. During the counseling, leader and subordinate conduct a review to identify and discuss the subordinate's strengths and developmental needs and to create an IDP that builds upon those strengths and addresses the developmental needs. Leaders assist subordinates in prioritizing development efforts based upon those perceived strengths and developmental needs.

2-9. As part of professional growth counseling, the leader and subordinate may choose to develop a pathway to success with short- and long-term goals and objectives. Refer to DA PAM 600-3, DA PAM 600-4, DA PAM 600-25, or AR 690-950 for guidance. The discussion may include opportunities for shadowing leaders, opportunities for civilian or military schooling, future duty assignments, reflection activities, special programs, available training support resources, reenlistment options, or promotion considerations. Documenting this discussion results in an IDP using DA Form 7906 (*Individual Development Plan*). IDPs vary as each person's strengths, developmental needs, and interests are different.

EVENT COUNSELING

2-10. Event-oriented counseling involves a specific event or situation. It may precede events such as participating in promotion boards, attending training courses, preparing for parenthood, or preparing for deployment or redeployment. It also addresses events such as noteworthy duty performance, an issue with performance or mission accomplishment, or a personal issue. Examples of event-oriented counseling include, but are not limited to:

- Superior or substandard performance.
- Reception and integration counseling.
- Crisis counseling.
- Referral counseling.
- Promotion counseling.
- Transition counseling.
- Adverse separation counseling.

Superior or Substandard Performance Counseling

2-11. Leaders should always counsel subordinates for exceptional as well as substandard duty performance. Leaders use counseling especially when the subordinate's performance exceeded or did not meet standard. If the subordinate did not meet the standard, the session should address what they can do to improve. Successful counseling for specific performance—superior or substandard—should occur as close to the event as possible, to reinforce positive behaviors.

2-12. Leaders should always counsel subordinates who do not meet the standard. If performance is unsatisfactory due to a lack of knowledge or ability, leader and subordinate should develop a plan for improvement to include consequences if future performance fails to meet standards. Corrective training ensures the subordinate knows and consistently achieves the standard and understands the consequences if they fail to meet the standard.

Reception and Integration Counseling

2-13. Army leaders should counsel all new team members when they join the organization. Reception and integration counseling serves several important purposes:

- Identify and help alleviate any issues or concerns that new members may have, including any issues resulting from the new duty assignment.
- Familiarize new team members with organizational standards, roles, and assignments.
- Sets expectations for new members.
- Help the leader build rapport and get to know the new members.

2-14. Reception and integration counseling should include but is not limited to the following areas:

- Organizational history, structure, and mission.
- Organizational standards (such as discipline, maintenance, training, and fitness).
- Organizational policies.
- Chain of command familiarization.
- NCO support channel familiarization.
- Key leader contact information.
- Soldier programs within the organization, such as Soldier of the Month/Quarter/Year and educational and training opportunities.
- Security and safety issues.
- On- and off-duty conduct.
- Off-limits and danger areas.
- Personnel procedures.
- Initial and special clothing issue.
- On- and off-post recreational, educational, cultural, and historical opportunities.
- Support activities functions and locations.
- Foreign nation or host nation orientation, as applicable.
- IDPs (see AR 350-1 for requirements and FM 6-22 for ways and means to implement).
- Welcoming a team member back from any extended absence (reintegration).
- Other items of interest as determined by the leader or organization.

Crisis Counseling

2-15. Crisis counseling focuses on the subordinate's immediate short-term needs and assists them through a period of shock resulting from receiving negative news, such as a loved one's death, or a personal crisis, such as being an assault victim. Leaders must understand their limitations, leverage subject matter expertise and external agencies, and avoid making matters worse. Leaders may assist by actively listening and providing appropriate assistance. Assistance may include coordinating for external agency support, such as obtaining emergency funding for transportation or connecting them with a chaplain or Army behavioral health professional.

Referral Counseling

2-16. Referral counseling occurs when issues are beyond the subordinate's leader's capability or expertise. Referral counseling helps subordinates work through personal situations that may affect performance. It may or may not follow crisis counseling. Referral counseling aims at preventing a challenge or issue from becoming unmanageable for the subordinate. Army leaders assist by identifying issues in time and referring the subordinate to the appropriate outside resources, such as Army Community Services, a chaplain, or an alcohol and drug counselor.

Promotion Counseling

2-17. Army leaders must conduct promotion counseling for all specialists, corporals, and sergeants who are eligible for advancement without waivers (see AR 600-8-19). Army regulations require that Soldiers within this category receive initial (event-oriented) counseling when they attain full promotion eligibility and then periodic (performance or professional growth) counseling thereafter. Soldiers not recommended for

promotion must be counseled as to why they were not recommended so they can address deficiencies and develop plans of action to overcome identified shortcomings.

Transition Counseling

2-18. Transition counseling assists Soldiers and DA Civilians who are demobilizing, separating, or retiring from active duty. Transition counseling prepares subordinates for employment, education, and other post-service opportunities and benefits. Transition requires planning throughout the individual's service starting with them identifying military and long-term goals at their first unit of assignment. Leaders and subordinates should review and revise these goals as necessary during subsequent professional development counseling sessions.

2-19. Leaders facilitate transition activities with subordinates in concert with the servicing Soldier for Life–Transition Assistance Program office and other transition assistance resources (see AR 600-20 and AR 600-81). Access to these programs and resources are required and must be offered to transitioning Soldiers regardless of impact to unit mission or operations. Exceptions should be made only in extreme circumstances where commanders must weigh mission failure with Soldier needs.

Adverse Separation Counseling

2-20. Adverse separation counseling may involve informing the Soldier of the administrative actions available to the commander in the event substandard performance continues and of the consequences associated with those administrative actions (see AR 635-8 and AR 635-200).

2-21. Developmental counseling may not be adequate to address an individual who has engaged in serious acts of misconduct. In those situations, leaders should refer the matter to the commander and the servicing staff judge advocate. When rehabilitative efforts fail, counseling with a view toward separation is required and is an administrative prerequisite to many administrative discharges. It is advisable to involve the chain of command as soon as it is determined that adverse separation counseling might be required. A unit first sergeant or commander should inform the subordinate of such proceedings based on the notification requirements outlined in AR 635-200.

FUNDAMENTALS

2-22. Counseling often requires the counselor to acquire basic skills in order to be effective. The counselor seeks to improve themselves in the fundamentals of counseling through observing others or over time during their own counseling sessions. Counselling fundamentals include counseling concepts, counseling skills, and counseling practices.

COUNSELOR CHARACTERISTICS

2-23. To be effective, counseling must be a shared effort. Leaders assist their subordinates in identifying strengths and developmental needs and creating plans of action. Subordinates must be forthright in their commitment to improve and candid in their personal assessments and goal setting. Leaders must set the conditions supportive of the counseling process.

2-24. Leaders must appropriately document the counseling process to continually assess progress and to communicate the process outcomes to others. It is important to understand what documents are needed to document counseling and to demonstrate transparency. The information contained in documentation should not be a surprise to the subordinate because it has already been discussed.

2-25. Army leaders conduct counseling to help subordinates become better team members, maintain or improve performance, and prepare for the future. While it is not easy to address every counseling situation, leader self-awareness and an adaptable counseling style focusing on key characteristics enhances personal effectiveness as a counselor. Key characteristics include:

- Purpose: Clearly define the purpose of the counseling.
- Flexibility: Adapt the counseling approach to each subordinate, situation, and relationship.
- Respect: View subordinates as unique, complex individuals with distinct values, beliefs, and attitudes.

- Communication: Establish open, two-way communication with subordinates using verbal and nonverbal actions (such as body language or gestures). Effective counselors listen more than they speak. When effective leaders speak, they use basic communication skills (such as OARS) intentionally to direct the conversation to focus the subordinate on discussing what they want to change and how they plan to do it with the leader's support. Focusing the conversation on change talk is a fundamental skill in the counseling process.
- Support: Encourage subordinates through direction, guidance, and supportive actions.

COUNSELING PRACTICES

2-26. Leaders conduct effective counseling sessions and improve their counseling skills by following these general guidelines:

- Establish and discuss quantifiable and qualitative performance expectations.
- Focus attention on the subordinate. Listen to what is said and how it is said to understand what the subordinate says and feels.
- Encourage the subordinate to take the initiative and speak aloud.
- Remain objective; avoid confirming a subordinate's prejudices.
- Display empathy when discussing the issue. Be receptive to the subordinate's emotions without feeling responsible.
- Determine the subordinate's role in the situation and what has been done to resolve the issue.
- Ask open-ended questions for relevant information; avoid interrogating the subordinate.
- Listen more and talk less; avoid interrupting.
- Keep personal experiences out of the counseling session to not discount the subordinate's experience. However, personal experiences that demonstrate empathy may lower guarded behavior, avoid a perfectionist approach, or increase relatability.
- Draw conclusions based on all available information, not just the subordinate's statement.
- Enable the subordinate to help themselves.
- Ask for feedback on their performance as a leader.
- Discuss agreements or disagreements from initial counseling through follow-on sessions.
- Provide subordinates an opportunity to discuss perceptions of organizational climate and culture.
- Know what information to keep in confidence or present to the chain of command, if necessary.

2-27. Competent leaders avoid rash judgments, stereotyping, losing emotional control, inflexible counseling methods, or improper follow-up. Leaders should be open to new ideas. Dominating the session by talking too much, giving unnecessary or inappropriate advice, not truly listening, and projecting biases and prejudices all interfere with effective counseling.

THE FOUR-STAGE COUNSELING PROCESS

2-28. Army leaders are trained to analyze missions, identify required tasks, and take appropriate actions because they understand the desired end state. These skills apply to the counseling process as leaders analyze their subordinate's behaviors that contribute to an envisioned end state. Army leaders then use problem-solving and decision-making skills to identify and apply the proper counseling techniques to specific counseling situations.

2-29. Effective Army leaders use a four-stage counseling process:

- Identify the need for counseling.
- Prepare for counseling.
- Conduct the counseling session.
- Follow-up.

STAGE 1: IDENTIFY THE NEED FOR COUNSELING

2-30. The success of counseling depends on the preparatory steps that the counselor takes before the counseling session (formal or informal) occurs. The counselor must develop a clear purpose, assess the situation, and have an idea of possible desired outcomes. The counselor must consider desired outcomes during preparation or before conducting a counseling session.

2-31. Army and organizational policies may direct the timing or focused elements of a counseling session, such as performance counseling associated with an evaluation or professional growth counseling. Leaders

may conduct developmental counseling whenever the need arises for focused, two-way open communication aimed at a subordinate's development.

STAGE 2: PREPARE FOR FORMAL COUNSELING

2-32. Successful formal counseling requires preparation in the following areas after reviewing the information found in Chapter 1:

- Setting conditions for effective counseling.
- Select a suitable place.
- Schedule the time.
- Notify the subordinate well in advance.
- Prepare self.

Setting Conditions for Effective Counseling

2-33. Building a climate conducive to the counseling process is necessary to ensure maximum gain from the investment. Leaders must set counseling as a priority and enforce and follow up on it. The leader remains approachable, promotes a learning environment, and encourages good communication up and down the chain of command. Setting conditions for effective counseling includes the unit's overall climate.

Select a Suitable Place

2-34. Conduct the counseling session in an area free from distracting sights and sounds and that minimizes interruptions. The location should allow for privacy as the counseling session may cover personal issues not intended for public knowledge. In addition, the selected location needs to provide the right atmosphere appropriate for the counseling session.

Schedule the Time

2-35. When possible, leaders should formally counsel subordinates during the duty day. Counseling after duty hours may be rushed or perceived as unfavorable. Select a time free from competition with other activities. Leaders should consider that events occurring after the session could distract a subordinate from concentrating on the counseling session. The scheduled counseling time should also be appropriate for the complexity of the issue. The amount of time for counseling should be determined by the subordinate's needs but should be no longer than an hour.

Notify the Subordinate in Advance

2-36. Counseling is a subordinate-centered, two-person effort for which the subordinate must have adequate time to prepare. The person being counseled should know why, where, and when the counseling takes place. Counseling tied to a specific event should happen as closely to the event occurrence as possible. For performance or professional development counseling, subordinates should be aware of when they are scheduled to occur. They need sufficient time to prepare or review specific documents and resources, including evaluation support forms or counseling records. They should also be instructed to engage in self-reflection on their goal in order to actively participate in the conversation.

Prepare Self

2-37. Effective counseling requires preparation. Leaders must organize the information or issues to address and develop a plan of action that includes selecting a counseling strategy and establishing an appropriate atmosphere conducive to effective, productive counseling.

Organize Information and Draft a Plan of Action

2-38. The counselor should review all pertinent information, including the purpose of the counseling, facts, and observations about the person to be counseled, identifying issues, and main points of discussion with possible questions to pose to the subordinate. In addition, as part of organizing information, the counselor should assess the situation and consider the subordinate's performance and any prior issues. The counselor

should have a clear picture of the expected outcome of the counseling session while remaining open to the subordinate's input. Being prepared with suggestions for potential plans of action assists a subordinate in developing a course of action. The more the subordinate develops their own goals, the more committed they will be to accomplishing them than if the leader prescribes the goals. The counselor should also assist the subordinate with the development of SMART goals.

