



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 coaching engagements using techniques from the MyNavy Coaching initiative contained per references (a) and (b). MyNavy Coaching techniques foster a coaching culture that directly enhances warfighter and operational readiness by developing resilient, adaptable, and mission-ready Sailors. This initiative strengthens the personal and professional growth of Navy personnel, ensuring that they are prepared to meet the demands of an evolving operational environment and sustain peak warfighting capability. Major revisions to this instruction include broadening the scope to include all Navy personnel who participate in or support coaching efforts. It now aligns coaching with the Navy's mission by emphasizing its role in strengthening warfighter readiness and adaptability. A formal certification pathway has been established, detailing Navy enlisted classification code (NEC)/additional qualification designator (AQD) levels, required training, and ongoing maintenance standards to professionalize the coaching cadre. Documentation has been standardized through new NAVPERS forms and appendices covering intake, agreements, hours tracking, and feedback while providing clear guidance for escalating concerns such as mental health or Uniform Code of Military Justice violations. Additionally, the instruction embeds coaching within command culture, schoolhouses, and leadership development pipelines to drive Fleet integration and incorporates updated terminology consistent with current Navy coaching practices.

2. Cancellation. BUPERSINST 5757.1

3. Scope and Applicability. This instruction is applicable to all individuals participating in or supporting the MyNavy Coaching Program.

4. 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 coaching engagements. This instruction, while being used as a basic procedural manual, is complemented per references (a) and (b), which contain general coaching implementation and should be reviewed in their entirety. For more information visit: <https://www.mynavyhr.navy.mil/Career-Management/Talent-Management/Coaching/> or e-mail: MyNavyCoaching@navy.mil.

5. Mission. The primary mission of MyNavy Coaching is to enhance warfighter and operational readiness by empowering Navy personnel to reach their full potential and achieve peak performance. Through structured coaching partnerships Sailors develop the adaptability, resilience, and decision-making skills necessary to excel in dynamic operational environments, strengthening both individual and unit effectiveness in support of mission success.

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,
- (2) Personal self-awareness,
- (3) Regular feedback, and
- (4) Professional growth.

b. Engaging in coach-like behaviors means engaging with personnel in the following manner:

- (1) Asking more open-ended questions,
- (2) Refraining from giving the answer,
- (3) Avoiding advice-giving,
- (4) Being personnel-focused, and
- (5) Allowing the opportunity for bi-directional feedback.

c. Cultivating the coach-like skills of active listening, empathy, and powerful questioning enhances communication, leadership effectiveness, and decision-making - critical competencies for warfighters operating in complex and high-stakes environments. These skills are essential at all levels, not just for senior leaders and must be continuously practiced throughout a Sailor's career to strengthen unit cohesion and mission success. The overarching objective of MyNavy Coaching is to embed these coach-like behaviors across the force; reinforcing a culture of accountability, adaptability, and operational excellence. This will be achieved through a focused approach in three key areas:

(1) Enhancing warfighter readiness by supporting staff N-codes in establishing and sustaining a coaching culture that strengthens leadership, staff decision-making, and flexibility,

(2) Building resilient and mission-ready forces by integrating coaching structures within communities, commands, and fleet concentration areas to foster continuous development and operational excellence, and

(3) Delivering coaching education and services to the fleet, equipping Sailors with critical skills to optimize performance, navigate challenges, and sustain peak operational effectiveness.

d. Self-development allows members to perform selflessly for others and increases the productivity of the Navy. Current work settings evolve around rapid, constant, and disruptive change and 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. By investing in coaching as a deliberate developmental approach, Service members have the opportunity to become the agile, flexible, and adaptive force needed to be successful and grow, both professionally and personally. Through coaching, this development allows members to do the internal work on themselves to prepare them for future operational environments.

e. The power of coaching resides in creating a culture that fosters mutually beneficial partnerships 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 peer-to-peer coaching will enhance Sailors' skills to foster new learning habits, create new change within themselves, take ownership, and have some accountability of their own development and performance.

6. Responsibilities. Commander, Navy Personnel Command is the designated manager of MyNavy Coaching for the Chief of Naval Personnel.

