



MYNAVY COACHING MANUAL



DEPARTMENT OF THE NAVY
BUREAU OF NAVAL PERSONNEL
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From: Chief of Naval Personnel

Subj: MYNAVY COACHING MANUAL

Ref: (a) NAVPERS 535701 MyNavy Coaching Handbook: A Guide to a Successful Coaching Partnership
(b) NAVPERS 535702 MyNavy Coaching Leader Handbook: Building and Sustaining a Navy Coaching Culture

1. **Purpose.** To publish guidelines for the implementation of non-directive peer-to-peer coaching using techniques from the MyNavy-Coaching initiative contained in references (a) and (b). MyNavy Coaching will build and sustain a coaching culture within the Navy to enhance warfighting capability and readiness, through senior-leader involvement, in the personal and professional development of officer and enlisted personnel.

2. **Scope and Applicability.** This instruction is applicable to all Navy active duty, full-time support, and inactive duty Navy Reserve Service members.

3. **Discussion.** The guidance in this instruction is not all encompassing; it addresses most of the common administrative situations and issues expected to be encountered by personnel when engaging in coach-like behaviors through peer-to-peer coaching. This instruction, while being used as a basic procedural manual, is complemented by references (a) and (b) that contain general coaching implementation and should be reviewed in its entirety. For more information visit: <https://www.mynavyhr.navy.mil/Career-Management/Talent-Management/Coaching/> or e-mail: MyNavyCoaching@navy.mil.

4. **Mission.** The primary mission of MyNavy Coaching is to inspire coaching partners to reach their potential and achieve maximum performance outcomes through coaching partnerships.

a. The MyNavy Coaching vision is to build an organizational coaching culture that instills and promotes the following coach-like attributes in Service members:

- (1) Collaborative communication (i.e., a life-long learner mindset),
- (2) Personal self-awareness,
- (3) Regular feedback, and
- (4) Professional growth.

- b. Engaging in coach-like attributes means engaging in the following core behaviors:
- (1) Asking more open-ended questions,
 - (2) Refraining from giving the answer,
 - (3) Avoiding advice-giving,
 - (4) Being personnel-focused (i.e., meaning that whoever is leading the conversation does not try to solve the problem, issue, or challenge for who is being coached), and
 - (5) Allowing the opportunity for bi-directional feedback.
- c. Developing the coach-like skills of active listening, empathy, and asking powerful questions increases communication and leadership capacity. These skills are not only for senior leaders, they are for everyone and must be practiced throughout our careers. The objective of MyNavy Coaching is not to make everyone in the Navy a coach, but to encourage all personnel to engage in coach-like behaviors.
- d. By investing in coaching as a deliberate development approach, Service members will become the agile, flexible, and adaptive force needed. Through coaching, this development allows members to do the internal work on themselves to prepare them for future operational environments. Self-development preparation allows members to perform selflessly for others and increases the productivity of the Navy. Because our work settings evolve around rapid, constant, and disruptive change, past models of tasking and supervision are no longer relevant in the current Navy environment. Personnel will continue to feel overloaded and find it difficult to attain a work-life balance. These negative effects potentially create more stress, reduced productivity, and increased destructive behaviors.
- e. The power of coaching resides in creating a mutually beneficial partnership where personnel of all experience levels, including senior leaders, can exhibit coach-like behaviors within their peer group and share progress resulting from coaching partnerships. This interaction will result in personnel engaging in peer-to-peer coaching to enhance their skills to empower new learning, create new change, and take ownership and accountability of their development and performance.
5. Responsibilities. Commander, Navy Personnel Command is the designated manager of MyNavy Coaching for the Chief of Naval Personnel.