Outline the Components of the Counseling Session

2-39. Using the available information, leaders determine the focus and specific topics for the counseling session. Leaders should identify what prompted the counseling requirement, aims or outcomes, and their role as counselor. In addition, leaders should identify possible comments and questions to keep the counseling session subordinate-centered and guide the subordinate through the session stages. A written outline enhances the chances for success by ensuring the leader takes time to reflect on the subordinate and anticipated outcomes and keeps the session on track. DA Form 4856 provides a useful framework to prepare for counseling by organizing relevant issues to discuss during counseling sessions. Table 2-1 outlines preparation for a counseling session.

Table 2-1. Counseling preparation example

Type of counseling	Initial Noncommissioned Officer Evaluation Report (NCOER) counseling for SFC Taylor, a recently promoted new arrival to the unit.
Place and time	The platoon office, Tuesday at 1500.
Notify subordinate	Notify SFC Taylor one week in advance of the counseling session.
Subordinate preparation	Instruct SFC Taylor to develop a list of goals and objectives to complete over the next 90 to 180 days. Review the values, attributes, and competencies in ADP 6-22.
Counselor preparation	Review the NCO Counseling Checklist/Record. Update the rating chain and duty description on a working copy of the NCOER. Review each of the values and responsibilities in NCOER Part IV and the values, attributes, and competencies in ADP 6-22. Review how each applies to SFC Taylor's duties. Review the actions necessary for a success or excellence rating in each area. Record notes on relevant parts of the NCOER to assist in counseling.
Role as a counselor	Help SFC Taylor to understand the expectations and standards associated with the platoon sergeant position. Assist SFC Taylor in developing the values, attributes, and competencies that enable him to achieve his performance objectives consistent with those of the platoon and company. Resolve any aspects of the job that SFC Taylor does not clearly understand.
Session outline	Complete an outline following the counseling session components based on the draft duty description on the NCOER. This should happen two to three days prior to the actual counseling session.

Plan the Counseling Strategy

2-40. Leaders plan each counseling session, tailoring the counseling session to the individual and situation. Part of the planning process includes identifying the counseling approach, assessing the individual's situation and reputation, and identifying any anticipated resistance.

2-41. An effective leader approaches each subordinate as an individual. Different people and different situations require different counseling approaches—counseling is not a one-size-fits-all endeavor. Army leaders may employ three major approaches to counseling: nondirective, directive, or combined.

2-42. The nondirective approach is preferred for most counseling sessions. Leaders use their experiences, insight, and judgment to help subordinates develop solutions. Leaders structure this approach by explaining the counseling process and expectations to the subordinate. Leaders avoid providing solutions or opinions; instead, they ensure the subordinate's plan focuses on individual and organizational goals and objectives.

2-43. The directive approach works best to make on-the-spot corrections, correct simple problems, or correct aspects of duty performance. The leader using this approach directs a course of action for the subordinate.

This approach is chosen when time is short, the leader alone knows what to do, or if a subordinate has limited problem-solving skills or needs guidance.

2-44. In the combined approach, the leader uses techniques from both the directive and nondirective approaches, adjusting them to articulate what is best for the subordinate. The combined approach emphasizes the subordinate's planning and decision-making responsibilities, but the leader may help the subordinate analyze possibilities or suggest solutions.

2-45. While these approaches differ in specific techniques, the major difference between the approaches is the degree to which the subordinate participates and interacts during a counseling session. Table 2-2 identifies the advantages and disadvantages of each approach.

Table 2-2. Counseling approach summary

Type	*Advantages*	*Disadvantages*
Nondirective	• Encourages maturity. • Encourages more communication from subordinate. • Develops personal responsibility. • Helps subordinate talk about difficult topics without a need for a solution.	• More time-consuming. • Requires active listening skills.
Combined	• Moderately quick. • Encourages maturity and development. • Encourages open two-way communication. • Allows leaders to use their experience. • Can increase internal commitment from subordinate.	• May take too much time for some situations. • Requires leader to be intentional about directing conversation.
Directive	• Quickest method. • Good for those needing clear, concise direction. • Allows counselors to use their experience. • Can increase short-term compliance from subordinate.	• Does not encourage subordinates to be part of the solution. • Treats symptoms, not issues. • Tends to discourage subordinates from talking freely. • Solution belongs to the leader, not the subordinate.

2-46. Army leaders select from several techniques when counseling subordinates. Leaders do not remain passive while using these techniques, but understand there is give-and-take if the session is to be productive. These techniques may cause subordinates to change behavior and improve their performance. Techniques leaders may explore employing nondirective or combined approaches during counseling include:

- Evoking change talk. Leaders focus on asking questions and reflecting subordinate statements that include any aspect of change in the positive direction (see Chapter 1).
- Suggesting alternatives. Discuss alternative actions the subordinate may take. Leader and subordinate together decide which course of action is most appropriate.
- Recommending. Recommend one course of action but leave the decision to accept it to the subordinate.
- Persuading. Persuade the subordinate that a given course of action is best but leave the final decision to them. Successful persuasion depends on the leader's credibility, the subordinate's willingness to listen, and mutual trust.
- Advising. Advise the subordinate that a given course of action is best. This is the strongest form of influence not involving command.

2-47. Techniques to use during the directive approach to counseling include:

- Corrective training. Teach and assist the subordinate in attaining and maintaining the required standard. A subordinate completes corrective training once consistently meeting standards.
- Commanding. Order the subordinate to take a given course of action in clear, precise words. The subordinate faces consequences for failing to execute.

Establish the Right Atmosphere

2-48. The right atmosphere promotes open, two-way communication between a leader and subordinate. The climate set by a leader will impact the communication process much more than the physical location of the counseling session. If the leader remains approachable and willing to hear what the subordinate has to say on a regular basis, the subordinate will be more likely to have an open discussion during more formal settings. To establish a relaxed atmosphere, leaders may offer the subordinate a seat or a cup of coffee. If appropriate, choose to sit in a chair next to or facing the subordinate since a desk can serve as a barrier.

2-49. Some situations require formal settings. During counseling to correct substandard performance, leaders seated behind a desk may direct the subordinate to remain standing. This reinforces the leader's role and authority and underscores the severity of the situation.

STAGE 3: CONDUCT THE COUNSELING SESSION

2-50. Army leaders use a balanced mix of formal and informal counseling and learn to take advantage of daily events to provide Soldiers and DA Civilians with feedback. Even during informal counseling, leaders should address the basic components of a counseling session:

- Open the session.
- Elicit the subordinate's perspective.
- Discuss the differences in the perspectives and leader provides a summary of the issues.
- Develop a plan of action.
- Close the session.
- Document the session.

Open the Session

2-51. In opening, the leader clearly states the purpose of the counseling session and establishes a subordinate-centered setting as appropriate for the situation. Leaders should make the subordinate feel comfortable and at ease and show a genuine interest in their welfare. The leader establishes an atmosphere of shared purpose by inviting the subordinate to speak and reflect on their understanding of the purpose. An appropriate purpose statement might be "SFC Taylor, the purpose of this counseling is to discuss your duty performance over the past month and to create a plan to enhance performance and attain performance goals." If applicable, start the counseling session by reviewing the status of the current plan of action.

Discuss the Issues

2-52. The leader and counseled individual should attempt to develop a shared understanding of the issues. Leaders use active listening and invite the subordinate to do most of the talking by asking open-ended questions—encourage the subordinate to participate fully in the session. Leaders respond and ask questions without dominating the conversation; they remain neutral and address the subordinate's behavior, not their character, using questions like these during the counseling session:

- What are your plans for improving in this area?
- What is keeping you from achieving your goal?
- How can I help?
- What makes you think that?
- OK...what happened?

2-53. Leaders help the subordinate develop and better understand the subject of the counseling session, such as duty performance, a situation and its effects, or potential areas for growth. Subordinates are more likely to effectively process the information when they are required to speak about their understanding, therefore a leader's ability to encourage a subordinate to talk about their performance and goals is key to development. Leaders must be open and patient to hear a subordinate's understanding of a situation. Leaders assist in the subordinate's development by reflecting what they hear the subordinate say so they can process their understanding at a deeper level. While there are times to tell a subordinate they are wrong, the preferred method is two-way communication to increase subordinate development.

2-54. To reduce the perception of bias or early judgment, both leader and subordinate should provide examples or cite specific observations. When the issue is substandard performance, the leader must be clear what did not meet the standard and how the issue affected the organization. During the discussion, the leader

must clearly establish what the subordinate must do to meet the standard. It is especially important that the leader frames the issue at hand as substandard performance and prevents the subordinate from labeling the issue as unreasonable. An exception occurs if the leader considers the current standard as negotiable or is willing to alter the conditions under which the subordinate can meet the standard.

Develop a Plan of Action

2-55. A plan of action identifies a method and pathway for achieving a desired result, limited to one or two realistic goals tied to work or life events with milestones that allow for monitoring progress. Before developing the plan, the leader must assess whether the counseled subordinate understands the purpose and any related issues. The plan of action must be appropriate and specific, showing the subordinate how to modify or maintain specific behaviors to reach goals set during the counseling session. For example: "PFC Miller, next week you will attend the map reading class with 1st Platoon. After class, SGT Dixon will coach you through the land navigation course and help you develop your compass skills. After observing you going through the course with SGT Dixon, I will meet with you again to determine if you need additional training."

Close the Session

2-56. Leaders should close the session by asking the counseled subordinate to summarize key points and expectations based on the proposed plan of action. Leaders should establish any necessary follow-on measures with the subordinate to support successful plan implementation. Follow-on measures may include providing the subordinate with specific resources and time, periodic plan assessments, and additional referrals. If possible, schedule future meetings before closing the session.

Document the Session

2-57. Although requirements to document counseling sessions vary, a leader always benefits from documenting a counseling session's main points, even informal ones. Documentation serves as a ready reference for the agreed-upon plan of action and helps both subordinate and leader track accomplishments, personal preferences, or issues. Good counseling records enable leaders to provide proper recommendations for professional development, promotions, and evaluations. DA Form 4856 is designed to help Army leaders conduct and record counseling sessions. Leaders must decide when counseling, additional training, rehabilitation, reassignment, or other developmental options have been exhausted.

2-58. Army regulations require specific written counseling records for certain personnel actions, such as barring Soldiers from reenlisting, processing administrative separations, or placing Soldiers in the overweight program. When a Soldier faces involuntary separation, the leader must maintain accurate counseling records. Documenting substandard actions often conveys a strong message to subordinates that a further slip in performance or discipline could require more severe action or punishment. Despite any documentation perception, it is vital to document to ensure a shared understanding of the counseling process and the development of Soldiers and DA Civilians. Table 2-3 on page 29 illustrates the counseling process steps.

Table 2-3. Example counseling session

Prepare for the Session	Identify the purpose and type of counseling, reflect on the situation, and consider appropriate ways to address the session.
Open the Session	To establish a relaxed environment for open exchange, explain that discussing and understanding the importance of the leader attributes and competencies makes it easier to develop and incorporate them for success. State the purpose of the initial counseling: what SFC Taylor must do to be a successful platoon sergeant. Agree on the duty description and specific performance requirements. Discuss related values, competencies, and standards for success. Explain subsequent counseling will address developmental needs and how well performance objectives are met. Urge SFC Taylor to identify developmental needs during the next quarter. Ensure that SFC Taylor knows the rating chain. Resolve any questions about the duty position and associated responsibilities. Discuss the close relationship that must exist between a platoon leader and a platoon sergeant including the importance of honest, two-way communication.
Discuss the Issues	Jointly review the draft duty description including all associated responsibilities such as maintenance, training, and Soldier welfare. Relate the responsibilities to leader attributes and competencies from ADP 6-22. Revise the duty description, if needed. Highlight areas of special emphasis and additional duties. Explain that character, presence, and intellect are the basis for competent leadership; developing the desired leader attributes requires that Army leaders adopt them through self-awareness and lifelong learning. Emphasize that the plan of action to accomplish major performance objectives must include the appropriate values, attributes, and competencies.
Assist in Developing a Plan of Action (During the Counseling Session)	Ask SFC Taylor to identify tasks to accomplish the performance objectives. Frame each within the ADP 6-22 attributes and competencies. Discuss specific examples of success and excellence in each area. Ask for suggestions to make the goals objective, specific, and measurable. Ensure SFC Taylor has at least one example of a success or excellence statement for each area. Discuss SFC Taylor's promotion goals and ask what he considers as strengths and developmental needs. Obtain recent master sergeant selection board results and compare stated goals and objectives.
Close the Session	Verify SFC Taylor understands the duty description, performance objectives, and expectation to assist in your development as a platoon leader. Stress the importance of teamwork and two-way communication. Remind SFC Taylor to perform a self-assessment during the next quarter. Set a tentative date during the next quarter for the follow-on counseling.

STAGE 4: FOLLOW-UP

2-59. The counseling process does not end with an initial counseling session. It continues throughout plan implementation consistent with the observed results. Sometimes the initial plan of action requires modification to meet the desired outcomes. Leaders must consistently support their subordinates in implementing the plan of action by teaching, coaching, mentoring, or providing additional time, referrals, and other appropriate resources. Additional measures may include focused follow-on counseling, informing the chain of command, or taking corrective measures if appropriate.

2-60. The subordinate has a responsibility to engage in the developmental process with their leader. While the leader guides, the subordinate has a responsibility to implement the plan. The subordinate should also communicate openly with the leader about any barriers that prevent them from completing the plan.