7. Action

a. Navy Leaders. Those 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 is 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 thrive. Building and sustaining a coaching culture requires intentional and consistent 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, Talent Management Center of Excellence (PERS-00K) (MyNavy Coaching Team) at e-mail: MyNavyCoaching@navy.mil. It is important for all coaching content distributed throughout the Navy aligns with approved, standardized, and established content to transmit a consistent message to all Navy personnel.

8. 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 Dec 2025

9. Records Management

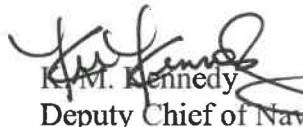
a. Records created as a result of this instruction, regardless of media and format, must be maintained and dispositioned for the standard subject identification codes (SSIC) 1000 through 13000 series per the records disposition schedules located on the Department of the Navy/Assistant for Administration (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.

10. 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.

11. 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 5357/3 Peer Coaching Intake
- b. NAVPERS 5357/4 Coaching Partner Agreement
- c. NAVPERS 5357/5 Coach-like Skills Evaluation Tool
- d. NAVPERS 1610/19 Military Individual Development Plan
- e. NAVPERS 5357/6 Coaching Hours Log


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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 its inception, the Navy has prided itself on the personal and professional development of its members. 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 performance and maximize the potential of personnel to optimize lethality amid the growing challenges and requirements of the competition landscape. MyNavy Coaching is an investment in an approach that intentionally develops personnel, which is valuable to them and meets a current Navy need for future operational environments. Current practices, habits, and culture need to be “renovated” to set the conditions for a modern and effective approach in performance development.

b. This instruction details the MyNavy Coaching strategic direction of developing a thriving Navy Coaching culture, investing in the growth of qualified Navy leaders through coaching and comprehensive fleet integration through both peer-to-peer and formal coaching models. This instruction provides guidance on program requirements, roles and responsibilities, and implementation procedures to ensure consistent and effective coaching support across the Navy. The goal is to build and sustain a coaching culture that allows us to empower our personnel to grow, broaden, and continue 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. Renovating our culture will improve and strengthen our warfighting performance.

c. Coaching serves as the bridge that 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 environments.



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

(3) Creates communication skills to set 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;

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

(5) Creates connection and meaning to work, highlighting the purpose behind the “why;”

(6) Achieves a culture of excellence resulting in high performers;

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

(8) Supplies transparency in organizational decision-making;

(9) Produces continual feedback that can be utilized towards performance improvement;

(10) Provides opportunities to develop and grow Sailors and staff personally and professionally;

(11) Allows for immediate application of skills and

(12) Encourages 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. Developing a Coaching Culture. A thriving coaching culture is foundational to the success of the MyNavy Coaching Program. This line of effort focuses on fostering an environment where

coaching is valued, normalized, and actively sought throughout the Navy and the commands within. By promoting a mindset of continuous learning, open communication, and mutual support, we aim to empower Sailors and civilian personnel to reach their full potential. Subsequent sections will detail initiatives to encourage coaching conversations, recognize coaching excellence, and address barriers to participation.

4. Developing Navy Coaches. To sustain a robust coaching culture, a cadre of highly skilled Navy coaches is essential. This line of effort outlines the requirements for coach training and ongoing professional development. We are committed to providing Navy coaches (both uniformed and civilian) with the knowledge, skills, and resources necessary to facilitate impactful coaching engagements. This instruction will detail the certification process, available training opportunities, and standards of conduct for MyNavy Coaching coaches.

5. Fleet Integration. Expanding access to coaching services across the Fleet is paramount to maximizing MyNavy Coaching's impact. This line of effort focuses on the strategic integration of coaching into existing Navy processes. By integrating coaching cultures into commands and Sailors incorporating coach-like behaviors into their daily operations, increased job satisfaction and greater resilience in the face of challenges will be cultivated. This section will outline guidance for implementing peer-to-peer and formal coaching initiatives and measuring the effectiveness of coaching engagements across the fleet. Peer-to-peer coaching involves Sailors supporting each other through coaching behaviors as part of their everyday interactions. Formal coaching involves more structured coaching to provide dedicated support and development for Navy leaders. MyNavy Coaching is about building a coaching mindset throughout the Navy (both formally and informally) to foster a more resilient, satisfied, and high-performing fleet.

