MYNAVY COACHING LEADER HANDBOOK: BUILDING AND SUSTAINING A NAVY COACHING CULTURE

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https://www.mynavyhr.navy.mil/Career-Management/Talent-Management/Coaching/

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

WELCOME TO MYNAVY COACHING: MESSAGE TO LEADERS

Leaders,

The purpose of this MyNavy Coaching Leader Handbook is to equip your leadership teams with tools, tips, and techniques to create a coaching culture within your commands. You will play a key role in introducing a new, more effective way to communicate by practicing coach-like behaviors to deliberately develop our Sailors as leaders and warfighters to attract and retain the best talent across the Navy. The Navy will not be successful unless we preserve our Sailors as our greatest strength and asset who will provide the Navy the warfighting advantage needed in the Strategic Competition. Because of our VUCA – volatile, uncertain, complex, and ambiguous – work environments, unpredictable change has now become our norm in the workplace. As a result, traditional, outdated approaches to development and how we get the job done day-to-day no longer work and do not promise future success.

Coach-like behaviors consist of engaging Sailors by asking open-ended questions. This engagement is done by being genuinely curious about the Sailor, asking more "What" and "How" questions, and asking more questions to build more personal, connected, and empathetic relationships with Sailors. The result is more engaged Sailors who come up with their own solutions to their problems, challenges, or opportunities. Being coach-like also means refraining as long as possible from giving answers or advice. When we give Sailors the answer, we remove their independence and they become dependent on us as leaders. Giving advice may lead us to solve the wrong problem, does not mean we are proposing a good or the right solution, and indicates we have time to work on their problems, challenges, or opportunities. Further, giving advice demotivates our Sailors because we are asking them to implement someone else's ideas and not theirs. Also, this coach-like approach is more Sailor-focused – the person leading the coaching conversations does not try to solve the problem, issue, or challenge for the Sailor. Instead, you are giving Sailors a voice. Lastly, the opportunity for bi-directional feedback is enhanced from the leader and Sailor for both to learn and grow. These types of coach-like behaviors are also what are desired among the 65% of our Sailors who are under the age of 30 and represent the Millennials and Centennials in our Navy. They want these honest, candid communications throughout the organization to feel valued, cared for, and engaged.

Mastering how to ask more open-ended questions is a required skill of our 21st century leaders. In the past, leaders have previously been seen as the fixers, always have the answer, and serve as the technical, functional, and professional expert in their fields. Because of our information-overloaded environments, it is impossible to know everything so a coach-like approach must be utilized. Asking questions instead of providing answers supports Sailors, prevents judgment, lessens dependency, enhances responsibility, accountability, and ownership, makes us more resilient, and increases collaboration via personal connections. The result is Sailor engagement that has repeatedly been found to be a critical influence on the success of an organization. Increased engagement fosters increased development, feedback, performance, accountability, and retention. Practicing being more coach-like will improve Sailor engagement and is a way to implement the guidance of Navy Senior Leaders to enhance Sailor development, ultimately contributing to greater retention across the Navy. The end result is the creation and sustainment of a coaching culture.

The Way Forward

With your support, this cultural renovation can take hold within your commands. Sailors are already being trained on coaching skills at various accession points and leadership schools and will be expecting to engage in Peer-to-Peer coaching conversations at their commands. By taking the steps outlined here, you will be cultivating coach-like behaviors contributing to our cultural renovation by creating the benefits of higher levels of performance and higher levels of Sailor engagement, resulting in increased warfighting capabilities.

1. Be a role model for coaching behaviors. Learn and practice the skills yourself.

2. Leverage coach-like behaviors in the developmental conversations you are already having such as Mid-term Counseling, Career Development Boards, After Action Reviews, and on-the-spot / informal coaching moments.

3. Talk about it. Make coaching a regular talking point during quarters, all-hands meetings, and talk to Sailors about how these skills will benefit their personal relationships and professional goals.

4. Allow time for Sailors to have coaching conversations and encourage them!

5. Provide time and space for an onboard coaching community to develop where Sailors can coach each other and share their successes and challenges with each other.

6. Understand that these coach-like behaviors are not intended to be tracked. There are no reporting requirements and should not be viewed as an administrative burden.

7. Offer challenges and incentives. Recognize individuals who are leading and participating in the effort to be more coach-like.

Sailor development is not an additive and must be a part of our daily Navy interactions. MyNavy Coaching represents an opportunity for your command to embrace a new initiative, which will deliver high-performing results not just for your commands but for the entire Navy. The results will be proportional to the amount of support that you provide as leadership.

Very Respectfully,

A. HOLSEY

BUILDING AND SUSTAINING A PEER-TO-PEER COACHING CULTURE WITHIN YOUR COMMAND

The Challenges and Rewards of Command-Level Leadership

Leading at the command level brings many challenges each and every day. Many Navy leaders talk about the strain of the intense deployment, maintenance, and training schedules, the responsibly of 24/7 full situational awareness, full-time problem-solving, and the overall weight of being accountable for all operations and personnel within your command. You are part of a rare group of individuals who have achieved command-level leadership, either as a CO, XO, CMC, SEL, or other key command leader. With the challenges you face come great rewards, one of which is playing an important role in the professional and personal development of the Sailors serving alongside you. Creating a culture of learning and growth can be a lasting legacy for which great leaders are remembered. A coaching culture is a professional development multiplier and allows you to spend less time on non-value-added parts of your job and more time engaging with and recognizing Sailors.

The most effective and sustainable way to introduce a coaching culture into a command is through Peer-to-Peer coaching. Peer-to-Peer coaching is a helping relationship between peers of relatively equal level, built around structured conversations that result in a commitment to development. Peer-to-Peer coaching is a great way to learn coaching skills and develop as a coach. Other benefits of Peer-to-Peer coaching include:

- Builds trust and credibility
- Means of giving back to others
- Finding solutions to problems in personal and professional lives
- Arrive at solutions via dialogue versus directive feedback
- Helps to achieve personal goals and career success

More details of engaging in Peer-to-Peer coaching can be found in the general MyNavy Coaching Handbook. The purpose of this handbook is the focus is on how you as a leader can encourage Peer-to-Peer coaching partnerships within your commands.

Your Role in Creating a Coaching Culture

In today's Navy, superior technical skills are needed but they alone are not enough. Peer-to-Peer coaching is an ideal format for developing emotional intelligence, empathy, self-awareness, active listening, and problem-solving skills. For leaders looking to develop a command team consisting of members who are giving each other feedback, engaging empathetically with one another, and developing the ability to work cross-functionally across the command, Peer-to-Peer coaching is a high-return and low-investment opportunity to get there. Other than the investment in the time it takes to learn the skills and to practice them, there is no cost to implementing a command Peer-to-Peer coaching initiative.