2-61. During the assessment period, the leader and the subordinate jointly discuss if the desired results happened, while the leader ultimately determines if standards or expectations were met. They should determine the date for an initial assessment during the initial counseling session. The plan of action assessment provides useful information for future follow-on counseling sessions.

COUNSELING PROGRAMS

2-62. Several administrative publications outline counseling requirements. A comprehensive counseling program will address all these requirements. AR 350-1 requires reception and integration counseling. AR 600-20 outlines several counseling requirements for commanders addressing performance and transition assistance (also addressed by AR 600-81). AR 600-8-19 addresses counseling related to promotions and reductions. AR 601-280 addresses career counseling requirements. AR 623-3 addresses counseling requirements related to evaluations. AR 635-8 and AR 635-200 address separations.

DOCUMENTATION

2-63. The Army provides numerous tools, resources, and forms to assist the counseling process. The Center for Army Leadership website provides information on counseling and developmental activities. Additional tools such as DA Form 4856 (*Developmental Counseling Form*), GTA 22-01-002 (*Counseling Enhancement Tool–Soldier*), and GTA 22-01-003 (*Counseling Enhancement Tool–Leader*) assist with determining issues to discuss and subsequent documentation. Counseling resources explicit to DA Civilians are available through the servicing civilian personnel office.

2-64. DA Form 4856 is typically used to document a counseling session. The form is tailored to the specific types of counseling (see paragraphs 2-6 through 2-21) by providing templates and prompts for each type to focus the counseling session.

2-65. GTA 22-01-002 and GTA 22-01-003 provide a structured, guided process for NCOs and Soldiers to share observations, discuss expectations, and develop collaborative plans to assist in performance counseling. These GTAs provide topic areas relevant to all junior enlisted Soldiers' development. These topics should be considered a minimum for developmental counseling, rather than an exhaustive list of potential topics as there may be other areas that leaders and Soldiers need to discuss regarding development. Soldiers have useful perspectives on their performance, barriers, and needed resources to set and achieve goals. In addition, by encouraging Soldier input, this helps the Soldier learn how to provide developmental counseling to others. While discussing the plan and way ahead, it might be useful to integrate the plan with the Soldier's IDP. Each tool covers seven focus areas—

- Tactical and technical proficiency.
- Communication.
- Effort.
- Personal discipline.
- Team contributions.
- Fitness, military bearing, and appearance.
- Personal management.

Chapter 3
Coaching

3-1. Coaching is an organic, routine part of responsibilities for many Army positions including instructors, faculty, trainers, observer/coach/trainers, raters, senior raters, professors of military science, and battle buddies. Coaches outside the chain of command are uniquely positioned to provide objective feedback. Applying the coaching guidelines enhance and expand the leader development process that already occurs.

3-2. Coaches come from different relationships: those familiar with the leader and those provided by an organization to help individuals and teams improve. Coaches help individuals understand and appreciate their current level of ability and potential by asking thoughtful questions so the leader decides ways to improve or change. When coaching is part of an assessment program, coaches help explain the results, guide identifying strengths and developmental needs, provide insight or suggestions on how to build on knowledge and skill, and guide a leader through creating an action plan or development plan. Coaches help leaders gain insights that have an immediate effect on how the leader improves their choices and behaviors.

3-3. When executing an assessment program for developmental purposes, confidentiality is of great importance. Under this condition, a leader who participates in these programs has full discretion as to who views their feedback report(s). Thus, if a leader approaches a faculty or unit member for coaching, the leader has already shown some degree of trust and confidence in that person to discuss professional information. Therefore, coaches must demonstrate and maintain confidentiality of the entire process for the benefit of the assessed leader.

3-4. It is important to note that leadership coaching and development planning can occur between a coach and leader without participating in a formal assessment program. An effective coach guides a leader through the coaching process using multiple data sources, such as leader self-assessment, evaluations, surveys, performance indicators, 360-degree assessments, or informal feedback from others. Coaches use all or some of the following approaches depending on the interpersonal relationship and organizational situation:

- Focus Goals: This requires the leader to identify the specific purpose of the coaching session. Both the person being coached and the coach need to discuss expectations. The leader communicates their developmental goals for the session, which can incorporate their 360-degree assessment, self-assessment, or feedback report results if they choose to share.
- Clarify the Leader's Self-Awareness: The coach works with the individual to define strengths and developmental needs. During this session, the coach and the individual communicate and agree upon perceived strengths, developmental needs, and focus areas for performance improvement.
- Uncover Potential: The coach facilitates the individual's self-awareness of potential and developmental needs by guiding the discussion through questions. The coach actively listens to how the individual perceives feedback on their potential. The aim is to encourage the free flow of ideas. The coach assesses the individual's readiness to change and integrates this into the session.
- Eliminate Developmental Barriers: The coach identifies developmental needs with the individual and areas that may hinder self-development. The coach asks questions to help the individual determine how to overcome barriers to development and create an effective plan to improve performance. The coach asks questions to help the individual identify potential support sources for implementing an action plan.
- Develop Action Plans: The coach and the individual develop an action plan defining actions that can improve performance within a given period, which can be documented as part of an IDP. The coach may use FM 6-22 and other learning resources to communicate self-directed activities the individual can accomplish to improve performance in a particular competency.
- Follow-Up: After an initial session, the leader may request follow-on sessions. Additionally, participants may provide feedback to the coach concerning the session's effectiveness, the usefulness of the information received, and level of progress made.

FUNDAMENTALS

3-5. 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 should expect from the coaching relationship and what is required of both the coach and the leader to achieve these expectations maximizes the coaching benefits.

3-6. Prior to engaging in a coaching session, coaches must have a base of knowledge on the practice of coaching. The fundamental coaching considerations provide a basis for understanding the nature of coaching interactions. Coaching competencies describe the knowledge, skills, and behaviors 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.

FUNDAMENTAL COACHING CONSIDERATIONS: WHAT COACHING IS AND IS NOT

3-7. The coach's role has similarities to—and differences from—developmental counseling, instructing or teaching, or mentoring. Coaches:

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

3-8. Coaching is not meant to be an interaction 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 what is desired and attainable.

3-9. A leader may become stuck or be 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

3-10. When a coach demonstrates presence, they convey acceptance, empathy, support, full attention, and awareness to the leader. Coaching presence in practice allows the coach to understand that their presence and ability to communicate greatly improves their credibility as a leader. Table 3-1 outlines several factors that contribute to a supportive coaching presence.

Table 3-1. Coaching presence factors

Coach Attitude	Give the leader the benefit of the doubt throughout the process. View coaching as a partnership with the leader where both contribute 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.
Process Ownership	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	Review the feedback report ahead of time, if provided by the leader. Look for feedback patterns. Direct the leader's attention to potential blind spots or strengths to leverage or build upon.

Personal Awareness

3-11. The Johari window model is a technique developed by psychologists in 1955 to enhance self-awareness. The model describes the process of human interaction. A four-paned window divides personal

awareness into four different areas (see figure 3-1). The lines dividing the four panes are like window shades, which move as interaction progresses or information is gained. The four quadrants are:

- Quadrant 1: Open area—what the leader knows about themself and what others know.
- Quadrant 2: Blind area—what is unknown by the leader about themself, but which others know.
- Quadrant 3: Hidden area—what the leader knows about themself that others do not know.
- Quadrant 4: Unknown area—what is unknown by the leader about themself and unknown by others.

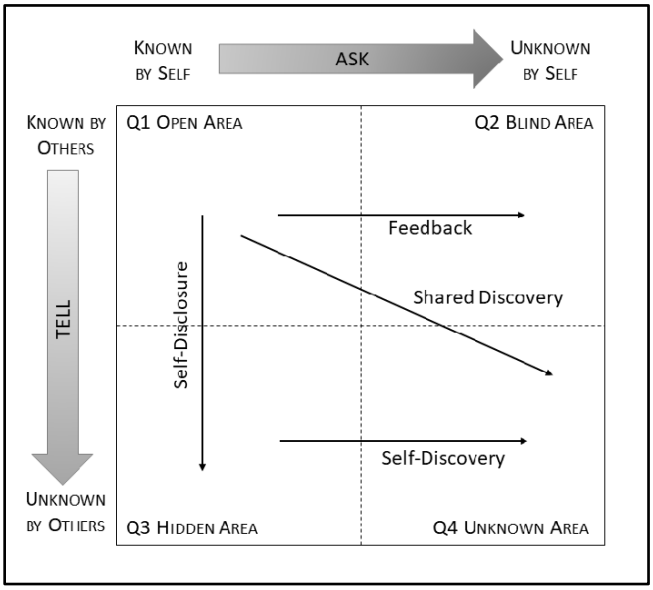


Figure 3-1. Johari window model

3-12. A person enlarges their 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 (see figure 3-2).

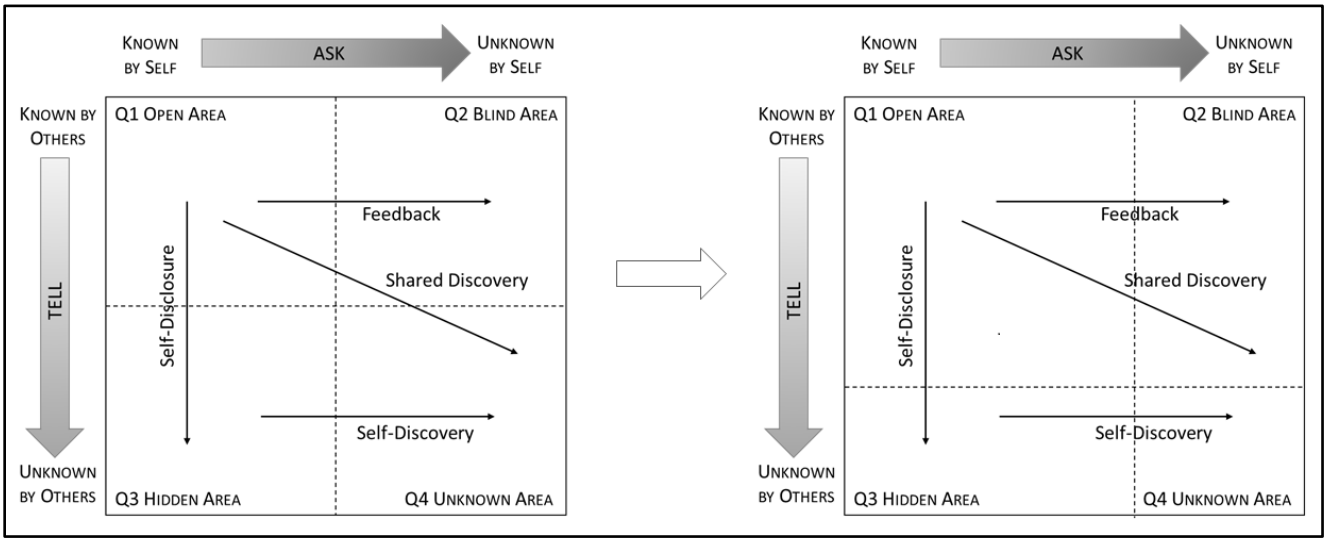


Figure 3-2. Quadrant movement in Johari window model

Practice

Reflect on the Johari window model as it applies to your situation. Explore each quadrant 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 feedback received, how large is your open area?
Blind area: Recall an instance when you received feedback about your leadership that included information you did not know. 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

3-13. Coaching is a process designed to prompt leaders to increase their competence and engage in new behaviors that reflect and implement an organization's values, mission, and direction. Coaching 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.

3-14. The International Coaching Federation defines eight coaching competencies that support a greater understanding of the skills and approaches used in coaching (see table 3-2). The competencies are divided into four behavioral groups that represent what the coach brings to the session. A successful coach will be capable of demonstrating all these competencies, although not all competencies may be demonstrated during a single coaching session.

Table 3-2. International Coaching Federation coaching competencies

Group	*Competency and Description*
Foundation	Demonstrates Ethical Practice: Understands and consistently applies coaching ethics and standards of coaching.
	Embodies a Coaching Mindset: Develops and maintains a mindset that is open, curious, flexible and client-centered.
Co-creating the Relationship	Establishes and Maintains Agreements: Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans and goals. Establishes agreements for the overall coaching engagement as well as those for each coaching session.
	Cultivates Trust and Safety: Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust.
	Maintains Presence: Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident.
Communicating Effectively	Listens Actively: Focuses on what the client is and is not saying to fully understand what is communicated in the context of the client systems and to support client self-expression.
	Evokes Awareness: Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy.
Cultivating Learning and Growth	Facilitates Client Growth: Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.

COACHING ACTIVITIES

3-15. Eight activities support effective coaching and contribute to successful coaching sessions. The eight activities provide a method for coaches to follow:

- Building rapport.
- Gathering information.
- Analyzing data.
- Addressing gaps.
- Narrowing focus.
- Setting goals.
- Planning development.
- Promoting action.

Building Rapport

3-16. Strong and positive rapport between the leader and the coach is central to an effective coaching relationship. Strong rapport is demonstrated by how easily the leader confides in their coach and is open to responding to the coach's questions. 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. See table 3-3.

Table 3-3. Indicators and questions for building rapport

Effective coaching indicators	• The leader openly discusses their expectations and anticipated level of preparation. • Coaches summarize and verify expectations for the coaching session. • Comments and nonverbal cues indicate trust is established. • An ease of conversation exists between coach and leader.
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 or concerns do you have about the session?

