![Ministry of Defence logo]

Ministry of Defence

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Ref: Army/Sec/FOI2023/10363/M/M

█████████

25 September 2023

Dear █████████

Thank you for your email of 29 August requesting the following information:

> "The most recent version of the British Army Coaching Handbook, as referred to in Army Doctrine Publication Training Part 2: A Guide to Army Training AC 72223, paragraph 3-29, page 35."

I am treating your correspondence as a request for information under the Freedom of Information Act 2000 (FOIA). A search for the information has now been completed within the Ministry of Defence, and I can confirm that all information in scope of your request is held.

The information you have requested can be found attached as a PDF. Section 40(2) has been applied to some of the data to protect personal information as governed by the Data Protection Act 2018 and GDPR. Section 40(2) requires the Department to conduct a balancing exercise which involves balancing the rights and interests of individuals against the legitimate interests in disclosure, this is not the same as carrying out the public interest test associated with certain exemptions of the Act. The balancing exercise is completed to decide whether the absolute exemption in section 40(2) is engaged. There is no assumption of disclosure in the legitimate interests' test, as there is with qualified exemptions. The outcome of the balancing exercise lay in withholding the third-party personal data identified in the attached information.

If you are not satisfied with this response or you wish to complain about any aspect of the handling of your request, then you should contact us in the first instance at the address above. If informal resolution is not possible and you are still dissatisfied then you may apply for an independent internal review by contacting the Information Rights Compliance team, Ground Floor, MOD Main Building, Whitehall, SW1A 2HB (e-mail CIO-FOI-IR@mod.uk). Please note that any request for an internal review must be made within 40 working days of the date on which the attempt to reach informal resolution has come to an end.

If you remain dissatisfied following an internal review, you may take your complaint to the Information Commissioner under the provisions of Section 50 of the Freedom of Information Act. Please note that the Information Commissioner will not normally investigate your case until the MOD internal review process has been completed. Further details of the role and powers of the Information Commissioner can be found on the Commissioner's website, http://www.ico.org.uk.