6. What Coaching Is. Coaching is a communication skill focused on guiding development and enhancing performance through conversation. The coach leads by asking open-ended questions. The coaching partner (the person being coached) directs the conversation and determines its focus by answering those questions. The ultimate goal is to leverage this conversation to help the coaching partner grow and improve their performance. Coaching is explicitly not about authority or rank, it's a skill anyone can use regardless of their position or expertise, relative to the person they are coaching. Coaching is a "Learn with Me" approach. The coach is in a role to facilitate self-awareness on behalf of the coaching partner (the person receiving coaching). The coach does not have to be the subject matter expert, nor do they need to be of the same rank, rate, or specialty. The coach utilizes active listening, demonstrates empathy, and asks powerful open-ended questions to guide the coaching partner to actionable steps towards his or her goals and to take accountability and ownership of their personal development.

7. 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 types of conversations mean the same thing, but they are not, they produce different outcomes. The biggest difference is the approach utilized within each of these conversations.

a. Mentoring. 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. Performance Counseling. In the performance counseling conversation, the supervisor is the technical, functional, or professional expert and is providing feedback to the Service member regarding their work performance. The Service member is encouraged to potentially change a behavior, get additional training, develop a new skill set, or simply be provided advice. A performance counseling conversation does not necessarily lead to building the same type of interpersonal relationships that mentoring or coaching does.

CHAPTER 2 DEVELOPING A COACHING CULTURE

1. Overview. 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.

2. Command Leadership

a. Commanding Officers (CO). COs have opportunities to encourage coach-like behaviors throughout their command. 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 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 non-mandated, coaching climate at the command and offering opportunities to all personnel,

(6) Engaging in peer-to-peer coaching partnerships, and

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

b. XO. XOs have opportunities to encourage coach-like behaviors within the wardroom. This includes:

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

(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 with a goal of personal growth,

(3) Being an engaged leader,

(4) Encouraging coach-like behaviors within the wardroom and are provided time and opportunities to engage in peer-to-peer coaching,

(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 partnerships, and

(10) Discussing personal and professional benefits of the XO engaging in peer-to-peer coaching partnerships.

c. CMCs and SELs. CMCs or SELs have opportunities to encourage coach-like behaviors within the chief's mess. This includes:

(1) Promoting a climate where peer-to-peer coaching is a non-mandated, 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 with a goal of growth,

(3) Being an engaged leader,

(4) Encouraging and emulating coach-like behaviors within the chief's mess,

(5) Ensuring and encouraging personnel to 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 partnerships, and

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

CHAPTER 3 FLEET INTEGRATION: FORMAL COACHING REQUEST PROCESS

1. Introduction. Formal coaching engagements are designed to provide structured, developmental conversations that support personal and professional growth between Navy personnel and a trained coach. Unlike peer-to-peer coaching, which fosters reciprocal learning with a peer, formal coaching or executive coaching involves a trained or certified coach guiding a coaching partner (the person receiving coaching) through intentional development aligned with personal or professional goals. This chapter describes the process of accessing formal coaching opportunities, the qualifications required of Navy coaches, and the standards for conducting effective and ethical coaching engagements.

2. Eligibility for Formal Coaching

a. Coaches. Eligibility to be a coach is open to all Navy Service members and civilian personnel, regardless of pay grade or position. Coaches are not required to have greater seniority, be in the same career field, or be assigned to the same command as those they coach. The following are the roles and responsibilities of the coach:

(1) Agree to the confidentiality and administrative guidelines outlined in Chapter 6 of this instruction,

(2) Create a psychologically safe environment with the coaching partner,

(3) Is an active participant in the coaching partnership,

(4) Makes coaching sessions a priority,

(5) Prepares for the coaching sessions,

(6) Supports the coaching partner by providing a framework to guide coaching sessions,

(7) Asks questions focused on “What” and “How” to keep the coaching conversation moving toward the coaching partner’s goal(s),

(8) Actively listens,

(9) Displays empathy,

(10) Withholds judgement and bias,

(11) Clarifies and reflects on the conversation with the coaching partner,

(12) Facilitates discovery of the coaching partner’s goals,

(13) Holds the coaching partner accountable for any tasks set towards achieving their goal(s), and

(14) Maintains confidentiality and safeguards any information written about the coaching partner.

b. Coaching-Partners. All Navy Service members or civilian personnel may request coaching and serve as a coaching partner, regardless of pay grade or position. Coaching partners are not required to have greater seniority, be in the same career field, or be assigned to the same command as their coach. The following are the roles and responsibilities of the coaching partner:

- (1) Creates a coaching partnership with the coach,
- (2) Is an active participant in the coaching partnership,
- (3) Makes coaching sessions a priority,
- (4) Prepares for coaching sessions,
- (5) Decides the topic/goal for the coaching conversation,
- (6) Answers questions posed by the coach, and
- (7) Takes accountability and responsibility for personal and professional development.