Gathering Information

3-17. When gathering information, the coach sets the context for providing feedback by stating the mutually defined purpose of the coaching session and ways the feedback contributes toward that goal. See table 3-4.

Table 3-4. Indicators and questions for gathering information

Effective coaching indicators	• The leader expresses their goals and expectations. • The coach gains a good understanding of the leader's background and situation and confirms or clarifies expectations for coaching. • The leader views feedback as an opportunity instead of a performance evaluation.
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 your assessment? • What is your relationship to the people who provided the assessment? • Have you completed similar assessments in the past? Which ones? • Before you opened the report, what did you expect?

Analyzing Data

3-18. Analyzing data involves discussing the leader's overall strengths, developmental needs, and feedback patterns and themes. Information sources may include a leader's self-assessment or reflection on their recent leadership performance, evaluations, sensing sessions, personal after action review results, surveys, or assessment program feedback reports. See table 3-5 on page 36.

Table 3-5. Indicators and questions for analyzing data

Effective coaching indicators	• The leader recognizes strengths and developmental needs and identifies patterns and themes. • The questions and discussion are relevant and focused on the leader's needs. • The coach helps the leader analyze and interpret the data in their words. • The leader moves past negative feedback and identifies opportunities.
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 or patterns relate to your goals and aspirations, and why? • What feedback themes do you agree with? • What feedback themes do you disagree with? • May I offer 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?

Addressing Gaps

3-19. During feedback analysis, the coach should raise specific issues through questioning. This should lead to a discussion on similarities and differences between feedback sources and potential underlying causes. See table 3-6.

Table 3-6. Indicators and questions for addressing gaps

Effective coaching indicators	• The leader identifies gaps or recognizes their blind spots in the data and provides reasons why data may differ among sources. • The leader identifies specific situations or relationships that might need attention.
Questions to ask the leader	• How might you explain the difference(s) between sources? • If significantly wide numerical gaps exist in your ratings, why? • When differences exist between sources, what viewpoint might be most accurate and why? • I observed _____ about the data; what do you think? • How would you interpret _____? • What themes or patterns emerged? • How consistently do the sources view your skills and abilities?

Narrowing Focus

3-20. Once strengths and developmental needs are identified, the coach can ask questions to focus the leader on areas to strengthen and develop. The focus should be on criteria 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. See table 3-7 on page 37.

Table 3-7. Indicators and questions for narrowing focus

Effective coaching indicators	• The leader has identified strengths and developmental needs and is focused on two or three important or relevant areas. • The leader has identified patterns or themes in the feedback in job-relevant areas. • The leader makes an assessment in their words rather than using the coach's words. • The leader distinguishes needs that would have an immediate impact on their work. • The leader demonstrates interest in next steps.
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 developmental needs 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? • If you develop ____, how will you be more effective in your leadership position? • How will your organization benefit if you develop _____? • What questions do you have for me?

Setting Goals

3-21. 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. An example developmental objective would be: Encourage open communication by actively listening and asking clarifying questions during meetings. See table 3-8.

Table 3-8. Indicators and questions for setting goals

Effective coaching indicators	• The coach uses questioning to get the leader to arrive at a goal or objective on their own. • The leader states a measurable, realistic objective aligned with their developmental areas. • The leader's goals use a behavior, condition, and standard. • The leader is satisfied with their goals and expresses interest and eagerness to act. • The leader is engaged in the process and demonstrates willingness to move to next steps.
Questions to ask the leader	• What specific goal(s) have the greatest impact in your job? • To specifically define your goal(s), 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.

Planning Development

3-22. During planning development, the leader and coach evaluate the leader's situation and the leader sets goals and outcomes that reflect their reality and the organization's mission, vision, and strategic goals. The leader then determines goals for development, stated as outcomes, and specific developmental activities that result in the desired outcomes. See table 3-9 on page 38.

Table 3-9. Indicators and questions for planning development

Effective coaching indicators	• The leader identifies development activities that fit their personal situation. • The coach uses questioning to help the leader identify resources, tools, and opportunities. • The coach asks questions that stimulate the leader to tailor an activity to on-the-job opportunities.
Questions to ask the leader	• What resources or tools do you have to change or improve the leadership behavior? • What training and development activities can assist you to change or 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 to consider in your IDP? • Can I offer suggestions to link activities with your preferred learning style? • Are you aware of learning resources such as Army eLearning, Central Army Registry, Army Training Network, Military OneSource, or Center for Army Leadership website and other available resources such as FM 6 22 to assist development planning? • Are you aware of Army resources that support development planning?

Promoting Action

3-23. Once a development plan is established and the leader has selected developmental activities, the coach can ask about on-the-job sources of support for the plan to establish accountability for IDP implementation. The coach may offer to meet with the leader for subsequent coaching sessions. See table 3-10.

Table 3-10. Indicators and questions for promoting action

Effective coaching indicators	• Leader identifies support sources and resources for their development plan. • Coach and leader mutually assess the coaching relationship and determine next steps. • The leader is motivated to continue their development and thanks the coach for their candor and engagement in the coaching process.
Questions to ask the leader	• What professional or personal support is needed to accomplish your 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?

CRITERIA FOR SELECTING QUESTIONS

3-24. As a coach, it is important to understand when and how to raise the right questions. Effective coaches ask powerful questions that reveal needed information. When determining which questions to ask a leader, effective coaches consider six criteria (see table 3-11 on page 39).

Table 3-11. Criteria for selecting questions

Criteria	*Selection process*
Receptivity to Coaching	• If the individual is receptive to coaching, coaches should ask challenging, provocative open-ended questions such as, "What strengths might become developmental needs?" • If the individual is less receptive to coaching, it is better to ask targeted questions, such as, "What areas do you consider as strengths?"
Leader Preparation	• If the individual arrives prepared for the coaching session, coaches ask questions to assess the underlying causes and touch on the conclusions the individual reached, such as, "What specific data points or patterns relate to your goals and aspirations, and why?" • For those who are less prepared, coaches ask direct and targeted questions, such as, "What do you notice about your scores compared to comparable norms?"
Openness to Feedback	• If the individual seems open to feedback, coaches ask open-ended questions to generate discussion, such as, "In reviewing your feedback report, I noted that _____ might be an area for you to develop. What do you think?" • If the individual seems less open to feedback, coaches ask the individual targeted, direct questions to move them to decision and action, such as, "What decisions have you made on your developmental areas?"
Readiness for Moving to Action	• If the individual is eager to act, coaches ask questions to encourage drawing conclusions, making decisions, and acting. • If the individual is unable or unwilling to be decisive and act, coaches ask leading questions to provide suggestions and their available options, such as, "I think you might conclude ____/decide to ____/act to _____. What do you think? Do you agree?"
Available Time	• As the coaching session is time limited, coaches must be cognizant of how session time is used. If a question is not easily answered, reframe or ask another question. • If all eight activities cannot be completed in the time allotted, it is better to schedule a follow-on coaching session, if the individual agrees. Coaches should not rush an individual through questions if they do not seem ready for the next step.
Coach Assessment	• Coaches match questions with the individual's development needs, readiness, and comfort with the coaching process. Coaches begin by asking questions they are confident the individual is prepared to answer. For example, if a leader has analyzed data and addressed gaps, coaches focus questions on later steps in the coaching process. • Sometimes an individual may not be ready or willing to answer questions. Coaches should shift their questioning style and ask questions that offer suggestions and ideas. • Remember, a coach's questions should lead to greater clarity and show an understanding of the individual's situation. All questions should be asked naturally and easily.

Maintain Self-awareness

It is important for coaches to maintain self-awareness to catch themselves when they become frustrated, bored, impatient, judgmental, or attached to an outcome.
Signs include:

- The individual shuts down or gets defensive.
- The coach pushes and directs more than they question and listen.
- The conversation feels strained.

SETTING THE FOUNDATION

3-25. The coaching process requires a solid foundation to create a trusted working relationship. This is achieved by demonstrating coaching presence and communicating effectively while—

- Meeting ethical and professional standards.
- Establishing the coaching engagement.
- Co-creating the relationship.
- Establishing trust with the leader.

MEETING ETHICAL AND PROFESSIONAL STANDARDS

3-26. First, 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 (see table 3-12).

Table 3-12. Ethics and professional standards

Ethics	• Identify and resolve conflicts of interest. • Put the leader's interests first and foremost. Refer the leader to another coach or resource if that would be in their 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 the coaching relationship. • Be aware of personal issues that may interfere with providing objective coaching. • Set and maintain appropriate boundaries. This professional relationship intends to facilitate leader development. Encourage the leader to seek other resources (such as individual counseling or marital counseling) if appropriate. • Have a thorough understanding of the Army's leadership requirements model.

3-27. Key to successful coaching is being well prepared for the coaching session. Prior to the first coaching session, a coach must be familiar with the coaching competencies. A thorough understanding of the assessed areas aids in interpreting the feedback the leader received, maximizing the effectiveness of coaching. It is also useful for coaches to know what leader development resources are available so they can be suggested or referenced as needed. See table 3-13.

Table 3-13. Modeling ethical and professional behavior

When done correctly, the coach:	• Displays fortitude to support ethical actions that may negatively impact self or stakeholders. • Discusses potential ethical problems with the leader and responds appropriately. • Makes ethical decisions and promotes military culture that reflects the Army Values.
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, coaches should model appropriate behavior, increasing the coaching process effectiveness.	
Example	
Mr. Allen is a coach meeting with MAJ Baker for the first time. To be comfortable in his role as coach, Mr. Allen read ADP 6-22 to ensure he understands the Army's expectations of its leaders. He brainstormed additional behaviors demonstrating the competencies so he can refer them to leaders to practice. At the beginning of the session, Mr. Allen briefly describes his role as a coach. While jointly analyzing and interpreting the feedback report, MAJ Baker mentions several times he has argued with his spouse a lot lately. Mr. Allen acknowledges MAJ Baker's statements about arguing and lets him know he is not qualified to advise on marriage or personal relationships. He suggests MAJ Baker consider visiting the post chaplain for resources to address the issue. Mr. Allen asks MAJ Baker if he would like to continue the coaching session at this time and MAJ Baker. Mr. Allen re-focuses the conversation back to the feedback.	

ESTABLISHING THE COACHING ENGAGEMENT

3-28. 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 saves time and avoids misunderstanding later. See table 3-14 on page 41.

Table 3-14. Checking in throughout the coaching engagement

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 them know what is and is not working during the coaching session.
Best Practice: Checking in Throughout the Coaching Engagement	
Beyond the initial discussion about the leader's expectations for coaching, check with the leader throughout the process about how the coaching is going and whether it meets expectations and agreed-upon goals. Coaches should adjust based on this information to ensure 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 from it. LTC Dunaway explains that she received feedback and is not sure what she needs to do differently in the lowest-scored areas. She wants a coach's help to better understand those areas and what behaviors she needs to practice. LTC Dunaway is adamant she wants nothing more from coaching. 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 analysis. Ms MacKinnon assures her that she will not practice any psychotherapy and her focus will be on facilitating LTC Dunaway's development as a leader. She asks LTC Dunaway to tell her if at any time during the session she feels the focus has shifted away. A few times during their meeting, Ms MacKinnon asks LTC Dunaway how the coaching process is going for her.	

CO-CREATING THE RELATIONSHIP

3-29. Although a coaching session may be as brief as an hour, due to the nature of coaching, the coach and the leader need to build a solid relationship. 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 from the coach. This relationship is a partnership. These interactions are based on the leader's trust in the coach and coaching process and the coach's commitment and focus on the leader.

3-30. The coach's level of commitment begins with self-awareness and preparing oneself. Self-awareness enables the coach to recognize their strengths and developmental needs and form accurate self-perceptions. Self-awareness is about developing a clear, honest picture of personal capabilities and limitations. Questions a potential coach needs to ask themselves before fully committing include:

- Why do I want to be a coach?
- Am I willing to dedicate time and effort to help another succeed?
- Do I have the necessary interpersonal skills (active listening, problem-solving, empathy, openness, nonverbal communication) that will help me relate to various populations with varying learning needs and personality types?
- How do I perform under stress?
- How do I interact with others?
- How am I expanding my knowledge on coaching?
- Am I capable of shouldering the responsibility?

3-31. It is a leader's responsibility to seek an appropriate coach by observing, networking, and engaging qualified and experienced individuals. The leader should—

- Determine needs: Do I need a coach?
- List goals and objectives: Identify strengths and developmental needs and willingness to work.
- Seek the right individual: Ask the individual if they are willing to be your coach.
- Commit to the partnership through time management practicing new skills, behaviors, competencies, and attributes.

ESTABLISHING TRUST WITH THE LEADER

3-32. 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 they can trust the coach to not be critical and to keep the leader's information in confidence. Some examples on how to establish trust:

- Invest time—this is a gradual process.
- Exhibit consistency—be true to your word.
- Share relevant personal experiences.
- Be honest—do not exaggerate expectations or capabilities.
- Reinforce the nature of the relationship as an active participant—be genuine and present.
- Be vulnerable—make it about the leader.

3-33. 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. See table 3-15.