6. Action

a. Navy Leaders. Those who are in leadership positions are asked to start building and sustaining coach-like cultures within their commands per the provisions of this instruction and references (a) and (b). Being proficient in technical skills are not enough. Peer-to-peer coaching is an ideal format for developing emotional intelligence, empathy, self-awareness, active listening, and problem-solving skills within your command teams to allow Service members to flourish. Building and sustaining a coaching culture requires intentional action on the part of leadership in the command.

b. Commands and Schoolhouses. Command and schoolhouse managers administering coaching programs, content, curriculum, etc. must notify Navy Personnel Command, MyNavy Coaching at e-mail: MyNavyCoaching@navy.mil. It is important all coaching content distributed throughout the Navy aligns with established content to transmit a consistent message to all Navy personnel.

7. Changes to MyNavy Coaching. Recommendations for changes or suggestions intended to increase the effectiveness of this instruction are encouraged and should be promptly forwarded, through the administrative chain of command to: Commander, Navy Personnel Command (PERS-00), 5720 Integrity Drive, Millington TN 38055-4000.

8. Records Management

a. Records created as a result of this instruction, regardless of media and format, must be maintained and dispositioned for the standard subject identification codes (SSIC) 1000 through 13000 series per the records disposition schedules located on the Department of the Navy/Assistant for Administration (DON/AA), Directives and Records Management Division (DRMD) portal page at <https://portal.secnav.navy.mil/orgs/DUSNM/DONAA/DRM/Records-and-Information-Management/Approved%20Record%20Schedules/Forms/AllItems.aspx>.

b. For questions concerning the management of records related to this instruction or records disposition schedules, please contact your local records manager or the DON/AA DRMD program office.

9. Review and Effective Date. Per OPNAVINST 5215.17A, PERS-00 will review this instruction annually around the anniversary of its issuance date to ensure applicability, currency and consistency with Federal, Department of Defense, Secretary of the Navy, and Navy policy and statutory authority using OPNAV 5215/40 Review of Instruction. This instruction will be in effect for 10 years, unless revised or cancelled in the interim, and will be reissued by the 10-year anniversary date if it is still required, unless it meets one of the exceptions in OPNAVINST 5215.17A, paragraph 9. Otherwise, if the instruction is no longer required, it will be processed for cancellation as soon as the cancellation is known following guidance in OPNAV Manual 5215.1 of May 2016.

10. Forms. The following NAVPERS forms are used in the implementation of the MyNavy Coaching initiative and are located at: <https://www.mynavyhr.navy.mil/References/Forms/NAVPERS/>.

- a. NAVPERS 5357/1 Peer-to-Peer Coaching Checklist
- b. NAVPERS 5357/2 Readiness Assessment for Coaching
- c. NAVPERS 5357/3 Peer Coaching Intake
- d. NAVPERS 5357/4 Coaching Partner Agreement
- e. NAVPERS 5357/5 Coach-like Skills Evaluation Tool
- f. NAVPERS 1610/19 Military Individual Development Plan
- g. NAVPERS 5357/6 Coaching Hours Log



A. HOLSEY
Deputy, Chief of Naval Personnel

Releasability and distribution:

This instruction is cleared for public release and is available electronically only via BUPERS Web site, <https://www.mynavyhr.navy.mil/References/Instructions/BUPERS-Instructions/>.

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CHAPTER 1 INTRODUCTION

1. Background. Since inception the Navy has prided itself on the personal and professional development of its personnel. The Navy relies on several methods to support personal and professional development that have taken many forms from the evolution of the informal sponsor program to formal mentoring programs (Navy Mentoring Program, mid-term counseling/performance evaluation conversations, career development boards). At the center of these conversations are communication and leadership skills.

a. Recent higher strategic guidance calls for efforts to better develop our personnel as leaders and warfighters to attract and retain the best talent across the Navy. The Navy must preserve our personnel as our greatest strength and asset. The Navy desires to increase the performance and maximize the potential of its uniformed personnel to optimize lethality amid the growing challenges and requirements of the competition landscape. Deliberate developmental conversations through mid-year performance reviews as currently implemented, practiced, and enforced yield inconsistent and unmeasurable results. With the current mid-year performance review, a culture has been created in which formal feedback is provided twice a year and does not necessarily extend beyond those conversations. To attract, retain, and challenge the talent the Navy needs, providing candid, honest, discerning, continuous feedback to personnel is required. This feedback prompts what personnel have the opportunity to develop. To achieve this, MyNavy Coaching allows everyone to invest in an approach that intentionally develops personnel, which is valuable to them and meets a current Navy need for future operational environments.