Command leadership plays a critically important role in creating a coach-like culture in which Sailors can flourish. The ultimate goal is to make coaching behaviors a consistent way of doing business throughout the command. Like most change, creating a coach-like culture is a gradual process which requires intentional action on the part of leadership in the command. As a coaching culture develops, you can expect to go through the stages outlined in Figure 1 (Megginson & Clutterbuck, 2006). Below is a description of each stage.

> "I see the value of coaching being founded in increasing communication. The coach learns to listen and understand more during the conversation while the coaching partner learns how to reflect and develop the answer to the powerful questions about themselves."
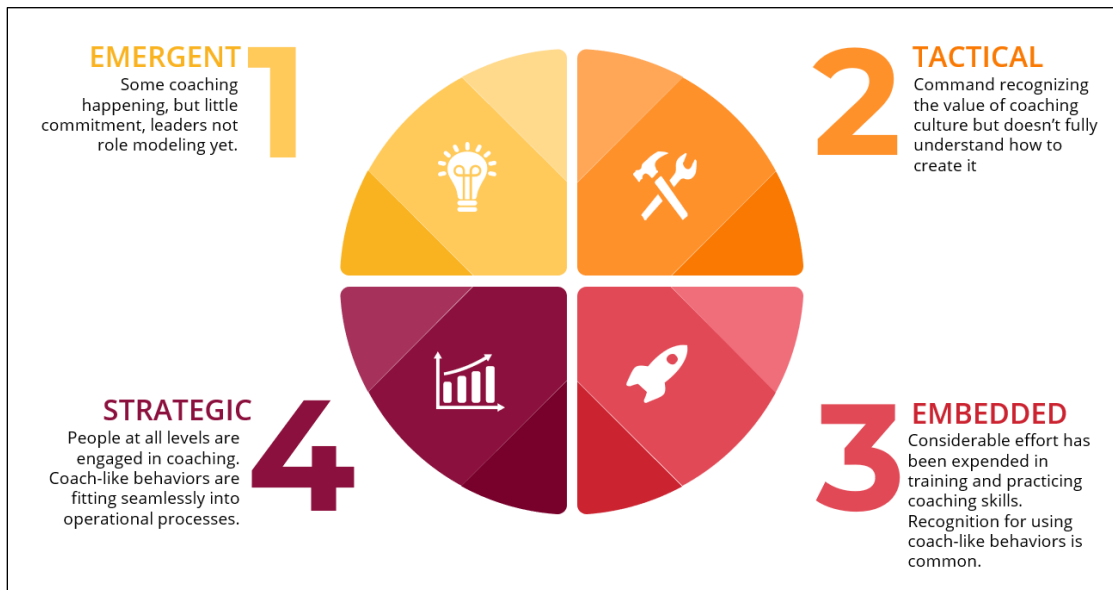>
> ICCM Frank Leone

- In the **Emergent Stage**, coaching has been introduced and is happening in small pockets. There is not yet buy-in

across the command.

- During the **Tactical Stage**, the command is starting to see the value of coaching, but is not sure how to expand and sustain a coaching culture.
- In the **Embedded Stage**, people at all levels within the command begin practicing coaching behaviors and leadership starts to recognize those who are consistently being more coach-like.
- In the **Strategic Stage**, coaching is being used in daily processes and conversations, such as Peer-to-Peer coaching partnerships, performance discussions, Career Development Boards, and daily interactions.

Figure 1: The Stages of Creating a Coaching Culture

EMERGENT
1
Some coaching happening, but little commitment, leaders not role modeling yet.

TACTICAL
2
Command recognizing the value of coaching culture but doesn't fully understand how to create it

STRATEGIC
4
People at all levels are engaged in coaching. Coach-like behaviors are fitting seamlessly into operational processes.

EMBEDDED
3
Considerable effort has been expended in training and practicing coaching skills. Recognition for using coach-like behaviors is common.

As a command leadership team, you are the catalysts for creating a coaching culture within your command:

- Encourage coach-like behaviors without mandating them
- Promote a climate where Peer-to-Peer coaching is a command-wide priority and where command leadership is familiar with coach-like behaviors
- Create a psychologically safe environment, free from retaliation and reprisal, where all personnel are encouraged to be honest and ask questions from a place of curiosity, and with the goals of growth and development
- Be an engaged leader
- Meet frequently with command leaders to discuss opportunities to encourage coaching conversations while providing guidance and coordination
- Engage in your own Peer-to-Peer coaching partnership and openly discuss the benefits from the partnership

Experience Coaching for Yourself

One of the best ways that you, as a leader, can understand the benefits of coaching is to experience coaching yourself. Those who have participated in the coaching process have described their experiences as being in control of the process while being guided by the coach's critical questions in a professional, trusting, non-judgemental partnership. Coaching partners often speak of open dialogue leading to the discovery of opportunities for growth (Karboul, 2014). When you experience coaching, be prepared for an "A-ha" moment, which many coaching partners experience. The "A-ha" moment has been reported to be a combined mind and body experience brought about by self-discovery and awareness and has been documented in neuro-biochemical studies (Longhurst, 2006) making it a powerful driver of positive change. As a command leadership team, you have the opportunity to create a culture that provides this powerful discovery experience for your Sailors each day.

Developing the Next Generation of Sailors and Leaders

Most Sailors entering the Navy today were born between 1997 – 2003, making them part of the post-millennial generation, Generation Z, also known as Centennials. This generation is characterized by being the best educated generation in history, being curious and open to learning, but have shorter attention spans and can be direct and to the point (Schuneman, 2020). Centennials are said to want transparent leaders, instant feedback, rewarding experiences, and advancement.

Meeting the incoming generation where they are by providing opportunities for autonomous development is a function of command leadership. Creating a culture of coaching has been shown to be an effective way to develop Centennials. A recent study by the International Coaching Federation (ICF) indicates that coaching for Centennials results in improved communication skills (37%), increased productivity (36%), and increased self-confidence (36%), all of which can lead to long-term success for the individual and for the command (Mook, 2018). Teams that participated in coaching showed improvement in productivity and overall culture.

Another recent study by ICF and the Human Capital Institute (Mook, 2018) further demonstrates that coaching provides a strong foundation for the next generation of supervisors and leaders. According to study participants, coaching and developing others, engaging and inspiring others, and having emotional intelligence are the most valuable skills for first-time people leaders. Coaching can help new leaders to build these skills, improving the leadership capabilities within your command and increasing the potential for retaining the most engaged service members.

Improving Diversity, Equity, and Inclusion

In addition to building a productive and engaged culture, Peer-to-Peer coaching can provide breakthroughs in creating inclusivity at the command level because the process develops feelings of belonging and it empowers each member to take more control over their goals and development. Peer-to-Peer coaching involves and recognizes all members and is a source of self-respect and dignity because it is a process where people learn to respect the talents, beliefs, and backgrounds of their shipmates.