Yours sincerely,

Workforce & Organisation 1
Army Policy and Secretariat

ARMY COACHING HANDBOOK

APRIL 2022

ARMY
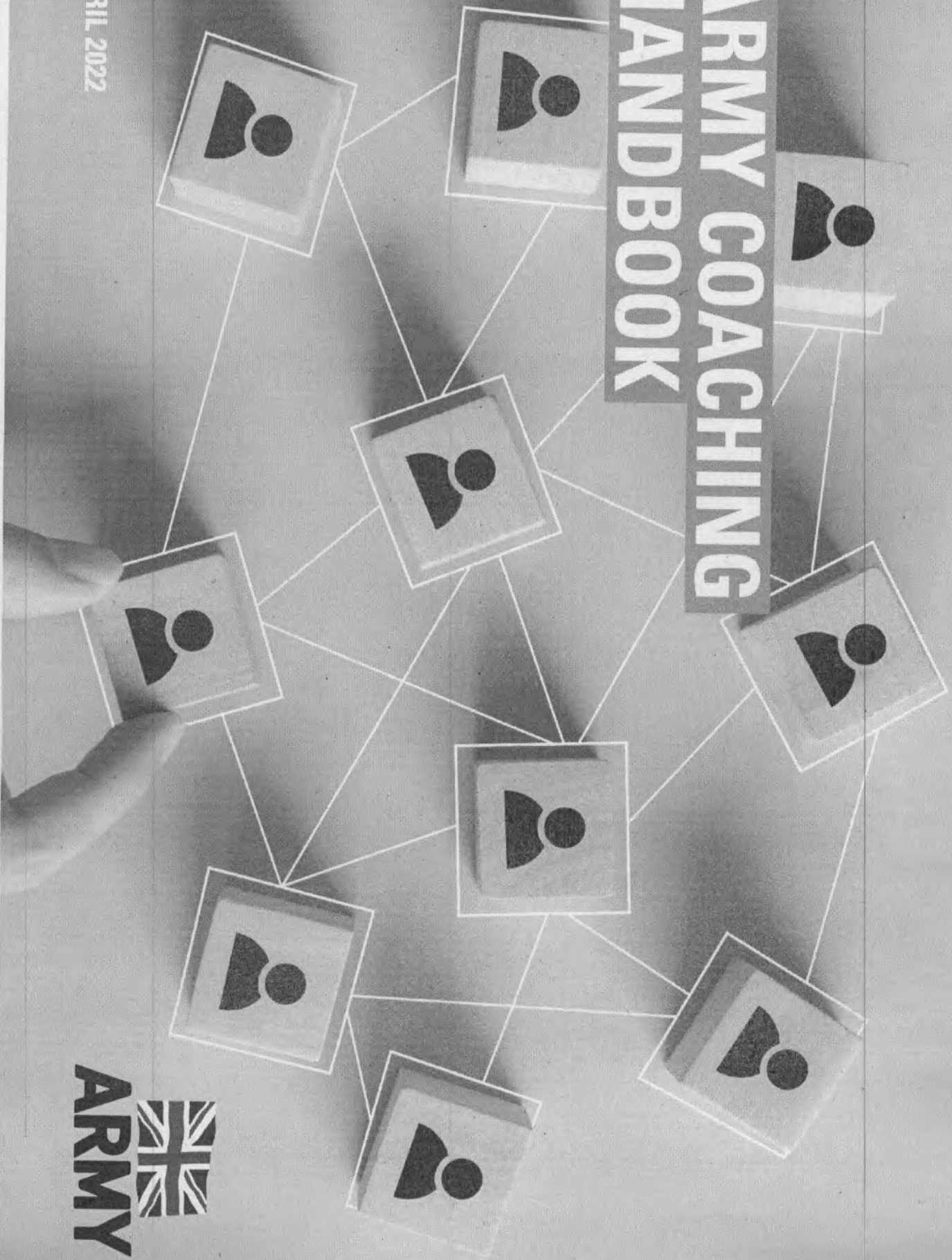
FOREWORD

It can be easy to relate coaching to the sporting world with high performing teams formed from exceptional individuals with a common goal. Over the last couple of decades other areas such as industry, finance and other governmental departments have embraced the benefits of coaching. I think it is important that the British Army does too. This short, easy to read booklet is not designed to make you an expert but to give you the tools to implement a coaching culture in your working environment be that in an office, out in the field or in a workshop.

To get the best from our Army, our teams and ourselves must begin with taking personal responsibility. I believe coaching allows us to build on that narrative. It focusses on unlocking the potential in our soldiers, officers and civilians, not by telling or ordering them what to do but creating the environment for people to learn and grow. Developing a coaching style of leadership throughout the British Army has already started with our trainers from Basic and Initial trade training using their training to help turn civilians into soldiers. But we must do more to expand it.

I have been fortunate to be both a coach and a coachee throughout my career. I found that it helped me to develop myself for future roles and tasks and to concentrate on areas that I found could be improved. For it to work, coaching must be non-judgemental; we must be able to create a safe environment where we can open ourselves up and be honest about our areas of development. Coaching or being coached won't come natural to some of us, but by persevering and putting the time in you and your teams, the Army will reap huge benefits.

You may not feel comfortable approaching someone to build that coach/coachee relationship, instead take the time to look at some of the coaching models and tools, some of them may feel familiar such as the SMART model which we use to set our objectives on our reports. I wish you luck with your coaching journey, I can promise that with coaching it will make you better.

Army Sergeant Major

CONTENTS

WHAT IS COACHING?

Coaching is the process of maximising performance by unlocking potential from an individual or team.[1]

A coaching relationship is generally one-way, focused on a specific tangible target, whereas mentoring tends to focus on broader, through-life development. Coaches aim to help coachees (individuals being coached) learn rather than giving them the solution.

Through empowerment, Mission Command and our Values and Standards, a coaching leadership style can support the unlocking of potential in everyone to maximise talent and achieve operational effectiveness.

The Army Coaching Handbook is designed as a simple guide to equip the coach and the coachee with the tools to support coaching relationships and signpost to basic tools and further resources. Army Command Standing Order XXX (TBC) contains the wider policy and direction on the Army Coaching Capability.

1   https://www.gov.uk/government/publications/civil-service-code/the-civil-service-code

COACHING IN THE ARMY

ARMY SPECTRUM OF COACHING

INFORMAL

Coaching relationships outside of a recognised scheme but can follow a traditional coaching process with structure. Alternatively can be ad hoc, mutually agreed, personal arrangements, infrequent and unstructured.

SEMI-FORMAL

Trained coaches that have completed a recognised coaching course and sit within a coaching pool that can be approached by anyone seeking a coach to achieve an objective.

FORMAL

Formal coaching that is part of a recognised coaching intervention programme targeted at specific cohorts, ranks or job roles.