3. Initiating a Formal Coaching Engagement. Sailors may request a formal coaching engagement by following these steps:

- a. Identify Coaching Needs. Define specific personal or professional development goals, and
- b. Request a Coach

(1) Submit a request through the MyNavy Coaching Web site at:
<https://www.mynavyhr.navy.mil/Career-Management/Talent-Management/Coaching/>.

(2) Complete the coaching intake process, and

(3) Once matched with a coach via PERS-00K (MyNavy Coaching Team), review and sign NAVPERS 5357/4 Coaching Partner Agreement to formalize the coaching engagement.

4. Matching With a Coach. Once the form is completed and submitted, engage in ongoing coaching conversations. Coaching sessions follow a structured framework to ensure effective development:

- a. Coach and coaching partner will schedule the initial session,

- b. The coach and coaching partner establish session frequency and duration (typically bi-weekly or monthly),
- c. The coach utilizes active listening, powerful questioning, and feedback techniques to guide the coaching partner's progress, and
- d. Coaching partners are encouraged to apply insights gained to real-world situations and reflect on outcomes. Each session will track growth while adjusting goals as necessary.

CHAPTER 4

FLEET INTEGRATION: PEER-TO-PEER COACHING PROCESS

1. Peer-to-Peer Coaching. Peer-to-peer coaching is a dynamic exchange where Sailors or civilian personnel support each other's growth through guided conversations. This reciprocal relationship fosters a culture of continuous learning and development, empowering individuals to identify and achieve their goals without the constraints of hierarchy or specialized knowledge.
2. Steps to Engage in a Peer-to-Peer Coaching Partnership. Keep all the information you collect from your coaching partner in a safe place. Peer-to-peer coaching is distinct from formal coaching (see chapter 3) in that both partners in a coaching engagement take turns coaching each other. This provides a practical way to build coaching skills early in a coach's development. This chapter will explain how to initiate and track peer-to-peer coaching engagements.
 - a. Step 1 - Trust and Expectations. As a reminder, the foundation of this peer-to-peer coaching relationship is trust. Before entering the engagement, ensure both parties understand and agree to the expectations and the way forward.
 - b. Step 2 - Complete NAVPERS 5357/3 Peer Coaching Intake. To establish a shared understanding of development objectives, request for the coaching partner to complete NAVPERS 5357/3. Encourage partners to provide comprehensive responses to ensure a clear understanding of their objectives for the coaching relationship. Once NAVPERS 5357/3 has been completed and signed, submit to MyNavyCoaching@Navy.mil for tracking and oversight.
 - c. Step 3 - Complete NAVPERS 5357/4. Now you and your coaching partner are each 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. NAVPERS 5357/4 will help you both commit to each other and to follow through on your coaching.
 - d. Step 4 - Schedule and Start Engaging in Coaching. Schedule and start engaging in peer-to-peer coaching sessions. Weekly, bi-weekly, or monthly cadences are common, but it is up to the coaching partner and their needs to determine this schedule. At each individual coaching session, the coach is responsible for ensuring the coaching partner walks away with an actionable plan towards identified goals.
 - e. Step 5 – (Optional) Use NAVPERS 5357/5 Coach-Like Skills Evaluation Tool. After having a coaching session, you and your coaching partner may want to ask for, give, and receive feedback on how the session went. Using NAVPERS 5357/5, you may provide feedback on how you did in the role of coach regarding 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. This is not required but may be beneficial in visualizing a benchmark of success and growth across the term of the coaching engagement.

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

g. Step 7 - Repeat the Steps. Schedule a follow-on coaching session to reinforce and further develop coach-like behaviors.