We Want You to Be a Coaching Champion

You are in a position to make an impact, not only within your command but across the Navy, by becoming a MyNavy Coaching Champion. If you like what you hear, if you have experienced coaching yourself, if you have seen the positive impact on Sailors, then we need you to become a champion for MyNavy Coaching. You can help to spread the word about this voluntary, no-cost, no-administrative-burden, high-impact development initiative and the many ways it can help Sailors, Sailor's families, and the Navy. To learn more about becoming a MyNavy Coaching Champion, contact MyNavyCoaching@navy.mil or visit https://www.mynavyhr.navy.mil/Career-Management/Talent-Management/Coaching/.

OVERVIEW OF MYNAVY COACHING

Purpose of This Handbook

This handbook is intended for leadership teams to become familiar with this initiative as well as to start building and sustaining coaching cultures within their commands. As another reference, you are encouraged to review the general MyNavy Coaching Handbook located at https://www.mynavyhr.navy.mil/Career-Management/Talent-Management/Coaching/. Leaders are also encouraged to provide opportunities for Sailors to engage in Peer-to-Peer coaching partnerships.

The MyNavy Coaching Initiative is a 3-star Chief of Naval Personnel (CNP)-led effort to build and sustain a coaching culture in the Navy. The purpose is to deliberately grow, broaden, and sustain development to enhance performance through personal and professional goal setting and constructive feedback. This initiative is an integral part of the Navy's talent management culture renovation where you can play a leading role in introducing a new, more effective way to promote ownership and accountability for development leading to better performance outcomes.

> *"Coaching will help Sailors to know themselves better because they're answering their own questions, coming up with their own solutions to problems. When they know themselves better, Sailors will be able to judge their performance better and course correct prior to Mid-term Counseling or eval time."*
>
> *CDR Ray Glenn*
> *Prior Commanding Officer*
> *USS Gonzalez (DDG-66)*
> *MyNavy Coaching Pilot Participant*

Engaging in coaching conversations can be life- and career-changing. Through MyNavy Coaching, members will learn a 4-step process to become more "coach-like". They will not become a coach, but they will be become coach-like. To be coach-like, you are asking more open-ended questions to engage each other, refraining from giving the answer, doing your best to avoid giving advice, and encouraging bi-directional feedback. Members will also learn three core skills: active listening, empathy, and asking powerful questions. The power of coaching resides in creating a mutually beneficial partnership by engaging in Peer-to-Peer coaching to tailor these skills to create change, empower new learning, and to take ownership and accountability of development and performance.

Definition of MyNavy Coaching

Coaching is a **developmental, collaborative partnership** between a coach and a coaching partner. The purpose is to **deliberately grow, broaden, and sustain development** of the coaching partner to enhance performance through personal and professional goal setting and constructive feedback. The **coach facilitates learning** with the coaching partner to improve performance over time. This improvement typically takes the form of acquiring new skills or coping with change, including role transitions and organizational changes.

At its core, coaching is a different way to have developmental conversations using **active listening, empathy, asking powerful questions, and providing bi-directional feedback.** Coaching builds in **accountability and responsibility on behalf of the coaching partner** so that individuals are driving their own development.

Mission of MyNavy Coaching

To promote Sailor development, enabling them to reach their theoretical potential and achieve maximum performance outcomes through coaching partnerships.

Vision of MyNavy Coaching

To create an organizational coaching culture that instills and promotes coach-like attributes in Sailors which includes collaborative communication, a lifelong learner mindset, personal self-awareness, regular feedback, and professional growth.

Value of MyNavy Coaching

Coaching is a powerful development tool. Research on coaching in a wide variety of different industries and professional

settings provides numerous benefits once coaching is introduced into an organization. It allows us to invest in our people by delivering what is considered to be a very important component of a leader's development.

Coaching is a beneficial partnership for the coach and the coaching partner. Benefits for the coach include enhanced self-awareness and personal leadership skills, deeper understanding of the organization as a whole, and learning how to provide better feedback, and receiving better feedback from the coaching partner.

In addition to realizing the same benefits as the coach, benefits for the coaching partner also include taking ownership of their own development, discovering their own path, reaching their potential, increased performance, and greater job engagement and satisfaction. It is important to remember that coaching is a true partnership. In order to be effective, it requires a strong give and take on the part of both the coach and the coaching partner.

Scope of MyNavy Coaching

- Coaching should not be viewed as a position of authority or as hierarchy – it should be viewed as a communication skill to leverage development to enhance performance.

- The coach is the person who is guiding the conversation by asking open-ended questions to the person being coached, whom we will call the coaching partner.

- As a coach, you do not have to be the same or equal in rank nor do you need to be a subject matter expert in the same rate or specialty as the coaching partner.

- The role of the coaching partner is to answer the questions and decide the direction of the conversation.

- Even though we are referring to the roles as coach and coaching partner, you will not be a certified coach, but you will be using coach-like behaviors which consist of asking open-ended questions, using active listening, and cultivating empathy to create the conditions for growth, meaningful work, and deeper relationships for every member of the Navy.

Coaching Opportunities in the Workplace

You have members who can benefit from coaching today. Not only do you have the opportunity to coach them if they are open to it, but you can also encourage them to find a peer to coach them. Examples of coaching opportunities in the workplace right now include the following:

- Financial stress
- Dual military marriages
- Fatigue (e.g., long deployments, long work hours)
- Not getting the performance evaluation that was expected
- Fear of failure, personally and professionally
- Studying for advancement
- Lack of leadership support
- After action reports

EVOLUTION OF COACHING

The idea of actively developing people, such as pairing a less experienced person with a more experienced person to provide advice and guidance, is not a new concept by any means and goes back thousands of years. One of our words for developing people, "mentor" or "mentoring", comes from Ancient Greece where in the epic poem The Odyssey, the main character's son, Telemachus, is left in the care of a wise, old man named Mentor.

Coaching, on the other hand, is a bit different from the mentoring conversation. Since the 16th century, the word 'coach' was used to refer to a horse-drawn carriage to take someone from where they were to where they wanted to go. In the 20th century, big buses with rows of seats were called coaches, and their goal was to get people from where they were to where they wanted to go. It wasn't until the 1880s that the word coach was used to refer to someone in an athletic setting to tutor rowing students on the Cam River in Cambridge. Over time, the word became affiliated with musicians, public speakers, and actors who were looking for coaches to help them improve their skills and get to the next level. Despite these different ways the word coach has been used, the idea of a coach has not really changed. A coach helps to take someone from where they are now to where they want to be (see Figure 2).