Table 3-15. Building a high-quality relationship

When done correctly, the coach:	• Assures the leader that the coaching session is in confidence. • Builds rapport with the leader to make them 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. Coaches assess relationship quality by conversation ease, discussion flow, and process enjoyment. Ask the leader how the coaching is going, what is working, and what they would like more of.	
Example	
Mr. Gordon and MAJ Brown have started a coaching session. Mr. Gordon explains he will keep the contents of MAJ Brown's feedback report and their conversation in confidence. He asks MAJ Brown about his background and recent assignments. When Mr. Gordon asks MAJ Brown what he wants from the coaching experience, MAJ Brown 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 to focus your efforts and what strengths you can build on." MAJ Brown visibly relaxes as he realizes that Mr. Gordon is not there to discuss performance deficiencies but is interested in helping him develop and improve.	

COACHING PRESENCE IN PRACTICE

3-34. Coaching is a way of being with the leader as much as it is to ask thought-provoking questions. Way of being means that the nature of the interaction supports the leader—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 gets a dramatically different (positive) response than a coach who asks the same thing from a place of judgment or criticism.

3-35. A distinctive feature of successful 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. Additionally, a coach comfortably allows for silence, pause, and reflection as part of being present. See table 3-16 on page 43.

Table 3-16. Putting ego aside

When done correctly, the coach:	• Prepares for the coaching session to minimize mental distractions. • Focuses on the leader and sends cues to show they are paying attention (such as making eye contact, engaging in active listening, and asking questions that build on what the leader says). • 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, coaches must put their egos and priorities aside. While it is important to build rapport, Coaches should not spend too much time sharing personal achievements or history. Remember that the leader should dominate the conversation. 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 do most of the talking.	
Example	
Ms Wells is a coach with an engagement scheduled for this afternoon. Thirty minutes prior to the session, she starts preparing for the session. She looks at several 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 mind. She finds she has much in common with CPT Cole, the leader she is coaching. 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 their feedback, CPT Cole identifies components of 'Leads Others' as developmental needs. Ms Wells asks, "How would this look different from what you do now?" and listens carefully to CPT Cole'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 to think.	

COMMUNICATING EFFECTIVELY IN PRACTICE

3-36. Successful 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

3-37. 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. See table 3-17 on page 44.

Table 3-17. Attending to multiple levels of listening

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, 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 coaches listen actively, they focus completely on what the leader is 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. Coaches listen at three levels (internal, focused, and global): when they are tuned into what is going on internally, what they experience from the leader being coached, and what they experience from the environment and cues.	
Example	
SFC Buchanan meets with a coach for the first time. The coach notices SFC Buchanan taps his foot nervously while interpreting the feedback report. The coach also picks up an edge to SFC Buchanan's voice. The coach senses SFC Buchanan feels defensive, as though he (as a coach) needs to justify the feedback and its importance. The coach asks SFC Buchanan what motivated him to seek coaching. SFC Buchanan says his superior told him to get coaching or he would not be considered for higher-grade responsibilities. This awareness helps the coach to understand the defensiveness as fear and concern. With this understanding, the coach listens to SFC Buchanan's concerns and where they may consider feedback.	

Powerful Questioning

3-38. 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 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. See table 3-18.

Table 3-18. Developing and asking powerful questions

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 (that challenge the leader's assumptions). • Asks open-ended questions that create greater clarity, possibility, or new learning. • Asks questions that move the leader toward what they desire, not questions that ask the leader to justify past actions or look back.
Best Practice: Developing and Asking Powerful Questions in The Moment	
When a coach is in the moment with a leader, they can use curiosity to pose authentic questions. Questions should flow from the conversation and bring the leader back to the task. In the moment is the opposite of having preplanned questions or preconceived notions of what the leader needs or how the coaching session will flow. For example, if a leader brings up an interest in exploring a different career path, coaches must go with it, asking questions that follow naturally such as, "What would success in that career look like?" or "What do you know about what it takes to go down that path?" When paying attention to nonverbal cues and tone, coaches may notice some leader hesitance. Coaches may respond with, "What holds you back on this career path?" and ‘'What would it take to move past that obstacle?' Each question builds on the response to the previous question. The key to coaching in the moment is to trust in knowing the right question to ask and that silent pauses are okay. If coaches have any doubts about a question's appropriateness, they can always ask the leader "What questions come to mind as you explore this topic?," thus keeping the conversation fully in the moment and responsive to what is going on for the leader.	

Table 3-18. Developing and asking powerful questions (continued)

Example
Mr. Gordon and MAJ Brown continue the coaching session by discussing MAJ Brown's goal to improve in the area of developing others. Mr. Gordon asks MAJ Brown some questions to get a better idea of how he views the problem and his motivation to change. Mr. Gordon says, "It sounds like this is an important goal for you. Help me understand more about what motivates you to get better at developing others?" MAJ Brown shares his self-assessment results and how they brought his attention to this deficit. He says he has never been good at this. Mr. Gordon asked him "How do you think your career would have been different if you had been better at developing others?" MAJ Brown discussed Soldiers he felt he let down because of his inadequacies and that he would have been a better leader if he was better at developing others. Mr. Gordon went on to ask, "What do you think has held you back from being better at developing others?"

Direct Communication

3-39. 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. See table 3-19.

Table 3-19. Using metaphors to increase understanding

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 (such as non-sexist, non-racist, non-technical, and non-jargon language). • Uses metaphors and analogies to help to illustrate a point or paint a verbal picture.
Best Practice: Using Metaphors to Increase Understanding	
A metaphor compares one thing to another, which propels thoughts into fresh perspectives and insight. Metaphors are best used in coaching engagements after trust and rapport have been established or when a leader is stuck. Coaches should help the leader to see their current situation from another perspective.	
Example	
MAJ Hurley leads a large team. Based on feedback, he identifies Leads Others as a developmental need, specifically his use of influence. The coach asks MAJ Hurley to describe his current leadership role using a metaphor, to which MAJ Hurley says, "I am the conductor and I run the train." Through questioning and engaging with MAJ Hurley's metaphor, the coach explores how the conductor is responsible for the train's functioning as well as the similarities and differences between how a train functions and how his team functions. In this way, the coach challenges Major Hurley to view his role from alternative viewpoints. Eventually, MAJ Hurley realizes he is most effective approaching his job as "the coach on the sideline at a game" rather than "the conductor driving a train." This new perspective provides MAJ Hurley with insight on his feedback and a new approach to move forward with his development.	

FACILITATING LEARNING AND RESULTS

3-40. Effective coaches facilitate a leader's learning and awareness by shifting among the developmental roles as needed. Coaches assist leaders in achieving tangible results by:

- Creating awareness.
- Designing actions.
- Planning and goal setting.
- Managing progress and accountability.

CREATING AWARENESS

3-41. Coaches create awareness in leaders when they integrate and accurately evaluate multiple sources of information and provide interpretations that help the leader improve their self-awareness and thereby achieve agreed-upon results. Effectively demonstrating this competency is especially important when analyzing and interpreting a leader's feedback report. See table 3-20 on page 46.

Table 3-20. Identifying patterns in feedback for deeper understanding

When done correctly, the coach:	• Invokes inquiry for greater understanding, awareness, and clarity. • Goes beyond what is said in assessing a leader's concerns. • Asks open-ended questions so the leader identifies 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 act and achieve what is important to them. • Expresses insights to a leader in useful and meaningful ways. • 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 feedback interpretation is the key to understanding and improving leadership skills. Reviewing feedback is both an art and a science; absolute scores are less important than trends across available data. To overcome this limitation, look for patterns that represent potential strengths and possible developmental needs. Help a leader structure their thoughts in this way by asking questions that go deeper than conscious awareness of surface information or results. Coaches know they 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 find ways to leverage information from multiple perspectives and sources to interpret feedback consistencies and differences.	
Example	
CW2 Hayes meets with a coach to interpret his feedback. Both reviewed the feedback to prepare for the coaching session and made notes on what they found in the data. CW2 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 planning is appropriately focused, and CW2 Hayes agrees. The coach asks for CW2 Hayes' assessment and notes CW2 Hayes only names the top two strengths and developmental needs listed in the report: The coach re-engages CW2 Hayes in looking at the feedback by asking questions such as, "What else stands out to you?", "In what other areas were you high or low?", and "Have you examined other items that relate to the ones you identified?" After re-examining the feedback, CW2 Hayes realizes several related components exist. The coach asks if other evidence shows this may be a developmental need. CW2 Hayes rereads the report and finds several indications that his communication skills may be lacking. The coach then helps CW2 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

3-42. Powerful questions asked by the coach help the leader to define areas to focus on (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 finds 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 lead to agreed-upon results in the most effective way possible. Developmental activities answer the question: "How are you going to achieve the outcome?" Effectively demonstrating this competency is especially important when guiding a leader through an IDP. See table 3-21 on page 47.

Table 3-21. Tailoring developmental actions to the leader's role and opportunities

When done correctly, the coach:	• Asks open-ended questions to assist the leader in defining actions that enable the leader to demonstrate, practice, and deepen new learning. • Helps the leader to focus on and systematically explore specific concerns and opportunities 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 immediately applies what has been discussed during the session 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 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, a coach should guide them 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 they are doing, including direct feedback from others, personal observations, analysis of response patterns, and acknowledgement of outcomes. *Study* provides a knowledge foundation, principles, and concepts, including formal training, reading books or articles, observing others on the job, and analyzing various information sources. *Practice* provides activities to convert learning into action through practical exercises, walk-throughs, drills, teamwork, and other opportunities to gain experience. Encourage the leader to try several approaches; ensure the activities are designed to fit the leader's current role and opportunities so development occurs on the job. *Note*: FM 6-22 provides Feedback, Study, and Practice activities for each leader attribute and competency.	
Example	
Mr. Gordon and MAJ Brown continue the coaching session after MAJ Brown disclosed his desire to be a better leader because he is responsible for his Soldiers and feels he has let them down. They both agreed that improving in developing others is an excellent goal and MAJ Brown stated time constraints played a major role in holding him back. Mr. Gordon asks, "How much time do you believe it takes to develop a Soldier? How much time did it take your leaders to help you get to where you are?" Mr. Gordon directs the conversation to help MAJ Brown reflect on his own development and explore what he currently does to develop his Soldiers. MAJ Brown indicates he spends more time talking with Soldiers about their personal life than helping them focus on professional goals. Mr. Gordon is able to help MAJ Brown explore the value in these Soldier discussions while also encouraging MAJ Brown to be more purposeful during his interactions with Soldiers.	

PLANNING AND GOAL SETTING

3-43. Coaching 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 they will be measured, and describe the desired concrete changes 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 takes to implement the plan. However, plan ownership must remain with the leader. See table 3-22 on page 48.

Table 3-22. Using a logic tree for goal setting

When done correctly, the coach:	• Helps leader consolidate information, establish a coaching plan, and develop goals that address the leader's concerns and major areas for learning and development. • Ensures leader's plan has specific, measurable, achievable, realistic, and time-specific goals. • Adjusts plans as warranted by the coaching process and by changes in the situation. • Helps the leader identify and access different resources for learning (such as 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 for Goal Setting	
A logic tree is a simple technique to break a complex goal or outcome into easily achieved steps. Logic trees are most effective when asking yes/no or how questions. This method is useful where a leader cannot see a clear path toward an outcome and needs to identify intermediate actions to achieve goals. Coaches guide a leader through this technique by following these steps: • Ask the leader to define the issue or goal as clearly as possible, stated as an outcome. • Through dialogue, determine all possible solutions to achieve the goal. • Expand each possible solution into branches and sequels. Continue the process until each branch or sequel ends in a series of actions to complete easily or soon. • Establish timelines and milestones that indicate success at each level. How soon can the lowest level objectives be met? What is a reasonable expectation for achievement? • Review the process. Are all the possible solutions listed to achieve the goal? Are the milestones reasonable? Is the goal achievable? • After completing the logic tree exercise, encourage them to pursue the first steps if they are still interested and motivated to pursue the goal. If they are discouraged after reviewing the solutions, help them re-evaluate the solutions and goals.	
Example	
Mr. Johnson serves as 1LT Callahan's coach. Upon reviewing feedback, they determine 1LT Callahan should focus development on creating a positive environment, specifically to foster teamwork, cohesion, cooperation, and loyalty. 1LT Callahan is committed to being effective but is having trouble determining how to get there. Mr. Johnson suggests 1LT Callahan 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 you need to do that?", 1LT Callahan replies, "Well, I'd like to gain experience, but I want to know how others do this effectively. Mr. Johnson continues to raise questions such as, "How will you achieve that step? as they build a logic tree (see figure 3-3 on page 49), to prompt 1LT Callahan to consider how to reach each level. Through dialogue with Mr. Johnson, 1LT Callahan determines a set of relatively simple actions to start the next day to meet his desired outcome.	