b. Current practices, habits, and culture need to be “renovated” to set the conditions for a modern and effective approach to increase performance development. There is also a need for greater emphasis and prioritization of development towards performance among leadership. This effort also requires coordination across all MyNavy HR transformation initiatives, as well as blending existing Navy-centric community-focused coaching initiatives, to ensure they mesh with the overall content and alignment with MyNavy Coaching. The goal is to build and sustain a coaching culture that allows us to empower our personnel to grow, broaden, and sustain their development through coaching partnerships. A consistent theme across these desired end-states is the quality of the relationships we have within our Navy, the conversations we have, and the connections we build. Working on renovating our culture continually enhances our warfighting performance.

c. Coaching serves as the bridge, which will take training and translate it into learning, knowledge, skill development, confidence, and increased performance. Through MyNavy Coaching, focusing on a peer-to-peer coaching approach to build a developmental coach-like culture enables the Navy team to maximize development and performance. Building and strengthening our culture by continuously engaging in these coaching conversations provides the opportunity to weave personal growth into daily work that is not burdensome.

2. Benefits of MyNavy Coaching

a. Engaging in coach-like behaviors has the following positive outcomes:

(1) Creates and institutes a culture focused on deliberate development leading to overall performance improvement for the individual, unit, and the fleet,

(2) Creates communication skills to enable the conditions for deliberate development and life-long learning, which results in growth for every Service member, including building meaningful work relationships, and enhancing overall performance,

(3) Demonstrates open and candid communication throughout the organization to feel valued, cared-for, and engaged,

(4) Once personnel learn the skills, they may be used immediately,

(5) Achieves a culture of excellence with high-performers,

(6) Supplies a framework for open, constructive, and developmental conversations focused on helping the Service member achieve goals, with frequent and quality feedback,

(7) Teaches skills that create better leaders to benefit the Navy,

(8) Supplies transparency in organizational decision making,

(9) Produces continual feedback for performance improvement,

(10) Provides opportunities to develop personally and professionally,

(11) Creates connection and meaning to work, hence having a purpose, and

(12) Demonstrates continuous thinking and planning for the future.

b. The following negative outcomes are avoided:

(1) Poor decision making,

(2) Increased destructive behaviors, and

(3) Additional stress.

3. What Coaching Is Not. Differentiating coaching from mentoring and performance counseling conversations is an important step in creating the desired coaching culture. There is a presumption that these three types of conversations mean the same thing, but they are not; they produce different outcomes involving three different types of skills used. The biggest difference is the approach that each of these conversations utilize. It is important to recognize when you are going in and out of these development conversations. To help you do this successfully, below is a description of mentoring, performance counseling, and coaching conversations:

a. Mentoring is a “Learn From Me” Approach.” It is a voluntary relationship where there is usually a senior, more experienced person, who is considered the subject matter expert and provides personal and career assistance to a more junior, less experienced person. In the mentoring role, it is expected for mentors to share their experiences and give advice and guidance to mentees.

b. In the performance counseling conversation, the supervisor is the technical, functional, or professional expert and is providing feedback about how the Service member is performing. When having the performance counseling conversation, the Service member is encouraged to potentially change a behavior, get additional training, develop a new skill set, given advice, etc. based upon the performance feedback given. The performance counseling conversation does not necessarily lead to building the same type of interpersonal relationships that mentoring or coaching do.

c. As for coaching, it is a “learn with me” approach. The coach is in a role to facilitate self-awareness on behalf of the coaching partner. The coach does not have to be the subject matter expert; does not have to be of the same rank, rate, or specialty; uses active listening, demonstrates empathy; and asks powerful open-ended questions to empower the coaching partner. The coach guides the coaching partner to actionable steps towards his or her goals to take accountability and ownership of development by assisting the coaching partner in completing NAVPERS 1610/19 Military Individual Development Plan.