Figure 2: Pictorial Representation of the Evolution of Coaching
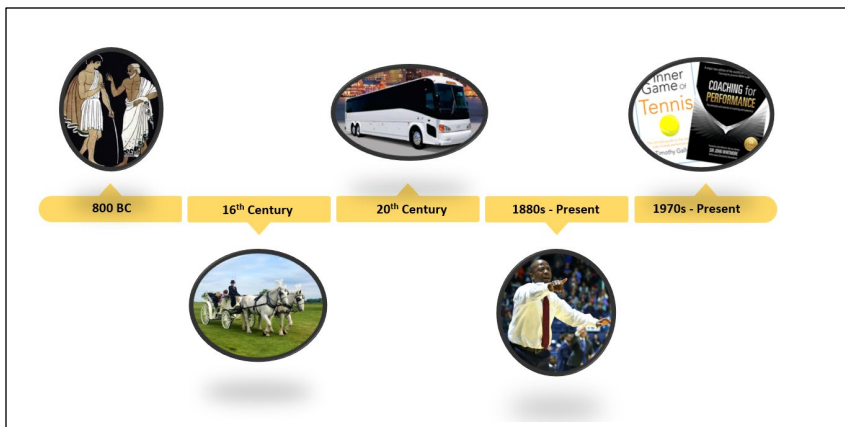
In the 1960s, two well-known psychologists, Abraham Maslow and Carl Rogers, started the humanistic movement which argued that people have an intrinsic desire to achieve their full potential. The concept of the 'inner game' was proposed by a man named Tim Gallwey in his 1974 book, *The Inner Game of Tennis*, where he said the 'inner game' of a player, such as their attitudes and beliefs, was just as important as the 'external' game, their physical skills, and competencies. Although he was originally talking about the sport of tennis, this view was quickly adopted in the business community.

Coaching programs specifically grew rapidly in the 1980s and early 1990s when two business leaders, Graham Alexander and Sir John Whitmore (2017), developed the concept of a structure to their coaching program into the now widely-known GROW (**G**oal, **R**eality, **O**ptions, and **W**ill) Model. The GROW Model became the foundation for many modern coaching programs and in 1992, Whitmore published Coaching for Performance.

As private companies started displaying the success of coaching programs during this time, the government took note and began phasing in its own formal programs. Although coaching gained a strong foothold in the private sector in the 1990s among higher-level executives, over time, coaching has been incorporated into more and more industries and at every job level. These initial programs were focused on a select few at the highest executive levels in the government. Coaching also often carried the stigma of being only for those who were in trouble, whose careers were derailing. It was viewed as a strategy of last resort. This perspective is becoming far less prevalent as the value of coaching is becoming more widely known and accepted.

BENCHMARKING OF COACHING IN THE FEDERAL GOVERNMENT AND DEPARTMENT OF DEFENSE

There are three ways to insert coaching into an organization and they include Peer-to-Peer coaching, Supervisor as coach, and internal coaches. The most resilient way to establish a coaching culture within an organization is through the introduction of Peer-to-Peer coaching in which all members are equipped with foundational coaching skills and can use those skills to establish mutually beneficial relationships focused on ongoing development. Supervisors can also use coaching skills in both formal settings such as Mid-term Counseling and in day-to-day developmental conversations to deliberately grow and sustain development of direct reports through goal setting and constructive feedback. Lastly, internal coaching is a long-term strategy which can be considered after a coaching culture has been established and the organization is ready to make the investment in developing certified coaches throughout the organization. Internal coaches are typically used for coaching participants in specific developmental programs or with specific individuals or groups with defined coaching needs.

The development of a coaching culture is a strategic goal in the creation of a modern Navy. In MyNavy Coaching, everyone invests in modeling and practicing coach-like behaviors that they feel allow them to be better people, developing as a more well-rounded Sailor, personally and professionally. It differs significantly from civilian coaching programs, which require coaches to obtain independent training and certification in the coaching field. As the corporate sector continues to achieve documented success from coaching initiatives, the federal government seeks to attain similar breakthroughs in individual and organizational performance. The Navy is not the first, or only, service branch or government agency to implement coaching. Other government agencies and branches of the military (e.g., Army, Air Force, and Marine Corps) have started incorporating coaching into their development programs.

There are several federal agencies that have established significant coaching programs. For example, the Office of Personnel Management sponsors the Federal Coaching Network (FCN) focusing on creating a community of individuals across government who practice coaching and support its role in leadership development. Defense Intelligence Agency sponsors a robust program featuring certified coaches upon request across the agency, and NASA is finding success with the implementation of coaching throughout the agency. Such coaching programs extend to other government agencies as well. Most government coaching programs are helping leaders develop the skills necessary to lead their organizations through times of change. This requires the ability to think strategically, to develop a vision with both the Sailor and deckplate leader, and obtaining buy-in from Sailors and other stakeholders to improve collaboration. These are all skillsets important to the Navy in building an agile, adaptable, and flexible force.

The Army has different levels of coaching, specifically for its O3s participating in Captains Career Courses, and in a voluntary coaching program at Command and General Staff College. Coaching has also been inserted into the Battalion Commander Assessment Program and plans are in progress to expand coaching opportunities to non-commissioned officers (U.S. Army Talent Management Task Force, 2020). While the Army coaching strategy has relied heavily on external professional contracted coaches, proponents are currently considering the certification of a balanced number of internal coaches and adding a skill identifier for those receiving certification.

The Marine Corps combined coaching into their counseling program back in 2016. Although this is a part of their counseling program, they are not providing formal training to develop coaching skills. The Air Force is currently training a minimum of 65 Airmen per year to be internal coaches with training content development being outsourced to an external contractor. Previously, their coaching was geared towards civilians and developing competencies required to enhance employees' performance with coaching skills.

Multiple communities within the Navy have also started executive level coaching programs, such as the Naval Leadership and Ethics Center, Submarine Command Course, and Explosive Ordnance Disposal (EOD) and

SEAL communities. Navy Medicine within the Bureau of Medicine and Surgery (BUMED) has started its own coaching program for executives. There is also a senior executive leadership and coaching available to Flag-level leadership. The Naval Nuclear Power Training Command has found success in instituting its own coaching program to help Sailors get through the stresses of their prototype training and service in the Fleet.

A multi-branch Federal Internal Coach Training Program (FITCP) is currently being stood up to coordinate efforts between the different service branches. MyNavy Coaching is representing the Navy in the planning and coordination of this multi-service effort to combine resources in a collaborative effort to develop trained coaches internal to each service in accordance with standards established by the International Coaching Federation (ICF). The ICF is a non-profit organization that serves as the leading global organization for coaches and coaching, setting the standard and ethics around coaching.

MENTORING VERSUS PERFORMANCE COUNSELING VERSUS COACHING CONVERSATIONS

It is important to understand the differences between coaching, mentoring, and counseling conversations because there is a presumption that these three types of conversations are synonymous, but they are not (see Table 1). The biggest difference is going to be the approach that each of these conversations take because we are asking questions or giving feedback in a certain way. Knowing when you as a leader are going in and out of these different conversations is foundational in creating the desired coaching culture.