CHAPTER 5 BECOMING A CERTIFIED NAVY COACH

1. Introduction. This chapter provides guidance on the process and requirements to become a certified Navy coach. The Navy values professional development and personal growth facilitated through coaching and has established certification pathways to ensure consistency and quality across coaching engagements. Certified Navy coaches are vital in cultivating a coaching culture and enhancing readiness through formal, structured developmental conversations.

2. Eligibility Criteria. To become a certified Navy coach, personnel must complete the following requirements:

a. Step 1 - Initial Training

(1) Complete the Fundamentals of Coaching Course (in person or virtually).

(2) Complete the Master Coaching Course (in person or virtually).

(3) At the end of the training courses, participants will have a copy of their certificates sent by the facilitators to MyNavyCoaching@navy.mil. This will be used to route endorsement letters for NEC and AQD Level 1.

(4) Once signed and routed into record, each Sailor holding an NEC and AQD will be added to the MyNavy Coaching Database for use in potential fleetwide coach matching.

b. Step 2. - Accumulate Coaching Hours

(1) The accumulation of coaching hours documented on NAVPERS 5357/6 Coaching Hours Log.

(2) Completion and submission of NAVPERS 5357/4 Coaching Partner Agreement for each coaching engagement.

(3) If coaching is performed locally without internal matching, please report engagement using the forms listed in paragraph 11 to mynavycoaching@navy.mil.

(4) Time reported should be rounded to the nearest quarter hour for ease of tracking.

3. Certification Maintenance. Certified coaches are required to maintain their credentials by:

a. Completing a minimum of 24 coaching hours annually.

(1) These coaching hours include training hours.

(2) Every coach must complete a total of 1 hour of applicable training per month (for a total of 12 hours of training annually) as outlined below.

(3) The remaining 12 hours are to be comprised of formal 1:1 coaching hours.

b. Engaging in monthly training approved by MyNavy Coaching. This may be accomplished by:

(1) Attendance or presentation at the monthly community of practice meetings,

(2) Facilitation of MyNavy Coaching curriculum for the Fundamentals of Coaching Course or Master Coaching Course, or

(3) Other skill-building opportunities per MyNavy Coaching channel policies.

c. Submitting updated documentation through the Navy Coaching Channel every month.

d. Completion of the Quarterly Coach Survey.

4. Consequences and Remediation

a. Coaches recognized by MyNavy Coaching who have not maintained their internal certification will be viewed as “In Poor Standing” and liable to the following actions at the discretion of PERS-00K (MyNavy Coaching Team):

(1) Removal from Coaching Database

(2) Barred from receiving internal matches from MyNavy Coaching requests.

b. To be placed back in “Good Standing” status, coaches must remediate the missing hours of the same variety (i.e., coaching 1:1 hours vs coach training hours).

(1) Remediation plan must be approved in writing by the MyNavy Coaching team, and

(2) Missing hours must be complete within the following fiscal year quarter.

c. If no remediation plan is received or recorded, the coach will be removed from the database and matching. The coach will not receive approval for any internal hours after removal, if required for auditing or credentialing.

5. NEC and AQD Levels and Requirements. NEC and AQD codes are used to identify specialized training and qualifications for Navy coaches. Refer to NAVPERS 15839I Manual of Navy Officer Manpower and Personnel Classifications Major Code Structures Volume I, Part D

6. Expectations of Certified Coaches. As a certified Navy Coach, members are expected to:
- a. Uphold the integrity of the MyNavy Coaching Program by adhering to confidentiality and ethical guidelines,
 - b. Demonstrate mastery of active listening, empathy, and powerful questioning techniques,
 - c. Continuously develop skills and maintain alignment with MyNavy Coaching standards,
 - d. Support the development of a coaching culture within their command and across the Navy,
 - e. Maintain accurate records of all coaching engagements using the following forms:
 - (1) NAVPERS 5357/4 Coaching Partner Agreement
 - (2) NAVPERS 5357/6 Coaching Hours Log
 - f. Documentation should be securely maintained and uploaded to the Navy Coaching Teams Channel in individual folders monthly. Other forms are available for use but are not required.
7. External Certification. Service members with an external coaching certification (e.g., International Coaching Federation or equivalent) are highly encouraged to participate in MyNavy Coaching matches. Externally certified coaches are a valuable asset to the Navy's coaching culture and are encouraged to share best practices and mentor aspiring coaches within their command. They will be duly added to the database for matching and oversight. The following requirements must be completed:
- a. Provide proof of certification to the MyNavy Coaching internal team members and
 - b. Complete the Fundamentals of Coaching Workshop Course to gain familiarity with Navy-specific coaching practices and protocols.