CHAPTER 2

ORGANIZATION AND OPPORTUNITIES

1. Overview. All personnel within the Navy have a responsibility to engage in life-long personal and professional development, as well as investing in the development of others. Placing responsibility for development onto a single group, such as senior leaders, is an ineffective way to create a cultural renovation within the Navy. We will only be successful if everyone views MyNavy Coaching as an opportunity to own and drive their individual development, maximizing their performance and the performance of the Navy.

2. Command Leadership

a. Commanding Officers (CO). COs have opportunities to encourage coach-like behaviors throughout the command without mandating this initiative. This includes:

(1) Promoting a climate where peer-to-peer coaching is a command-wide priority and where command leadership is familiar with coach-like behaviors,

(2) Creating 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 not with the goal of punishment, but with a goal of growth,

(3) Being an engaged leader,

(4) Having frequent meetings with the executive officer (XO) and the command master chief (CMC) or senior enlisted leader (SEL) to discuss opportunities to encourage coaching conversations and to provide necessary guidance and coordination,

(5) Creating a coaching climate at the command to include all Service members, from the most junior Sailor up to, and including, the CO,

(6) Engaging in a peer-to-peer coaching partnership, and

(7) Discussing personal and professional benefits of the CO engaging in peer-to-peer coaching partnership.

b. Executive Officers (XO). XOs have opportunities to encourage coach-like behaviors within the wardroom without mandating this initiative. This includes:

(1) Promoting a climate where peer-to-peer coaching is a command-wide priority and where command leadership is familiar with coach-like behaviors,

(2) Creating 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 not with the goal of punishment, but with a goal of growth,

- (3) Being an engaged leader,
- (4) Encouraging coach-like behaviors within the wardroom,
- (5) Ensuring personnel receive adequate coaching training,
- (6) Sharing with the CO coach-like behaviors being exhibited among officers,
- (7) Meeting frequently with department heads and division officers to discuss how coach-like skills are being utilized and opportunities to engage in coaching conversations within the wardroom,
- (8) Encouraging peer-to-peer coaching among officers,
- (9) Engaging in peer-to-peer coaching partnership, and
- (10) Discussing personal and professional benefits of the XO engaging in peer-to-peer coaching partnership.

c. Command Master Chiefs (CMC)/Senior Enlisted Leaders (SEL). CMCs or SELs have opportunities to encourage coach-like behaviors within the chief's mess without mandating this initiative. This includes:

- (1) Promoting a climate where peer-to-peer coaching is a command-wide priority and where command leadership is familiar with coach-like behaviors,
- (2) Creating 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 not with the goal of punishment, but with a goal of growth,
- (3) Being an engaged leader,
- (4) Encouraging coach-like behaviors within the chief's mess,
- (5) Ensuring personnel receive adequate coaching training,
- (6) Sharing with the CO coach-like behaviors being exhibited among enlisted Sailors,
- (7) Meeting frequently with department leading chief petty officers and division leading chief petty officers to discuss how coach-like skills are being utilized and opportunities to engage in coaching conversations within the enlisted community,
- (8) Encouraging peer-to-peer coaching among the enlisted community,
- (9) Engaging in peer-to-peer coaching partnership, and

(10) Discussing personal and professional benefits of the CMC/SEL engaging in peer-to-peer coaching partnership.