Table 1: Mentoring versus Performance Counseling versus Coaching Conversations

Questions to Consider	Mentoring (Learn <u>from</u> Me)	Performance Counseling	Coaching (Learn <u>with</u> Me)
What role am I in?	"Am I transferring knowledge that I have some experience of?"	"Am I giving feedback about job tasks to assist with performance?"	"Am I facilitating an expansion of the Sailor's self-awareness?"
How am I driving development?	Gives advice, uses "I" or "Me" references	Gives advice and feedback	Asks open-ended questions, removes self from conversation
What is the skillset?	Subject Matter Expert	Technical, functional, or professional expert	Doesn't have to be an expert Active listening, empathy, asking powerful questions
Does it impact performance evaluation?	No impact on mentee's performance evaluation	Yes	Performance-driven yet no impact on performance evaluation
What is the periodicity?	Off and on throughout someone's career	Twice a year	Continuous

Mentoring is a voluntary relationship where there is usually a senior, more experienced person who serves as a subject matter expert and provides personal and career assistance to a more junior, less experienced person. In the mentoring role, it is expected that the mentor will share their experiences and give advice and guidance to the mentee in a "learn from me" approach. This type of relationship also does not have any bearing on the mentee's performance.

In the performance counseling conversation, the supervisor provides feedback about how the Sailor is performing. Our current performance evaluation system is focused on holding formal sessions twice a year with Sailors to tell them how they're progressing, or not.

Coaching can be formal or informal and is encouraged to be done as often as possible. The coach does not need to be someone with as much experience as the mentor. In fact, it is probably better that the coach knows less about what the coaching partner wants to do to ensure they are operating from a place of non-judgement where their own experiences and biases do not influence how they are helping the coaching partner in a "learn with me" approach. Coaching conversations are driven by the coaching partner, which is contrary to other types of performance or developmental conversations in which the mentor or supervisor tends to set the agenda and lead the discussion.

SCIENTIFIC FOUNDATION OF COACHING AND EXPECTED OUTCOMES

General Overview

The scientific literature indicates a growing case that coaching makes a positive impact on a significant number of individual and organizational benefits. Evidence suggests that coaching has been effective in improving work-based outcomes and goal accomplishment, professional growth, improved professional relationships, improved resilience and workplace well-being, and increased active learning. A meta-analysis conducted on coaching in a wide variety of different industries and professional settings has demonstrated the effectiveness of coaching within the workplace (Jones et al., 2016). For example, one particular study examined 54 other studies, totaling 2,267 individuals in coaching partnerships. Regardless of employee occupation, the coaching technique provided, the length of the coaching partnership, number of sessions, length of coaching sessions, and format of coaching (e.g., face-to-face, telephone), all of the studies indicated positive workplace outcomes, indicating that coaching works across cultures, types of industry, and position level in the organization. See Table 2 for additional benefits for the coach and coaching partner.

> **Studies suggest that coaching has a positive impact on:**
>
> - Work-based outcomes
> - Goal accomplishment
> - Professional growth
> - Quality of professional relationships
> - Resilience
> - Workplace well-being
> - Active learning

Table 2: Benefits of Coaching for the Coach and the Coaching Partner

Benefits	Coach	Coaching Partner
1	Enhanced self-awareness and personal leadership skill	Taking ownership of their own development, discovering their own path, and reaching their potential
2	Deeper understanding of the organization as a whole	Increased performance
3	Learning how to provide better feedback and receiving better feedback from the coaching partner	Greater job engagement and satisfaction

From: Jones et al., 2016; Leonard-Cross, 2010; & Hurst, 2020

Coaching: A Driver of Sailor Engagement

Engagement describes a measurable level of connection that a Sailor feels with the Navy, which results in their contribution of effort. A highly engaged Sailor will go above and beyond the basic job requirements because they understand how their job is connected to the overall mission, they have what they need to get the job done properly, they have a personal connection to others at work including their leader, and they know their leader cares about their development.

Coaching has been found to increase levels of Sailor engagement by providing a culture of collaboration and encouragement, developing a meaningful connection with their leader, building trusting and personal connections with peers, and building pride in meaningful contributions to the operational mission (Ensour et

al., 2020). Sailor engagement is relevant because research has linked engagement to the following benefits:

- **58% fewer safety-related incidents** than those with low levels of engagement (Harter et al., 2013)
- An engaged workforce **performs 22% better** than a disengaged workforce (Gallup, 2017)
- Every 10% improvement in engagement increases effort level, resulting in a **2% increase in performance** (Corporate Executive Board, 2004)
- Engaged Sailors are **87% less likely to leave the organization** than disengaged employees (Corporate Executive Board, 2004)
- **66% of highly engaged Sailors have no plans to leave the organization** compared to 12% of disengaged Sailors (Willis Towers Watson, 2014)

Figure 3 provides a definition of the different levels of engagement and how the behaviors described impact the overall command mission (Rheem, 2019). As you read the description of each level, you are likely to be able to identify individuals within your command that fit into each category.

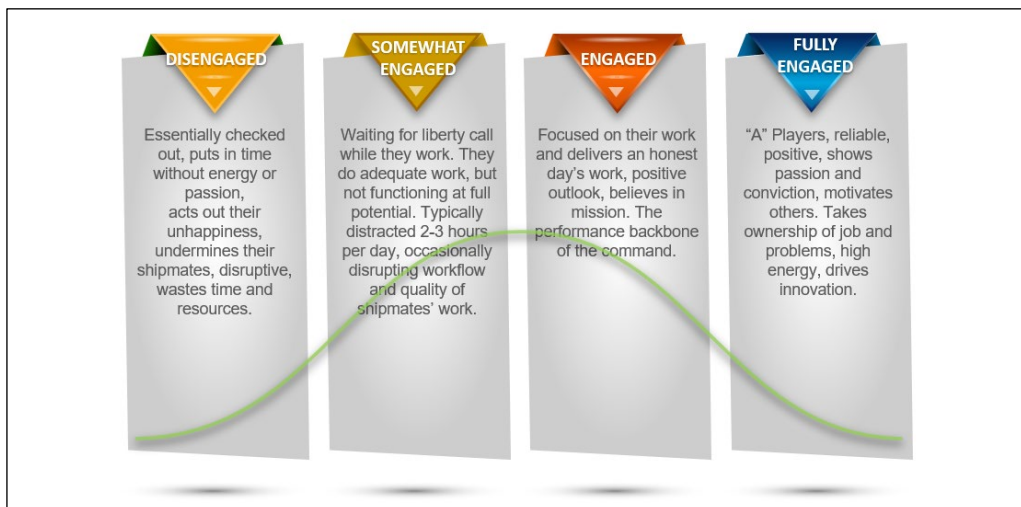**Figure 3: Four Levels of Sailor Engagement**

Figure 4 illustrates the impact of improving levels of engagement of individual Sailors can have a dramatic impact in the level of Sailor performance. Increasing the level of Sailor engagement can improve an individual's performance by 22% (Corporate Leadership Council, 2004). When engagement levels are increased across an entire command, total performance increases can be measured in hundreds of thousands to millions of dollars, depending on the size of the command. Our goal, of course, is to increase the level of engagement to drive higher levels of performance.