CHAPTER 6
OVERVIEW OF MYNAVY COACHING ADMINISTRATION

1. Types of MyNavy Coaching Support. MyNavy Coaching provides tiered-level services to facilitate meaningful conversations between Sailors that promote growth and development in many different contexts. Each level of support builds on the previous levels and is designed to support the development of formally trained coaches to increase access to coaching resources throughout the Navy.

a. All Sailors. All Sailors are now being introduced to coach-like behaviors through accession pipelines and the Fundamentals of Coaching Workshop Course. Leaders at all levels have a responsibility to support a coaching climate in their commands by engaging in coaching conversations with their Sailors.

b. Basic Coach Training Level. Sailors who attend the Fundamentals of Coaching Course and the Master Coaching Course are encouraged to continue building on their coaching skills via peer-to-peer coaching. In the peer-to-peer coaching engagement, Sailors agree to coach each other and provide each other feedback on the coaching sessions to continue growing coaching skills. Sailors are expected to engage with the Navy Coaching Community of Practice meeting and track hours using NAVPERS 5357/6 Coaching Log Hours in peer-to-peer coaching toward coach certification (if desired).

c. Certified Navy Coaches. Certified Navy coaches include Sailors or civilians who have completed all the necessary requirements for the NEC and AQD or hold a coaching certification from an accrediting body (e.g., International Coach Federation). These individuals have demonstrated coaching proficiency and are able to be matched with Sailors who are seeking formal coaching through the MyNavy Coaching intake forms.



2. Coaching Session Documentation. All coaching engagements, including peer-to-peer coaching, require the coach to maintain formal documentation of all coaching. Coaches' requirements include:

- a. Maintaining signed NAVPERS 5357/4 Coaching Partner Agreement for each coaching engagement,
- b. Maintaining NAVPERS 5357/6 Coaching Hours Log (or similar) of all hours coached,
- c. 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 the 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,
- d. 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,
- e. If a situation arises in which coaching confidentiality must be broken (see paragraph 3 below), the coach will notify the coaching partner's chain of command to ensure an appropriate mental health follow-up is undertaken,
- f. Certified Navy coaches are required to upload their coaching documentation monthly via the Navy Coaching Teams Channel.

3. MyNavy Coaching Confidentiality. All coaching engagements, including peer-to-peer coaching, are required to maintain confidentiality of their coaching sessions. 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 6 September 2023. 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 the Military Service,
- e. A serious risk to military mission or operational security,

f. These rules of engagement will be clearly explained when setting the foundation between the coach and coaching partner prior to them completing NAVPERS 5357/4 Coaching Partner Agreement.

4. Documentation and Progress Tracking

a. **Maintain Coaching Records.** Coaches document sessions using NAVPERS 5357/6 Coaching Hours Log or a personal log if already in use.

b. Documentation should be securely maintained and uploaded to the MyNavy Coaching Teams Channel in individual folders monthly. Other forms are available for use but are not required.

5. Quarterly Surveys Administered Through MNC to Assess Progress and Satisfaction Within Engagement

a. **Conduct Satisfaction Surveys.** Data is aggregated and shared with coaches. Specific feedback on individual coaches will be shared directly with that coach from MyNavy Coaching.

b. Coaches must refrain from administering their own additional surveys.

6. Closing the Coaching Engagement

a. **Full Duration Completion.** At the end of the agreed-upon engagement length, the coach and coaching partner may choose to continue or end the engagement. Coaching is a human connection and any reasoning for the decision to end a coaching agreement is valid.

b. **Rematch Request Process.** At any point during the engagement, the coaching partner may utilize the rematching request on the MyNavy Coaching Web site: <https://www.mynavyhr.navy.mil/Career-Management/Talent-Management/Coaching/> to be rematched with a new coach. We encourage open dialogue within the engagement but will support rematching at any time.

7. Forms may be located at: <https://www.mynavyhr.navy.mil/References/Forms/NAVPERS/>.

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 5357/3, 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 themselves 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 exploring 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 commitment 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 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, Reality, Options, Will (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)