3. Coaches. There is no rank requirement for any enlisted or officer Service member to be a coach. Coaches may be senior, same or junior in rank, and do not need to be the same rate or specialty as the coaching partner. Coaches also do not need to be within the same command of their coaching partner(s). The following are the roles and responsibilities of the coach:

- a. Creates a partnership with the coaching partner,
- b. Is an active participant in the coaching partnership,
- c. Makes coaching sessions a priority,
- d. Prepares for the coaching sessions,
- e. Supports the coaching partner by providing a framework to guide coaching sessions,
- f. Asks questions focused on “What” and “How” to keep the coaching conversation moving toward the coaching partner’s goal(s),
- g. Actively listens,
- h. Displays empathy,
- i. Withholds judgement and bias,
- j. Clarifies and reflects on the conversation with the coaching partner,
- k. Facilitates discovery of the coaching partner’s goals,
- l. Holds the coaching partner accountable for any tasks set towards achieving their goal(s),
- m. Maintains confidentiality and safeguards any information written about the coaching partner, and
- n. Gives the coaching partner a copy of their NAVPERS 1610/19 to track their development. Encourages the coaching partner to update the NAVPERS 1610/19 and to take it to other types of developmental conversations such as career development boards and performance counseling conversations.

4. Coaching-Partners. There are no rank requirements for any enlisted or officer Service members to be coaching partners. Coaching partners may be senior, same or junior in rank, and do not need to be the same rate or specialty as the coach. Coaching partners also do not need to be within the same command of their coach(es). The following are the roles and responsibilities of the coaching partner:

- a. Creates a coaching partnership with the coach,
- b. Is an active participant in the coaching partnership,
- c. Makes coaching sessions a priority,
- d. Prepares for coaching sessions,
- e. Decides the topic/goal for the coaching conversation,
- f. Answers questions posed by the coach,
- g. Commits to NAVPERS 1610/19, and
- h. Takes accountability and responsibility for personal and professional development.

CHAPTER 3
OVERVIEW OF PEER-TO-PEER COACHING ADMINISTRATION

1. Coaching Session Documentation. Coaching documentation is intentionally kept at a minimum to protect coaching partner privacy. If the coach wanted to keep records, the coach would simply need to document name or initials of the coaching partner and the date of the coaching session for each coaching partner and time spent using NAVPERS 5357/6 Coaching Hours Log. No electronic medical record notes are entered or required, as coaching is a non-clinical activity. If any issues arise that require a formal mental health evaluation or treatment, the coach will recommend this to the coaching partner and provide him or her with resources to obtain further help. If a situation arises in which coaching confidentiality must be broken (see paragraph 2 below), the coach will notify the coaching partner's chain of command to ensure an appropriate mental health follow-up is undertaken.

2. MyNavy Coaching Confidentiality. Infrequently, during the course of coaching sessions, serious mental health and or substance use and abuse concerns may arise. If such concerns rise to the level requiring a breach of confidentiality, the coach will report to the chain of command per DoD Instruction 6490.08 of 17 August 2011. Primary indications are, but are not limited to:

- a. A person is considered to be an imminent danger to self or others (i.e., suicidal or homicidal), or requires medical evaluation or hospitalization,
- b. A person engages in child abuse, spouse abuse, or elder abuse,
- c. A person commits a serious violation of law or regulation, such as serious violation of 10 U.S.C. Chapter 47, Uniform Code of Military Justice,
- d. A person who engages in behavior that qualifies for separation from Military Service,
- e. A serious risk to military mission or operations, or
- f. These rules of engagement will be clearly explained when setting the foundation between the coach and coaching partner prior to them completing NAVPERS 5357/2 Readiness Assessment for Coaching.

CHAPTER 4 STEPS TO ENGAGE IN PEER-TO-PEER COACHING

1. Peer-to-Peer Coaching Steps 1-9. Below are the steps to engage in a peer-to-peer coaching partnership. As a reminder, keep all information you collect from your coaching partner in a safe place.

a. Step 1 - Review NAVPERS 5357/1 Peer-to-Peer Coaching Checklist. This provides a 30-60-90-day plan to get started with coaching that includes how to choose a peer for coaching. To choose a peer for coaching, consider the following:

- (1) Choose someone you can have mutual trust with,
- (2) Does not have to be the same rank, rate, specialty, job, or work-center (but may be),
- (3) Choose someone who will hold you accountable and vice versa, and
- (4) You may have multiple coaching partners.

b. Step 2 - Complete NAVPERS 5357/2 Readiness Assessment for Coaching. Ask your coaching partner to complete NAVPERS 5357/2 to ensure they are ready and open to being coached. If they are not at this time, that is okay. You may engage at a later date.

c. Step 3 - Complete NAVPERS 5357/3 Peer Coaching Intake. After completing NAVPERS 5357/2, ask your coaching partner to complete NAVPERS 5357/3 so that you will have an idea of what they want to work on in the coaching partnership. Encourage them to answer as many questions as possible so that you will understand what they want to work on during the coaching partnership.

d. Step 4 - Complete NAVPERS 5357/4 Coaching Partner Agreement. Now you and your coaching partner are ready to complete NAVPERS 5357/4. This is only between you and your coaching partner. This agreement obtains a commitment from both of you to meet a certain number of times, over however many months, for a certain period of time. When engaging in a coaching partnership, it is easy to cancel coaching sessions due to other commitments. NAVPERS 5357/4 will help you both commit to each other and to follow through on your coaching.

e. Step 5 - Schedule and Start Engaging in Peer-to-Peer Coaching. Schedule and start engaging in peer-to-peer coaching sessions every 2-3 weeks until you have reached a total of 5 sessions. At each individual coaching session, the coach needs to ensure the coaching partner walks away with an actionable plan towards identified goals.

f. Step 6 - Use NAVPERS 5357/5 Coach-Like Skills Evaluation Tool. After having a coaching session, you and your coaching partner want to ask for, give, and receive feedback on how the session went. Using NAVPERS 5357/5, you will provide feedback on how you did in the role of coach, in terms of the coaching skills you used (active listening, empathy, and asking powerful questions). You and your coaching partner are evaluating how well you used these three skills.

g. Step 7 - Complete NAVPERS 1610/19 Military Individual Development Plan. At the end of the coaching session, make sure your coaching partner complete NAVPERS 1610/19 and makes regular updates to it in between coaching sessions to help drive performance.

h. Step 8 - Complete NAVPERS 5357/6 Coaching Hours Log. After completing each coaching session, keep track of your hours using NAVPERS 5357/6.

i. Step 9 - Repeat the Steps. Schedule another coaching session and keep practicing coach-like skills!

CHAPTER 5
30-60-90-DAY PLAN - GETTING STARTED WITH PEER-TO-PEER COACHING

1. Initial Training. The process for engaging in a peer-to-peer coaching partnership begins by completing MyNavy Coaching training. Training may be completed in person (where available), virtually (if requested), or the location may be obtained from the MyNavy Coaching Web page at: <https://www.mynavyhr.navy.mil/Career-Management/Talent-Management/Coaching/> as it becomes available in addition to reviewing NAVPERS 5357/1.
2. Use of Supplemental Materials. Supplemental materials and instructions, including the MyNavy Coaching Handbook and MyNavy Coaching Leader Handbook, are available at: <https://www.mynavyhr.navy.mil/Career-Management/Talent-Management/Coaching/> and should be referenced before and during initial coaching sessions. Any relevant coaching forms are available at: <https://www.mynavyhr.navy.mil/References/Forms/NAVPERS/>.
3. 0-30 Days Post-Training. Steps to be taken from 0-30 days after completing training are as follows:
 - a. Individuals will identify a coaching partner who has also completed MyNavy Coaching training and is committed to a coaching partnership.
 - b. The coaching partners will review roles and responsibilities, ethics, confidentiality guidelines, and complete NAVPERS 5357/2.
 - c. Coaching partners will commit to periodic one-hour coaching sessions (30 minutes for each person).
 - d. Coaching partners will identify one initial goal (each) to work on, and plan to meet every 2-4 weeks for a total of 4-5 coaching sessions. You and your coaching partner may have more sessions, if needed. These are only recommendations.
 - e. Coaching partners will schedule a quiet time and place for their first meeting.
4. 30-60 Days Post-Training. Steps to be taken from 30-60 days after completing training are as follows:
 - a. Individuals will continue their scheduled coaching sessions, using and developing the core coaching skills of active listening, empathy, asking powerful questions, and using the coaching framework known as the GROW Model (goal, reality, options, will) to guide coaching conversations.
 - b. Between sessions, coaching partners will periodically connect with each other for encouragement and accountability.
 - c. It is recommended that individuals attend supplemental training during this time for ongoing development of coaching skills.