Figure 4: Highly Engaged Sailors Increase Performance by 22% *(Adapted from Corporate Leadership Council Study (2004))*
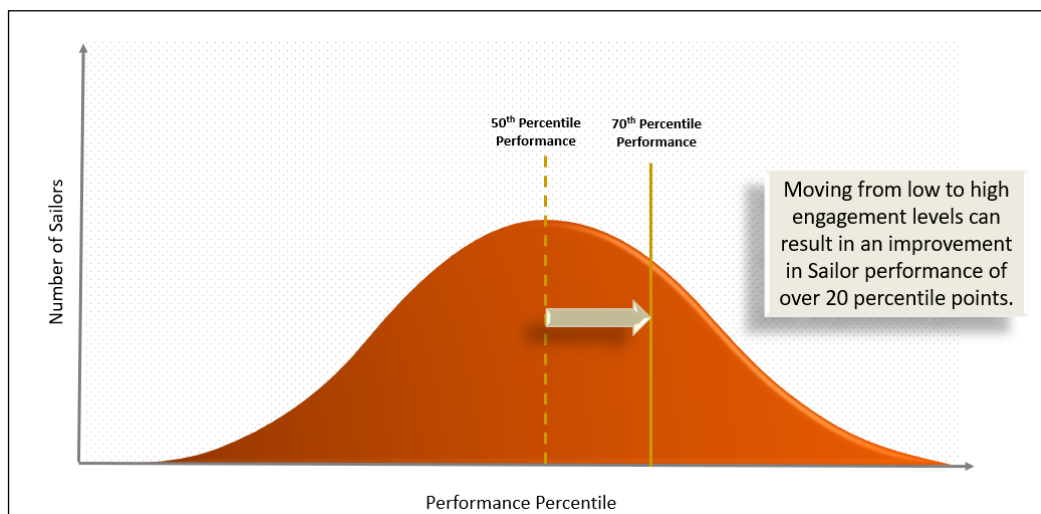
Expected Outcomes from Engaging in Coaching Conversations

How do we know coaching is successful? What would be pertinent to measure? Measuring the impact of coaching is a challenge not only in the federal government and DOD but also in industry. For comparison, there is little scientific evidence to suggest formal mentoring programs are successful, what the recommended best way is to design them, and if they even work (Johnson & Andersen, 2010). This same line of reasoning applies to coaching, yet it is important to demonstrate impact.

To implement a successful and effective MyNavy Coaching Initiative, the case for measuring coaching effectiveness must be built. There is fiscal responsibility involved as resources are being spent on this effort and there is increased scrutiny in implementation. The Navy desires coaching to be more than a trend and really show that Sailors are benefitting from it. At least initially, there is only the individual level impact of Sailors stating they received a benefit from engaging in coaching conversations. Over time, and in coordination with other measures of performance being collected across the Navy, greater impacts (measures of effectiveness) can be seen. It must be clear that any impacts of coaching will not be isolated to success in coaching alone as too many other factors are involved. Lastly, the Navy needs to know what is and is not effective coaching (Bacon & Pool, no date). Thus, work is being done to establish criteria by which success of this initiative will be measured.

When measuring coaching effectiveness, it is important to measure the right components. An easy way to know if coaching is having an impact on your organization is to measure engagement. Engagement refers to the meaning, purpose, and connection Sailors have with the Navy and with their work (Ensour et al., 2020). Engaged Sailors work smarter, not harder, and also cultivate meaningful relationships with their peers and managers. Sailors want safety and belonging at work so they can advance based on performance, which is gained through trusting and meaningful relationships (Comaford, 2017). The goal of engagement is to foster growth and development of our Sailors (Gallup, 2017). Engaged Sailors communicate, share information, pass on ideas, suggestions, and advice. This leads to better performance, more ideas, and warfighting capabilities. When Sailors feel valued, cared for, and engaged, they perform better.

The Corporate Leadership Council (2004) conducted research and found that driving higher levels of engagement has been shown to increase measurable performance improvement. Moving just a small percentage of the total number of Sailors to the next level of engagement resulted in a significant financial benefit from increased performance. The same, or even greater results, can be achieved by any command leadership team who sincerely wants to increase engagement, create a better climate, and improve performance. Implementing Peer-to-Peer coaching at the command level is a very effective and no-cost way to begin to increase Sailor engagement.

How do you know if you are engaging your Sailors? Look at the next page for an engagement checklist (see Table 3) and some suggestions for how to increase Sailor engagement (see Figure 5).

How to Engage Sailors (Modified from Gallup, 2019)

Use this checklist to see if you are engaging your Sailors and if you yourself are being engaged. How well have you done the following?

1: I rarely do this, 2: I do it half the time, 3: I do this consistently >75% of the time.

28 - 33 = Creating High Engagement; **21 - 28** = Creating Engagement; **< 21** = Recommend taking More Engagement Actions on Regular Basis

Table 3: Leadership Self-Assessment for Creating Sailor Engagement

| Engagement Action	Rating 1 - 3
Ask questions. Even asking "Where are you from?" starts engagement	
Sponsor a Sailor goal, whether it is skill development training, extra time to move forward on a goal, provide the opportunity	
Know the names of your Sailors' family members, children, significant others, and whomever else is important to the Sailor	
Learn "the why" behind why the Sailor joined the Navy and why they continue to stay	
Recognize Sailors publicly for BZ jobs	
Give constructive feedback	
Ask for feedback	
Talk about your own mistakes	
Reward new ideas, even if they don't succeed	
Connect what Sailors do to the larger mission, vision, and purpose of the Navy	
Always be honest and transparent - tell Sailors the truth	
Total	