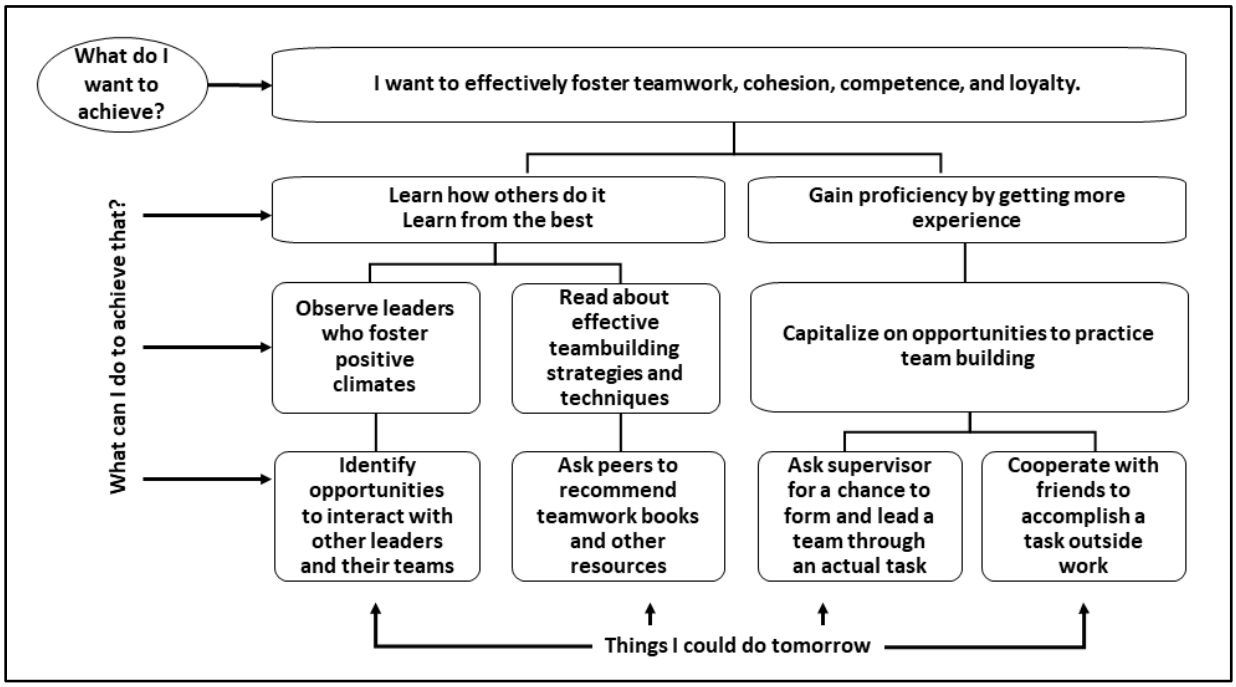


Figure 3-3. Logic tree process example

MANAGING PROGRESS AND ACCOUNTABILITY

3-44. Coaches manage progress and accountability by focusing attention on what is important for the leader and leaving responsibility with the leader to act. Coaches assist the individual to design or select personal accountability methods. By reaffirming the leader's ownership of the process and outcomes, the coach strengthens the leader's commitment to development. See table 3-23 on page 50.

Table 3-23. Encouraging habits of learning and self-reflection

When done correctly, the coach:	• Effectively prepares, organizes, and reviews leader information obtained during sessions. • Focuses on the coaching plan but remains open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions. • Moves 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 encourages actions that 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 previous session(s). • Positively confronts the leader if they did not take agreed-upon actions.
Best Practice: Encouraging Habits of Learning and Self-Reflection	
Coaches should model and teach habits of learning and self-reflection by encouraging leaders to engage in journaling and creative writing. A reflective journal serves as a record for leaders to analyze for patterns of behavior or outcomes in either their behavior or those with whom they interact. During a coaching session, coaches can 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 was completed, left incomplete, or avoided. • Resourcefulness: new skills or processes learned or people added to your network. • Decisions: significant decisions made and the results. • Challenge: areas where you challenged yourself recently. • Goal Fulfillment: steps taken (or started) to reach longer-term goals. Coaches benefit from keeping a journal of self-reflection as it pertains to coaching leaders. It may be especially valuable for tracking how to address challenging coaching situations, success in meeting those challenges, or other useful tips to share with other coaches.	
Example	
Mr. Gordon continues the coaching session by suggesting MAJ Brown write a brief paragraph about the number of times he brought up a Soldier's professional development during regular conversations. Mr. Gordon and MAJ Brown agreed on the idea; MAJ Brown said he would track the time he had discussions with his Soldiers over the next week. They agreed on the time and date of the next coaching session. During the next coaching session, Mr. Gordon asked about the goal MAJ Brown set during the previous session. MAJ Brown talked about his interactions with his Soldiers and said he thought the time was more constructive. He indicated he had productive conversations with two Soldiers about their professional goals. Mr. Gordon noted how energized MAJ Brown seemed to be about these interactions, and they discussed this success briefly. Mr. Gordon asked about how much additional time he spent to have these types of conversations. MAJ Brown stated the amount of time was not different, just the quality of the conversations because he was more focused on their development. Mr. Gordon guided the conversation to help MAJ Brown identify what led to these successful interactions and identify ways to increase the frequency of these interactions. Mr. Gordon also encouraged MAJ Brown to continue writing the brief paragraphs and to include his personal reflections on how helping develop others helps him work toward his own professional goals.	

PLANNING DEVELOPMENT

3-45. Development is a process. Together, the coach and leader determine development paths, desired outcomes, and specific developmental actions. These steps help leaders plan, prioritize, and engage in development even when resources are limited:

- Get specific.
- Create the plan.
- Do research.
- Get a partner.
- Attempt stretch tasks.
- Track progress.
- Get periodic feedback

GET SPECIFIC

3-46. Often leaders are weak only in some, not all, of the behaviors within a particular competency, therefore getting detailed and behavioral feedback on the need is crucial. For instance, within the developing others

competency, 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 research specific needs, leaders seek a few trusted leaders (coaches) who know them well for unbiased feedback. Leaders should not be defensive or rationalize the need away. Leaders should ask for specific, detailed examples: When? Where? With whom? In what context? Under what conditions? Habitual or out of the ordinary?

CREATE THE PLAN

3-47. If a leader has accepted that a developmental need exists and is ready to do something about it, they need to know three things before developing any action plan. The leader needs to know what to stop doing, start doing, and continue doing.

DO RESEARCH

3-48. Every behavior has multiple books or articles written about it, whether it is a general or military-specific behavior. To identify appropriate materials related to development needs, Army leaders may begin their search using Army and other government resources such as websites for the Center for Army Leadership or Office for Personnel Management. To determine appropriate sources, leaders may take full advantage of search engines and other military websites whenever possible. Scan multiple references and pick several that seem most promising and read them. These, in turn, may lead to other sources. To determine a source's usefulness, answer the following questions: What is the research or doctrine? What are the 3 or 5 techniques all the experts would agree on? How is this behavior best learned?

Learn from Others

3-49. Leaders should 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 provides more than one perspective on how to be successful and keeps leaders 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 do not do to a set of principles or rules to integrate. Teaching a skill forces one to not only learn it, but also to think it through and provide concise explanations. 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.

Learn from Autobiographies and Biographies

3-50. Find books by one or two famous people who exhibit the desired behaviors—perhaps Norman Schwarzkopf or Colin Powell on leadership, Harry Truman on standing alone, or Helen Keller on persistence. See how they developed their skill and try to model those behaviors.

Learn from a Course or Seminar

3-51. Find the best course or seminar available to address the need. It may be an Army or civilian course taught by a recognized expert. Find a course that emphasizes theory and provides opportunities to practice. Look for applications to current and future jobs. Even so, a course alone seldom is sufficient to fully address a development need. Usually, it combines with other actions to realize success.

GET A PARTNER

3-52. Sometimes it is easier to build a skill when working with someone. If both work on the same need, then sharing feedback, information, and support can be beneficial. Peer coaches often help personal growth by observing and giving objective feedback in an informal, non-threatening environment.

ATTEMPT STRETCH TASKS

3-53. Most behavior development happens on the job. To maximize this developmental opportunity, people should consider tasks that are less comfortable or less familiar that require them to stretch beyond their current skills. While talking with friends, subordinates, peers, and superiors, brainstorm tasks and activities to try. Record two or three tasks to commit to doing in the next month, such as initiate three conversations a day with people outside usual circles, constructively confront a problem that has been avoided, write a unit

training plan for an upcoming event, revise a standing operating procedure, teach a class—whatever helps practice a development need in a fairly low-risk way. After each task, conduct a personal after action review by noting pros and cons and things to do differently the next time.

TRACK PROGRESS

3-54. Initial progress may be subtle and hard for others to see. Set intermediate objectives and personal progress goals. If 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 behavior changes.

GET PERIODIC FEEDBACK

3-55. Identify a group of people who can provide feedback while implementing a 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. A designated coach, member of the chain of command, or mentor is also a plus. Use everyone in the group to monitor progress.

CONDUCTING A COACHING SESSION

3-56. The key elements of the coaching process include—

- Preparing for a coaching session.
- Interpreting feedback reports, when shared.
- Asking open-ended questions to encourage IDP creation or choosing new actions.

PREPARING FOR A COACHING SESSION

3-57. During developmental activities such as a course, 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 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).

3-58. Coaches should prepare for their role in the interaction by reviewing the general practices of coaching and the attributes, competencies, and component behaviors of the Army leadership requirements model (see ADP 6-22 and FM 6-22). Coaches should also ensure they are familiar with leader development resources and tools for improvement, so they can make recommendations or suggestions to the leaders they coach.

3-59. Both the leader and the coach should prepare for a session by thoroughly reviewing the leader's self-assessment or 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 and prepare notes for discussion prior to meeting. Both leader and coach should also familiarize themselves with other developmental resources prior to the session, including FM 6-22.

Coaching Environment and Focus

3-60. Coaching sessions should be conducted in an environment that provides privacy and is free from distractions. A typical coaching session is often conducted in 45–60 minutes. If additional time is needed, it is recommended to schedule a subsequent or follow-on coaching session.

3-61. 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 that may be tied to course evaluations or other administrative performance ratings.

Coaching Confidentiality

3-62. Coaches are expected to abide by several areas of ethical responsibility. These include maintaining confidentiality, establishing and respecting boundaries, and reporting and referring issues as necessary.

- Confidentiality. An individual demonstrates trust in their coach by first selecting them, providing their feedback report, and sharing personal information during the coaching session. Upon completing a coaching engagement, the coach should not retain hard or soft copies of any feedback

reports received. All reports should be properly destroyed when no longer needed. Conversations among coaches about coaching sessions should only be for coach learning and professional development. Individual names of specific leaders should never be used in such conversations.

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

3-63. Feedback reports support the intent to improve Army leader self-awareness and self-development, uncover potential, identify development needs, and develop an action plan that furthers both the leader's individual and organizational leader development goals. Reports may include 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 and self-development programs is that the leader owns the feedback. It is up to the leader to decide whether to share feedback results with anyone, including a coach or their chain of command.

3-64. Coaches help leaders understand and interpret their feedback report(s), when provided. Both leader and coach should independently review the report(s) prior to any coaching engagement. Two initial considerations exist for interpreting feedback reports:

- Report interpretation is an art and a science. Accurate report interpretation is the key to understanding and improving leadership and other individual skills. Scores may cluster around a narrow range, which is a common trend when others are asked to provide feedback. Remember, an absolute score is less important than overall report trends.
- Coaches should document report interpretations. Several methods help prepare, recall, and bring key points to the leader's attention during the coaching session. Each coach should choose a method that best fits their style and preference. Some methods coaches may use are to:
  - Mark the hard copy report using color-coded pens or highlighting in soft copies.
  - Create notes that summarize each area, identify possible gaps in leader self-awareness, and provide evidence of overarching report findings.
  - Write a brief narrative describing the specific individual's strengths and developmental needs based on the feedback.

INTERPRETING FEEDBACK REPORTS

3-65. Feedback analysis examines each report section in a linear process. The insight gained in a previous section helps the reviewer interpret the next section. After an initial review, the coach should go back and compare findings between sections to identify patterns.

Reviewing a feedback report

Ask these questions when reviewing a feedback report:

- What catches your attention in the summary data?
- What are the leader's strengths?
- What are developmental areas the leader may need to work on?
- Where do perception gaps exist between how the leader sees themself and what the feedback indicates?

GUIDING INDIVIDUAL DEVELOPMENT PLAN DEVELOPMENT

3-66. The 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 them 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 creating an IDP, but to do so without telling the leader what to do. Effective coaches do this by knowing the right questions to ask and raising them at the right time.

The IDP Form

3-67. The IDP form is a document designed to record development goals, objectives, and outcomes, clarify the leader's development opportunity, and identify strengths to build upon. DA Form 7906 includes sections to document—

- Areas or behaviors to develop.
- Leader competencies to develop.
- Desired outcomes.
- Developmental activities.
- Progress indicators.

The IDP Process

3-68. The IDP process is iterative and is not 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 be in the leader's words and accurately reflect what is realistic and actionable. The most important contribution a coach makes in the IDP process is to help the leader commit to development. Coaches ask questions such as:

- How do you want to develop?
- What would that look like?
- What would that ask of you?
- What activities will get you to that outcome?
- What else do you need to develop to get there?

3-69. Note that these questions oversimplify the process. A coach should use a series of engaging questions to guide the leader through each IDP planning phase. Aside from using questions to guide the leader through the process, a coach should also be knowledgeable about development tools and resources to recommend.

3-70. The structure of an initial 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 indicate developmental gain.
- Guide the leader in identifying specific behaviors and conditions as objective statements.
- Help the leader identify three to 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. FM 6-22 is a useful resource for determining activities.
- Specify progress indicators.
- Ask the leader how their progress will be evaluated.
- Ask how the leader knows the desired outcomes have been achieved.
- Document the time or status for achieving the objectives.