5. 60-90 Days Post-Training. Steps to be taken from 60-90 days after completing training are as follows:

- a. Coaching partners will continue to use coaching skills in scheduled coaching sessions and ask for periodic updates since their previous coaching session.
- b. Coaching partners will use NAVPERS 1610/19 to track goals, actions, and progress.
- c. By this time, individuals should begin practicing coaching skills in daily personal and professional conversations.
- d. By the end of the 4th or 5th coaching session, coaching partners should be making steady progress toward goals and have a strong NAVPERS 1610/19 in place.
- e. At this time, partners may close out the peer-to-peer coaching partnership. Coaching partnerships are closed out by debriefing each other's NAVPERS 1610/19, offering thanks to each other for the support, and providing feedback to each other on their use of coaching skills and the overall experience.

6. Next Steps. After ending the coaching partnership, individuals are encouraged to identify additional coaching partners and repeat the process to continue to develop personally and professionally.

APPENDIX A DEFINITIONS

1. MyNavy Coaching - For the purposes of this instruction, MyNavy Coaching is defined as a developmental, collaborative partnership between a coach and 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. This improvement typically takes the form of acquiring new skills or coping with changes, including role transitions and organizational changes. At its core, coaching is a different way to have developmental conversations using active listening and empathy, asking powerful questions, and providing bi-directional feedback. Coaching builds accountability and responsibility on behalf of the coaching partner, so that individuals are driving their own development.
2. Peer-to-Peer Coaching - Peer-to-peer coaching is a relationship between two peers or people of relatively equal position, who commit to helping one another. It is built around a process of having structured conversations focused on personal and professional goals. The relationship between peers is one that is mutually beneficial. This is essentially a two-for-one benefit and is one of the things that makes peer-to-peer coaching so impactful to individuals and to entire organizations. Think about how powerful this may be when Service members are helping Service members by focusing on what is important to each other. Such relationships can be sustained over a long period of time due to the level of connection, engagement, and trust that is created, ultimately building sustainable learning and development throughout the Navy.
3. Coach-Like Behaviors - Being coach-like is simply you being curious and genuinely interested in the person in front of you and asking open-ended questions to have a more fruitful conversation where Service members leave the conversation inspired to invest in their development. To exhibit coach-like behaviors, there are no forms, checklists, or compliance audits. Although not required, there are some tools available for you to support your coaching sessions including: NAVPERS 5357/1, 5357/2, 5357/3, 5357/4, 5357/5, 5357/6, and 1610/19 available at: <https://www.mynavyhr.navy.mil/References/Forms/NAVPERS/>.
 - a. Exhibiting more “coach-like” behaviors means asking more open-ended questions first. This is done by being genuinely curious about the Service member and asking more “What” and “How” questions. Asking more questions builds more personal, connected, and empathic partnerships. The result is more engaged Service members who come up with their own solutions to their problems, challenges, or opportunities.
 - b. Refrain from giving answers and advice-giving. When we give Service members the answer, we remove their independence, and they become dependent on us. 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 Service members because we are asking them to implement someone else’s ideas and not theirs.
 - c. Lastly, the opportunity for bi-directional feedback is enhanced for both the coach and coaching partner to improve and grow.