Figure 5: Examples of Ways to Increase Sailor Engagement
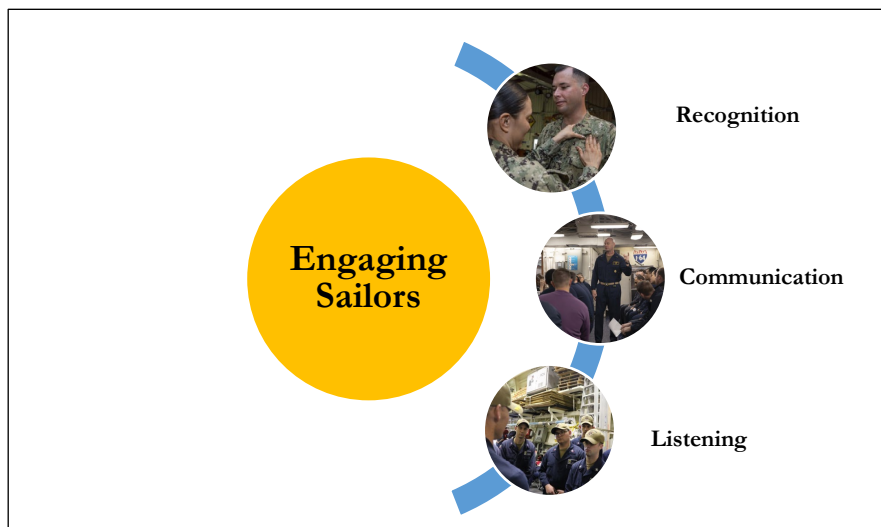
OVERVIEW OF PROCESS TO BUILD MYNAVY COACHING

On April 9, 2020, the Chief of Naval Personnel (CNP) directed the MyNavy Coaching Initiative be created. The approach taken to build it is detailed in Figure 6. It is important to note that MyNavy Coaching was not built upon any already existing framework. The primary goal was to create a science-based, Navy-centric coaching initiative rooted in engaging personnel by asking open-ended questions to maximize development and performance. A period of discovery involved over 100 individuals consisting of uniformed personnel (Active and Reserve Component, enlisted and officer, multi-community, internal and external to MyNavy HR enterprise), scientific community, industry subject matter experts, and academia. These individuals formed the original MyNavy Coaching Working Group (WG) and were sub-divided into nine smaller task-oriented working groups to include 1) Design, 2) Training and Education, 3) Research, Test, and Analysis, 4) Policy, 5) Senior Enlisted Leaders, 6) Reserve Component, 7) Strategic Communications, 8) Quality Assurance, and 9) an overarching Executive Steering Group. In creating MyNavy Coaching, the coaching process and model to have coaching conversations (GROW – Goal, Reality, Options, Will Model) was benchmarked with academia, industry, ICF credentialed coaches. The outcome of these initial WG efforts was a 2-day minimally viable coaching curriculum.

Figure 6: Overview of Process to Build MyNavy Coaching Content
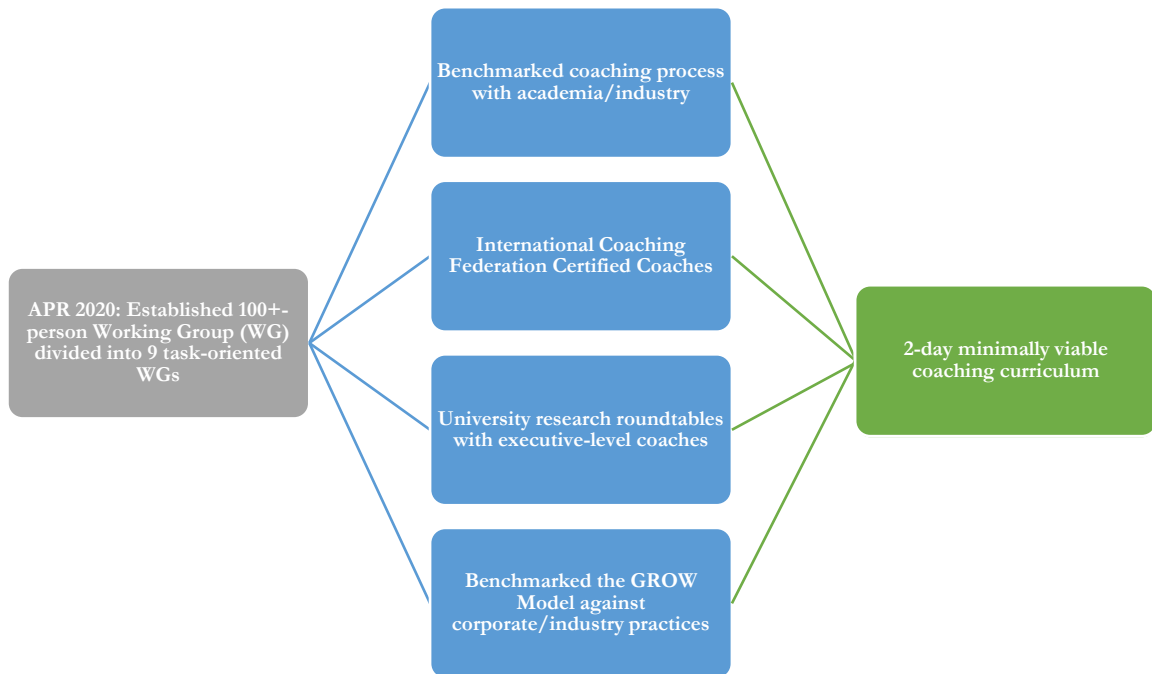
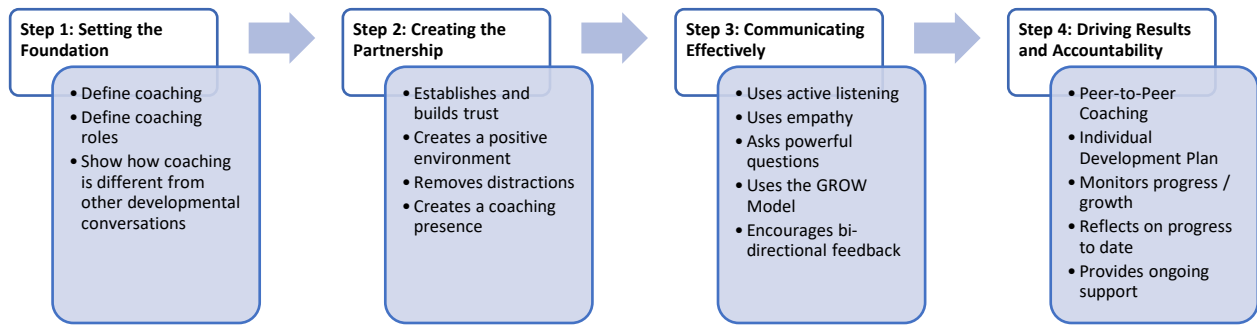
Note: GROW = Goal, Reality, Options, Will

Permission to use GROW Model granted by estate of Sir John Whitmore and Performance Consultants International

CORE COMPETENCIES OF MYNAVY COACHING

Four-Step Coaching Process

The MyNavy Coaching curriculum is modeled in a four-step process based on ICF's coaching competencies to become more coach-like (see Figure 7).