3-71. During IDP planning, a coach should support the leader in developing clear, concrete objectives to enable real action. The leader should leave the session knowing exactly what they are reaching for and what is required to get there. Table 3-24 on page 55 outlines suggested questions to aid discussion. These six criteria help coaches ask the right questions:

- Receptivity to coaching.
- Leader preparation.
- Openness to feedback.
- Readiness for moving to action.
- Available time.
- Coach assessment.

Table 3-24. Suggested IDP Discussion Questions

As a coach, use these suggested discussion questions during the IDP process:
• What strength(s) do you want in your IDP?
• What developmental need(s) do you want 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 some thoughts on some ideas for developmental activities, outcomes, and measurements to consider for your IDP?
• What milestones are achievable?
• How will you measure success?
• What enables you to attain 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

3-72. A development objective is a statement defining what the leader wants to accomplish during 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.
- Broadly describes the setting and circumstances under which the behavior will be performed.
- Outlines a measure of success, which may be stated as a time, level of quality, or rating.

Identify Activities

3-73. Developmental activities provide a means for leaders to achieve their development objectives using a SMART goals approach in selecting or creating developmental activities. Coaches consider the following approaches to development when helping a leader select activities that fit their preferences, style, and needs:

- Observing: The leader observes other leaders, professionals, and similar organizations.
- Modeling: The leader observes individuals who possess the desired skills, discusses and analyzes the observations, and emulates the behaviors.
- Reading: The leader reads books, articles, manuals, and professional publications.
- Researching: The leader searches for information and materials, asks questions, and solicits information from others within a specific topic or field.
- Practicing: A leader practices a skill or behavior for improvement at work or away from the unit.
- Consulting: A leader can practice with friends, bosses, peers, subordinates, a spouse, coaches, mentors, or other professionals who can give advice in the 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: The leader enhances awareness by learning what is important to other individuals or 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: The leader takes opportunities to 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: The leader could join or lead community groups, try a new skill in a volunteer organization, or give presentations to schools and civic organizations.

Coaching Tip

Coaches help leaders consider the following criteria to select development activities:
Availability of the opportunity: "Is this activity readily available?"
Level of comfort with the activity: "Are you comfortable engaging in this activity?"
Type of behavior, knowledge, attitude, or skill to develop: "Does this fit with the identified areas, support the competencies of interest, and positively move you toward the desired outcome(s)?"
Time and resources available: "Do you have sufficient time and resources to properly engage in this activity?"
Complexity of approval: "Does this require chain of command authorization or approval?"
Support from chain of command: "What additional support will this require?"

Specify Progress

3-74. A coach should guide a leader by asking open-ended questions to help the 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 readily put into action. Examples might include activities that involve interacting with peers, leading a discussion, giving a presentation, or self-study on a topic.

3-75. Long-term activities that require operational or unit-based resources should also be created. Example activities might include leading subordinates on a mission, building a skill while on-the-job, and demonstrating competencies during real-life situations.

Document Timeframe

3-76. DA Form 7906 provides a means for the leader to document, in their words, the areas to develop, the supported leader competencies for those areas, desired outcomes, and specific developmental activities leading to those outcomes. Once the leader engages in the activities and notices incremental progress toward achieving the desired outcomes, they should note this on the form.

STANDARDIZED COACHING SEQUENCE

3-77. A standardized coaching sequence is a useful resource to help coaches manage session progress and ensure sufficient time and attention are given to each step. This general framework applies to both face-to-face and virtual coaching sessions, though minor modifications may be necessary in unique circumstances.

3-78. 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 coach's presence should invite the leader to reach beyond what they know to what is possible.
- Coaching involves powerful questioning to draw information from a leader, helping them phrase conclusions and solutions in their words.
- Ownership of the coaching process and the outcomes should remain with the coached leader.

3-79. Coaches must adapt and be flexible to the leader's needs and desires. A productive coaching session enables the leader to identify goals and actions to achieve those goals. Table 3-25 on page 57 provides a typical coaching sequence. However, follow-on sessions may not include every item as a relationship has been established.

Table 3-25. Standardized Coaching Sequence

Section	*Topics Covered or Typical Questions Asked*
Introductions	Coach introduces themself 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 brief if coach and leader are already familiar with each other.
Discuss confidentiality	"This information is not used for official or unofficial evaluations." "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 in confidence."
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 ask open-ended questions to help you create a plan to address areas of developmental need. We will discuss why certain feedback or perceptions may exist." "I will ask open-ended questions so you can create an IDP as part of this session."
Initial questions	"What do you expect to get from this coaching session?" "Can I suggest a way ahead for how we use our time during this session?"
Assist leader in understanding feedback	Review feedback purpose and how it fits with the leader's goals or current position. Interpret and reflect on assessment results. Explore how they align with the leader's understanding of their capabilities.
Assist leader in creating an IDP	Ask open-ended questions so the leader defines the desired focus and outcome(s). Ask open-ended questions so the leader Identifies developmental activities linked to focus areas and objectives. Ask permission to offer suggestions. Ask open-ended questions so the leader specifies progress indicators. Ask permission to offer suggestions. Ask open-ended questions so the leader documents the time or status to achieve the objective(s). Ask permission to offer suggestions.
Coaching session closure	Review and reinforce identified strengths. Review developmental needs the leader selected to focus on. Ask if the leader is committed to improving and using the IDP. Thank the leader for their time and provide final words of encouragement and motivation.

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Chapter 4
Mentoring

4-1. *Mentorship* is a 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). A mentor assists personal and professional development by helping a mentee clarify personal, professional, and career goals and develop actions to improve personal attributes, competencies, and skills. A mentee seeks and receives mentorship. Although voluntary, Army leaders are encouraged to participate in mentoring relationships. Like counseling and coaching, mentoring is an activity of feedback on performance. Mentors provide both supportive feedback (to reinforce behavior) and constructive feedback (to improve or change behavior).

4-2. Mentoring is a powerful tool for personal and professional development. Mentoring improves individual performance, retention, morale, personal and professional development, and career progression. Mentoring's major function is to promote the mentee's development in specific areas. Mentoring offers opportunities for mentors and mentees to improve their leadership, interpersonal, and technical skills as well as achieve personal and professional objectives. Successful mentoring requires proper understanding, planning, implementation and evaluation.

4-3. It is not required for leaders to have the same occupational or educational background as those they coach or counsel. In comparison, mentors generally specialize in the same area as those they mentor. Consequently, mentoring relationships tend to be occupation-specific, focused primarily on developing a better-prepared professional.

4-4. Mentees are responsible for their professional and self-development. A mentor provides valuable advice and reflection based on experiences. Many experienced Army leaders have already mentored, even without the formal title.

4-5. Mentoring relationships are informal and exist outside the superior–subordinate relationship. Supportive mentoring occurs when a mentor does not outrank the person mentored but has extensive knowledge and experience to share. Mentoring relationships may occur between peers or across many ranks. Civilian and military leaders both provide mentorship for training and integrating military and civilian personnel. The appearance of favoritism or creating conflict with raters or senior raters should keep leaders from mentoring subordinates within their chain of command. Subordinates should avoid approaching superiors in their chain of command as mentors. Where mentoring is outside established organizational structures, the mentor will need to be familiar with organizational relationships and adjust influence techniques. Age or seniority is not a prerequisite for providing mentoring. A junior individual may mentor a senior individual based on experience or specialized expertise. Having a mentor grows in importance as a leader becomes more senior.

4-6. While many associate mentoring with improving duty-related performance and growth, mentoring may include personal and spiritual dimensions for holistic health and fitness (see FM 7-22). Army chaplains may play a significant role in advising individuals regarding spiritual issues to help clarify and develop personal and professional identity, purpose, motivation, and resiliency in adversity.

4-7. Mentoring is a professional relationship. However, mentor-mentee connections are best when they occur outside the chain of command. This is not contrary to a supervisor's responsibility to develop subordinates. Mentoring enhances the formal work of counseling. Participant self-selection leads to the most effective mentoring relationship. Supervisors should refrain from appointing mentors or formally matching individuals with mentors. Nevertheless, successful mentoring depends upon clearly defined roles and expectations in addition to the participants' awareness of the benefits of mentoring.

MENTORING RELATIONSHIPS

4-8. A successful mentoring relationship is based on several elements shared between a mentee and mentor:

- Respect. Established when a mentee recognizes desirable attributes, competencies, and skills the mentor has and when the mentor appreciates the mentee's attitude, effort, and progress.

- Trust. Mentors and mentees work together to build trust through open communication, forecasting how decisions affect goals, discussing progress frequently, monitoring changes, and expressing enthusiasm for the mentoring relationship.
- Realistic expectations and self-perception. A mentor may refine the mentee's self-perception by discussing social traits, intellectual abilities, talents, and roles. It is important for the mentor to provide honest feedback. A mentor should encourage the mentee to have realistic expectations of their capabilities, as well as their current and potential opportunities. The mentee should also consider the mentor's offerings for future professional development.
- Communication. Frequently check in with each other via calls or e-mail. Communication is essential to problem-solve, discuss progress, and monitor changes.
- Time. Set aside specific time to meet; do not change times unless necessary. Meet periodically and control interruptions.

4-9. Mentorship is not a one-size-fits-all relationship; therefore, the mentoring relationship must be tailored to the mentee and purpose. Mentorship happens in multiple formats for various reasons, such as these typical mentoring relationships:

- *Flash mentoring* requires one hour or less of a mentor's time to meet with a mentee. During the session, mentors can share lessons learned, life experiences, and advice to aspiring mentees. After the initial meeting, mentors and mentees can decide if they would like to continue the relationship.
- *Group mentoring* occurs when one mentor meets with several mentees at the same time. As the mentor poses questions, listens, and reflects, they engage all members of the group into the conversation. Each shares personal experience and insight and draws their own learning from the discussion.
- *Peer mentoring* is usually a relationship with an individual within the same grade, organization, or job series. The purpose of peer mentoring is to support colleagues in their professional development and growth, to facilitate mutual learning, and to build a sense of community. Peer mentoring is not hierarchical, prescriptive, judgmental, or evaluative.
- *Reverse mentoring* is mentoring by a junior (in terms of age, experience, or position) individual to a senior person (in terms of age, experience, or position). Reverse mentoring aims to help more senior people learn from the knowledge of junior people. The key to success in reverse mentoring is the ability to create and maintain an attitude of openness to the experience and dissolve the barriers of status, power and position.
- *Situational mentoring* is the right help at the right time provided by a mentor when a mentee needs guidance and advice. It is usually short-term, addressing an immediate situation but can transition to a more long-term connection.
- *Supervisory mentoring* is an inherent responsibility of leadership. An IDP usually outlines expectations for supervisory coaching and feedback. Frequently, this mentoring is informal and related to day-to-day guidance about current positions. Leaders should also encourage outside mentoring partnerships, informal and formal, and allow their subordinates time to work on them.
- *Team mentoring* involves more than one mentor working with one mentee or a group of mentees. Team mentoring allows mentors to work together to help the mentee(s) reach identified developmental goals. (If mentors work separately, they should communicate regularly to share information and ideas.)
- *Virtual mentoring* uses videoconferencing or email to mentor individuals. This benefits those who are unable to leave their workplace or live in rural or remote communities. Virtual mentoring is usually less expensive compared to face-to-face mentoring and provides an individual with more choices for mentors. Even with virtual mentoring, it is recommended the mentor and mentee meet face-to-face at least once.

MENTORING STAGES

4-10. Just like the types of mentoring relationships, mentoring stages reflect the mentee's needs requiring the mentor to assume different mentoring roles. The stages reflect the mentee's learning and growth needs linked to the mentoring relationship and the mentee's attributes, competencies, and experience. To remain successful, each stage must incorporate openness to change and transition, mutual support, commitment to problem-solving, and evidence of professional and self-development for both mentor and mentee. Mentoring

relationships may follow all four stages or only a few stages. The mentor continually evaluates the relationship to determine when to alter their mentoring role. The mentor must remember the relationship stagnates if the mentoring approach remains in a stage that the mentee has outgrown. The four main stages of mentoring are:

- Prescriptive.
- Persuasive.
- Collaborative.
- Confirmative.

PRESCRIPTIVE STAGE

4-11. In the prescriptive stage of mentoring, the mentee typically has minimal experience in their position or the Army. The mentee depends heavily on the mentor for support and instruction. The mentor provides stronger, direct, specific, and detailed guidance. During this stage, the mentor assumes the roles of motivator and teacher. Most mentees are highly motivated individuals with a thirst for success. Mentors usually perform the motivator role only when the mentee has a difficult assignment and is afraid of failing. Mentors motivate the individual to succeed through encouragement and support.

4-12. During this stage, the mentor gives a lot of praise and attention to build the mentee's self-confidence. The mentor devotes more time to the mentee in this stage than in any of the other stages. The mentor focuses on providing detailed information to the mentee on many, if not all, workplace issues and procedures.

PERSUASIVE STAGE

4-13. In this stage, the mentor persuades the mentee to find answers and seek challenges, as the mentee has some experience but needs firm direction. The mentor suggests new strategies, questions, challenges, and pushes the mentee to discovery. The mentor assumes another role as guide or counselor during this stage.

COLLABORATIVE STAGE

4-14. In the collaborative stage, the mentee has enough experience and ability to solve problems with the mentor and participate in relatively equal communication. In this stage, the mentee actively collaborates with the mentor in their professional and self-development.