4. Coach - The job of the coach is to support the coaching partner by providing a communication framework to guide the conversation. The coach provides support for the coaching partner's goals even if the coach disagrees with the goals the coaching partner has selected as they may not be the right priority for the coaching partner. It is not what the coach wants but what the coaching partner wants that will help them grow and learn the most. The coach also actively listens, shows empathy, and asks powerful open-ended questions focused on the "What" and the "How" to keep the conversation moving forward. Asking these powerful questions promotes new knowledge gained on behalf of the coaching partner, empowering the coaching partner toward their personal and professional goals. The coach should not be viewed as a role or hierarchy, and instead should be viewed as a way of being. This means withholding the coach's bias and judgement by removing them self from the coaching conversation, as it is not the coach's goal, but the coaching partner's goal, this is the focus. The coach is there to facilitate the discovery of and the coaching partner's pursuit of his or her own goals.

5. Coaching Partner - Unlike other types of developmental relationships, the coaching partner is in the driver's seat. The coaching partner determines the agenda and provides the content for the conversation. In a coaching partnership, the coaching partner truly owns his or her personal and professional development and commits to being coached and engaged in the process. The coaching partner provides the content of the coaching conversation. They chart the course for what is discussed. They also practice actively listening during the coaching session by asking the coach clarifying questions to understand what the coach is saying, probing, and digging deeper to make sure what is being heard is what is being said. The coaching partner also challenges the coach to explore issues more deeply. This does not mean resisting, but it does mean pushing back to explore the issues more deeply, to look at alternatives, to enrich the conversation, and to help clarify thinking on both the part of the coach and the coaching partner. Lastly, the coaching partner commits to action and a development plan to achieve goals.

6. Partnering in Coaching - Partnering is defined as connecting with Service members in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. Further, partnering can be defined as a commitment on behalf of the coach and coaching partner who are devoted to the coaching partner's success by facilitating learning, improving performance, and moving towards the desired results. Partnering in coaching creates a level of trust and commitment on behalf of the coach and the coaching partner. Partnering also increases the frequency and quality of conversations. The following qualities are required to form a coaching partnership:

a. The first step in creating the partnership is building trust. Building trust is especially important because this is your gauge of how you know you can count on someone and how they keep their commitments to you.

b. The next step is creating the environment. It is paramount to have an environment where Service members are authentic and express themselves.

c. The next step is to remove distractions. Ensure you are focused on your coaching partner. This consists of potentially closing your e-mail, getting off the telephone, etc. Make sure that whatever time you have committed to the coaching partner is their time. If you have too much

going on, consider rescheduling the conversation for a time when you can create the coaching presence that is needed for your coaching partner.

d. Ultimately, engaging in the first three steps naturally leads to creating a coaching presence whereby you are completely focused on your coaching partner. You are asking the right questions to allow your coaching partner to gain clarity, increase self-awareness, and help them find the right solutions for them.

7. Active Listening - The ability to focus completely on what the coaching partner is saying and is not saying, to understand the meaning of what is said in the context of the coaching partner's desires, and to support the coaching partner's self-expression.

8. Empathy - The ability to put yourself "in someone else's shoes." Understand the Service member's situation, perceptions, and feelings from his or her point of view.

9. Powerful Questions - Powerful questions are the reflection of active listening and understanding your coaching partner's perspective by paraphrasing what you hear. There is a progression from listening, to paraphrasing for understanding, and then asking powerful questions aimed to yield clarity, encourage reflection, and promote expanded learning on behalf of the coaching partner. Powerful questions are the types of questions that make the coaching partner say "I'll have to think about that" or "That's a good question." They lead to discovery, insight, and a commitment to action.

10. GROW Model - A 4-step structure/sequence to manage the coaching conversation that provides a meaningful result to the coaching partner. The 4-step acronym of GROW stands for "goal," "reality," "options," and "will" that represent the four key steps to engage in a coaching conversation. Utilizing the GROW Model as the framework to have the coaching conversation is a process that the coach owns. Asking questions for each step of the GROW Model will help the coaching partner discover something new and create an actionable plan to move forward to achieve his or her goal(s).