Figure 7: Becoming More Coach-Like

Step 1: Setting the Foundation	Step 2: Creating the Partnership	Step 3: Communicating Effectively	Step 4: Driving Results and Accountability
• Define coaching • Define coaching roles • Show how coaching is different from other developmental conversations	• Establishes and builds trust • Creates a positive environment • Removes distractions • Creates a coaching presence	• Uses active listening • Uses empathy • Asks powerful questions • Uses the GROW Model • Encourages bi-directional feedback	• Peer-to-Peer Coaching • Individual Development Plan • Monitors progress / growth • Reflects on progress to date • Provides ongoing support

"Coaching empowers people to build confidence and break through the challenges in their life by exploring their own possibilities and options to achieve their goals."

AZCM Courtney Barber

CORE SKILLS OF MYNAVY COACHING

Below are the core skills and competencies used in MyNavy Coaching. You are referred to the general MyNavy Coaching Handbook for more details.

Whether coaching in a professional capacity, as a supervisor, a peer, or even when coaching family members or friends, there are a set of core capabilities that are used by a coach. Those capabilities are outlined below (see Figure 8).

Figure 8: Core Coaching Skills

| Active Listening | Empathy | Asking Powerful Questions |

In addition, the GROW (Goal, Reality, Options, Will; see Figure 9) Model provides a framework for conducting a coaching conversation. The coach begins by asking open-ended questions to establish a goal that is important to the coaching partner and continues the process by asking additional open-ended questions throughout the process, eventually culminating in a commitment to a course of action by the coaching partner.

Figure 9: The GROW Model (adapted from the work of Sir John Whitmore)
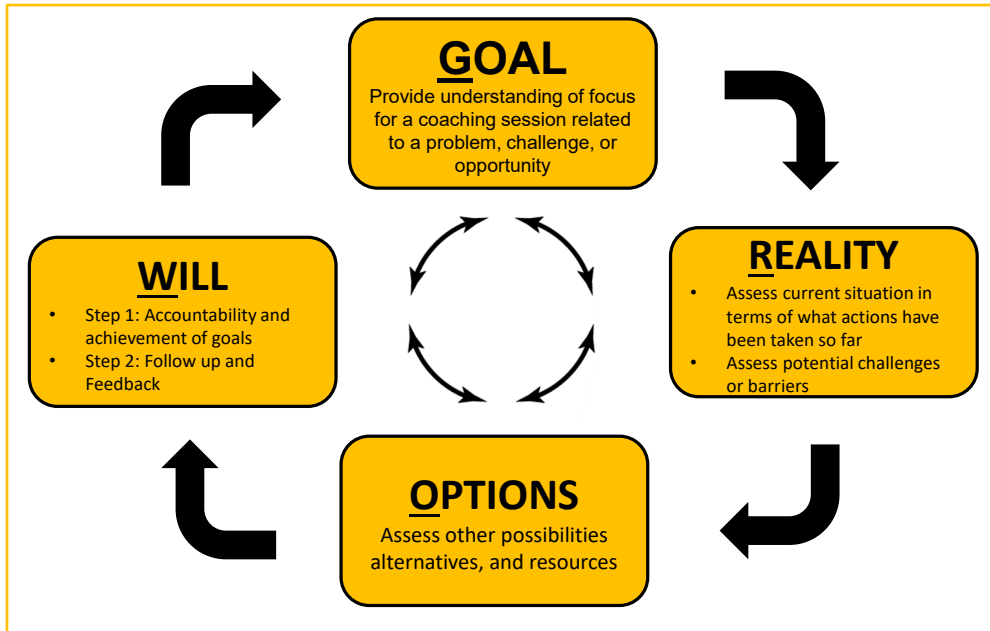
Permission to use GROW Model granted by estate of Sir John Whitmore and Performance Consultants International

PILOTING MYNAVY COACHING

As a result of creating this content, a series of two-day pilots were conducted from July to December 2020 focusing on educating and training Sailors, affording them the opportunity to practice the core skills of being coach-like, engaging in coaching conversations with each other, and practicing the receiving, giving, and asking for feedback. All participants were asked to complete evaluations after each module and at the end of each day. Feedback was also solicited on several policy questions related to the implementation of MyNavy Coaching.

Highlights from the MyNavy Coaching Pilots

- A total of 13 pilots were conducted across diverse platforms (e.g., submarine, aviation, surface, officer leadership school, etc.) with over 400 Sailors in-person and virtually.
- Participating Sailors felt the most important things they learned were how to ask powerful questions, the importance of empathy in a coaching relationship, active listening, and using the GROW Model as a framework for the coaching conversation.
- Sailors were enthusiastic about what they learned during the 2-day MyNavy Coaching pilot, particularly because they were able to start practicing the skills immediately in their personal and professional lives.
- Testimonials from pilot participants included:

"Asking powerful questions may be the most important part in getting someone to open up and talk."

"Practicing in the coaching triad brought to surface strengths and weaknesses quickly, showing how much closed-ended questions are used, and how we default to advice giving."

"This benefits that Mid-term Counseling/Career Development Boards/mentorship cannot provide."

"I learned that coaching is not exactly what I thought it was, and regardless of the coaching partner, I can be a resource of potential value to them."

"I was not fully open-minded when I arrived. Seemed liked another program/requirement. I changed my mind after being in the pilot."

"Coaching is a tool, a mindset, and everyone is capable."

CHIEF OF NAVAL PERSONNEL DIRECTIVE

As a result of the positive findings from the pilots, in March 2021, Chief of Naval Personnel (CNP) directed the stand-up of a virtual MyNavy Coaching Peer-to-Peer initiative and a refocus on Mid-term Counseling. The four-pronged approach (see Figure 10) is being scaled for all Sailors, regardless of rank, and consists of the following:

Figure 10: Four-Pronged Strategy for MyNavy Coaching Implementation

(1) Leadership Schools and

(2) Accession Points: Pilot various aspects of the Peer-to-Peer initiative in person (to include leadership schoolhouses and accession pipelines), and virtually inform Navy-wide roll out with tried and tested products. This includes introducing a Peer-to-Peer initiative with follow-on self-paced coaching modules available virtually if Sailors are unable to attend an in-person training. To date, approximately three hours of MyNavy Coaching curriculum content has been inserted into the extended 10-week Basic Military Training at Recruit Training Command as well as working with implementing MyNavy Coaching content into the leadership schools that fall under NLEC. Future plans are for MyNavy Coaching to also be inserted into officer accession pipelines.

(3) Support to Commands: The MyNavy Coaching Team is receiving requests to "skill" up Sailors to be more coach-like. To date, various communities such as Navy Medicine and some Reserve Component units have requested 90–120-minute briefs be provided to their Sailors about MyNavy Coaching and how to get started with Peer-to-Peer coaching.

(4) Customers/Processes: There are other Navy programs/initiatives that MyNavy Coaching can leverage in terms of what they are already doing. For instance, the conditions are being reset for Mid-term Counseling so that they will be rooted in coaching conversations and feedback to maximize performance. This consists of teaching all Sailors how to conduct and receive Mid-term Counseling in addition to teaching them how to give and receive feedback.

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