4-15. The mentor lets the mentee work independently. The mentor may give the mentee portions of a project to do independently. In this stage, the mentor acts as career advisor or role model. The mentor does not have to be the only role model that the mentee imitates. Mentors should recommend other role models for the mentee to observe then help them create their own unique professional identity.

CONFIRMATIVE STAGE

4-16. In the confirmative stage, the mentee has gained experience and mastery of professional requirements but requires the mentor's wisdom and insight into policies and people. The mentor may perform many of the previously practiced roles but serves primarily as an advisor—a sounding board and empathetic listener. The mentor advises and encourages without judgment about career and personal decisions. Mentoring activity includes discussions or consultations with other Army leaders.

ROLES AND RESPONSIBILITIES

4-17. Mentees and mentors each have specific roles and responsibilities in developing mentoring relationships. These should be discussed at the outset of the mentoring relationship so expectations are clear and understood.

4-18. Mentoring relationships end when the mentee's needs or the mentor's professional or personal situations have changed. The mentorship may evolve into friendship. Other mentoring relationships end when the mentor and mentee do not have rapport, commitment, or time. It should be noted that sometimes mentoring relationships do not work. Mentors and mentees may both end mentoring relationships that do not meet expectations. There should be a process in place to amicably end the mentoring relationship. In most cases, if one party feels it is not working, the other feels the same. At this point, the mentee should be encouraged to find a new mentor if necessary and end the relationship as a no-fault termination.

MENTEE ROLES AND RESPONSIBILITIES

4-19. As a partner in a mentor-mentee relationship, the mentee's role is primarily to learn from the experiences and professional attributes of the mentor. However, the mentee's role is not a passive one; the mentee has a responsibility to actively pursue self-development, be willing to seek out and accept broader responsibilities and, when necessary, to be mobile: functionally, organizationally, or geographically. The mentee's main task is not to just soak up the wisdom of the mentor, but to set professional goals and seek the guidance of those more experienced in achieving these goals.

4-20. A mentee selects a mentor by contemplating professional and self-development needs and investigating possible mentors. First- and second-level supervisors, peers, and other leaders can recommend prospective mentors. A mentor is typically outside the chain of command, optimally in the same branch, career field, or career program. Direct mentoring relationships within the chain of command may unintentionally create perceptions of favoritism.

4-21. Specifically, the mentee will—

- Prepare.
  - Objectively evaluate their motivation and set realistic professional goals.
  - Define desired goals for the mentoring relationship.
- Seek compatible mentors. As the mentee advances to different levels and assumes higher-level duties, they will have a series of mentors.
- Engage in self-development. Complete goals as previously agreed upon with the mentor.
- Make a firm commitment to benefit from the relationship with the mentor.
- Be flexible. Listen to the mentor and consider all new proposed options.
- Consider the advice and guidance from the mentor and act.
- Take initiative, but seek the mentor's advice when needed.

MENTOR ROLES AND RESPONSIBILITIES

4-22. Selection as a mentor is a compliment to one's professional abilities and competence. An effective mentor possesses certain characteristics. Although not all mentors possess every characteristic, nor possess them to the same degree, these characteristics are highly desirable:

- Committed to professionalism, the Army Values, and Warrior Ethos.
- Experienced in networking and people-oriented.
- Positive, supportive, and enthusiastic attitude.
- Global view of the Army's broad goals and objectives that transcend routine operations.
- Awareness of career developments in other fields, long-term projections, technological advances, and organizational plans which may affect a mentee's career.

4-23. While mentors provide significant professional development guidance and opportunities, they do not—

- Do the mentee's work, set career goals, or make decisions for them.
- Bypass supervisory procedures or chains of command.
- Attempt to soften an important, but critical observation about the mentee simply to spare feelings.
- Be overly accessible to the mentee for minor problems or questions.
- Represent the mentee at job interviews.

4-24. Table 4-1 on page 63 highlights specific mentor roles and responsibilities based on the mentoring relationship stage.

Table 4-1. Mentor roles and responsibilities

Stage	*Role*	*Responsibility (action)*
Prescriptive	***Motivator***	Provide encouragement: frequently provide positive feedback while the mentee strives toward a goal. Concentrate on what they do well. Positive feedback to the mentee serves as a morale booster, removes doubt, builds self-esteem, and provides a sense of accomplishment. Provide support: be available to the mentee especially during stressful periods. Help mentee see what might be an overwhelming task as smaller manageable tasks. Provide praise, attention, or detailed information on workplace issues and procedures.
	Teacher	Share experiences that contributed to personal success, giving examples of how to handle similar situations and face consequences. Provide candid feedback about perceived strengths and developmental needs.
Persuasive	***Guide***	Help them navigate and understand the inner workings of the Army, its mission, and formal and informal operating processes, such as behind-the-scenes dynamics that are not always clear but understanding is necessary to achieve success. Help them navigate change; dealing with turmoil, downsizing, or rapidly changing organization missions or structures may be issues of great concern to the mentee. Encourage a sense of self-awareness, self-confidence, and adaptability.
	Counselor	Help the mentee transition into more complex fields of leadership.
Collaborative	***Career Advisor***	Encourage them to seek appropriate training and developmental opportunities. Help them set and meet career goals though a cooperative process: • Determine their interests and categorize into key areas, focusing them on tasks that would be both suitable and enjoyable. • Identify the attributes, competencies, and skills needed within these Interests. • Help them develop or isolate appropriate career goals by assessing professional and personal accomplishments. • Target the areas that require development by determining requirements for future performance. Weigh these against the attributes, competencies, and skills they already possess. • Help them create an IDP. • Help them determine success indicators to move toward established goals. • Periodically assess their progress. Reflect on what has been learned and help them adjust, as necessary.
	Role Model	Embody the Army's professional practices, Army Values, and Warrior Ethos. Serve as a source of inspiration, information and experience from which the mentee can select qualities most likely to help them achieve success. Demonstrate how to meet self-development goals based on professional requirements. Demonstrate flexibility and variety in approaches to tasks or situations. When possible, have the mentee observe the mentor in different situations (shadowing) and discuss why certain things were done. Recommend other role models for the mentee to observe.
Confirmative	***Advisor***	Serve as confidant, counselor, guide, or role model. Provide encouragement and support. Provide advice on dealing with obstacles or setbacks. Provide guidance on goals and periodically assess progress. Expand the mentee's network through access to established professional networks to enhance personal and professional perspectives.

BENEFITS

4-25. Soldiers and DA Civilians who seek feedback from mentors to focus self-development embed the concepts of life-long learning, self-development, and adaptability into the Army's culture. The benefits are threefold: for the mentee, the mentor, and the organization.

MENTEE BENEFITS

4-26. Mentees gain tremendously from a mentoring relationship. Mentee benefits include—

- Increased self-awareness by receiving candid feedback.
- Encouragement and confidence to grow beyond usual expectations.
- Having a role model and a trusted advisor.
- Gaining better understanding of the Army and what is required to succeed and advance.
- Further development as a professional.
- Mastering additional skills, knowledge, or abilities in specific areas which enhance prospects for success.
- Gaining visibility through opportunities to demonstrate new or expanded capabilities.
- Reporting greater career satisfaction with higher performance and productivity ratings.
- Gaining capacity to translate values and strategies into productive actions.
- Complementing ongoing formal study or training and development activities.
- New or different perspectives.
- Demonstrating strengths and exploring potential.
- Expanded career networks and greater professional visibility.

MENTOR BENEFITS

4-27. Serving as a mentor provides many benefits, such as—

- Professional development. Mentors attract high-potential individuals seeking personal and professional development and career progression.
- Personal satisfaction. Mentors report a sense of pride in seeing mentees develop and contribute to the Army. Mentoring is an opportunity to pass on institutional knowledge, which benefits the organization and can provide a sense of personal satisfaction.
- Demonstrated expertise and knowledge. Effective mentoring provides an opportunity to pass on practical expertise and professional knowledge to others committed to advancement and success.
- Enhanced skills. As they challenge and coach mentees, mentors sharpen management, leadership, and interpersonal skills such as listening, counseling, and coaching.
- Expanded professional contacts. Mentors expand their network by interacting with other mentors, leaders, and various professional contacts.
- Increased generational awareness. Mentors gain greater understanding of barriers experienced at other levels of the organization.
- Renewed enthusiasm. Mentoring provides an effective means of assisting others to achieve career goals and meeting future needs of the Army.
- General sense of satisfaction. Mentors have an opportunity to continue contributing to the Army while assisting the mentee to enhance their prospects for success.

ORGANIZATIONAL BENEFITS

4-28. The Army benefits from mentoring as leaders support professional and self-development. Mentorship is an opportunity to pass on a legacy to new generations. Mentoring integrates commitment to Army goals, Army Values, and Warrior Ethos, thereby increasing retention. These new leaders provide the Army feedback and innovation. Leaders foster mentorship by—

- Educating leaders in the organization on mentor responsibilities.
- Participating as a mentor.
- Inviting experienced leaders to share their mentoring experiences.

4-29. The organization and the Army benefit in the following ways—

- Onboarding. Mentoring helps new members settle into an organization.
- Increased commitment and retention. Mentoring increases the understanding of how to reach the next responsibility level—enhancing duty satisfaction and reducing reasons to leave.
- Skills enhancement and improved performance. Mentors model desired behaviors and expand their technical, interpersonal, and leadership skills through the mentoring relationship.
- Career development. Mentoring increases effectiveness of unit developmental activities and produces more resilient leaders comfortable with senior-level responsibilities.
- Leadership succession. Mentoring facilitates the smooth transfer of Army Values, culture, traditions, Warrior Ethos, and other key components to future Army leaders.
- Recruitment. Mentoring enhances recruitment processes by offering additional incentives to prospective members showing the Army prioritizes its people and their development.
- Professional identity: Early in their careers, mentees need help understanding what it means to be an Army professional. Mentors play a key role in defining professional behavior by embodying the Army Values and Warrior Ethos.
- Education support. Mentoring helps bridge gaps between theory and practice. A mentor's knowledge and hands-on experience as a competent practitioner complement formal education and training.
- Organizational development and culture change. Mentoring helps communicate an organization's values, vision, and mission.
- Knowledge management and transfer. Mentoring supports the exchange of knowledge between members of different organizations.

MENTORING AGREEMENTS

4-30. Mentors and mentees may develop optional mentoring agreements to use during their mentoring relationship to establish expectations such as frequency of contact, relationship parameters, and upfront objectives within their new relationship. As the relationship evolves, the voluntary agreement may be adjusted. An example mentoring agreement is on page 66. An agreement should contain:

- Roles, responsibilities, and expectations during the mentorship duration for mentor and mentee.
- A confidentiality clause.
- Time, location, and number of times the mentor and mentee will meet.
- Process to evaluate progress towards goals.
- An action plan completion date.
- Rules governing agreement termination.
- Signatures of both the mentor and mentee.

EXAMPLE MENTORING AGREEMENT

(Between mentee and mentor)
Date
Mentee Mentor:
We (mentor and mentee) agree to enter a voluntary mentorship relationship for a period of one year. By entering into this agreement, the mentor recognizes their role as a professional role model and expects to share advice, experience, and guidance consistent with the Army Values and Warrior Ethos. The mentee understands the relationship is designed to meet their needs and they retain primary responsibility for career planning and personal development.
To facilitate cooperation, minimize confusion, and avoid potential obstacles to this relationship, we agree to the following terms:
Frequency of mentor-mentee contact:
Duration of mentoring session:
Preferred method(s) of communication:
Mentoring objectives or goals:
Mentor expectations of the mentee:
Mentee expectations of the mentor:
Concerns:
Other:
We acknowledge we have discussed this relationship and understand it to be an important developmental opportunity for both participants. We agree to respect the other's personal requests and to maintain confidentiality before, during, and after the mentoring period. We agree that neither will use the others' position for personal gain. We recognize our participation is voluntary in this career and professional development relationship and may require non-duty time. We further understand either participant may end the relationship without question at any time during the agreement period.
Mentee Signature_____ Date Mentor Signature_____ Date

Source Notes

This lists sources by page number. Where material appears in a paragraph, the paragraph number follows the page number.

34 Table 3-2. International Coaching Federation coaching competencies. The updated ICF Core Competencies (2019) are used with permission from the International Coaching Federation (ICF). The ICF Core Competencies can be accessed at https://coachingfederation.org/core-competencies.

58 4-9. Types of mentoring: adapted from *Best Practices: Mentoring*. (United States Office of Personnel Management, September 2008), 15-16.

64 Example mentoring agreement: adapted from *Best Practices: Mentoring* (United States Office of Personnel Management, 2008) and-*HQMC Mentoring Guide* (Director, Marine Corps Staff, 2012).

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Glossary

The glossary lists acronyms and terms with Army definitions. The Army proponent publication is listed in parentheses after the definition.

ACRONYMS AND ABBREVIATIONS

Acronym	Definition
ADP	Army doctrine publication
AR	Army regulation
ATP	Army techniques publication
DA	Department of the Army
DODI	Department of Defense Instruction
FM	field manual
GTA	graphic training aid
IDP	individual development plan
NCO	noncommissioned officer
OARS	open questions, affirmations, reflections, and summaries
SMART	specific, measurable, achievable, realistic, and time-specific
U.S.	United States

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