The Army Leadership Doctrine states that all leaders should adopt a coaching mentality and style, where the focus is on unlocking their subordinates' potential and encouraging individual responsibility to set targets and maximise performance. Through careful directing and support, the leader-coach helps the individual to set goals, to identify the obstacles that may prevent them from achieving their goal, and to plan a pathway to success. It is key that the person being coached feels empowered, in control of their destiny and ultimately responsible for their own success. The relationship between the coach and the person being coached must not

be forced. Coaching must remain voluntary and be welcomed by both parties. Kerbside coaching, consisting of almost continuous, bite-sized pieces of feedback can be effective when alternated with more formal and deliberate coaching interventions, which might be provided at certain stages of an individual's career. The Army Leadership Doctrine and The Army Leadership Code An Introductory Guide provide further guidance.

The Civil Service Leadership in Action may also supports this direction. [2]

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2   Leadership in Action (sharepoint.com) https://www.gov.uk/government/publications/civil-service-code/the-civil-service-code

DIFFERENT TYPES OF COACHING

The most recognised types of coaching are outlined below with examples of how they can be used in the workplace.

TEAM COACHING

A learning intervention designed to increase collective capability and performance of a group or team, through application of the coaching principles of reflection, analysis and motivation for change.[3]

For example: You return from a football tournament defeated having conceded too many goals. Instead of the usual weekly training you have brought in a team coach. First, they must understand the team's strengths and areas of weakness and then as a team you must set a clear objective. This could be as simple as reaching the quarter finals, not conceding any goals or just to simply win one game. The team then needs to work together to establish how they will achieve their objective by reflecting on past performances and how to develop their weak areas (maybe have four people in defence instead of three). They will work out what they need to do and in what timeframe to achieve their objective. The coach will simply facilitate this intervention.

SKILLS AND PERFORMANCE COACHING

The most common type of coaching, Skills and Performance Coaching (SPC) is about assisting someone to learn how to do something better.

For example: Your goal is to pass the unit Sniper Cadre, but first you need to pass the Annual Combat Marksmanship Test (ACMT) to the Marksman standard. You approach a shooting coach in your unit who will encourage you set a series of smaller goals to achieve your overall one. The coach will encourage you to reflect on your current standard and what areas you need to improve on such as practice firing from less stable firing positions or engaging targets at longer ranges. You practice in these areas for improvement whilst your coach monitors your progress and provides support and encouragement. As you progress, you pass the ACMT to the Marksman standard and discuss your next goal to enable you to achieve your end goal of qualifying as a Sniper.

PEER COACHING

Normally involves a coach and an individual of relatively equal status. They focus on expanding, refining and building new skills and competencies in the workplace. They normally have

3   Clutterbuck. D (2020) Coaching the Team and Work. The Definitive Guide to Team Coaching. London: Nicholas Brealey Publishing

similar training or background preparation which enhances the mutual support[4].

For example: You have just passed your trainer course and will be a Section Comd for recruits. You want to improve your delivery of the fieldcraft lesson as it is a topic you want to be more confident with. You approach another trainer and together you reflect and analyse your own lesson and then observe others giving the same lesson. Together, with your peer coach you then confirm what you want to achieve in your lesson, bouncing ideas off your peer and create a development plan on how to get there.

GOAL ORIENTATED COACHING

This common coaching method establishes clear and defined goals that need achieving. Together a plan is created on how to achieve the goal.

For example: You are looking at promotion from Grade Higher Executive Officer (HEO) to Senior Executive Officer (SEO) within the next two months. In order to be eligible you need to complete a revised (generic) CV, Personal Statement and Success Profiles, which you will adapt for the roles

accordingly. With your coach (someone you have identified as suitable to help you) you would break this down into manageable stages identifying each step of what needs to be achieved and by when, and then create a development plan.

EXECUTIVE COACHING

Executive Coaching[5] is a facilitative one-to-one, mutually designed relationship between a professional coach who is normally external to the organisation and a senior individual (someone who is accountable for highly complex decisions with a wide scope of impact and/or financial implications). The focus of the coaching is usually on organisational behaviours, performance and/or development, but it may also serve a personal component as well.

4   Ladyshewsky. R (2011) Peer Coaching. A Strategy to Promote Problem Solving Skills. Riga: VDM Verlag Dr. Muller
5   Association for Talent Development. What is Executive Coaching? What is Executive Coaching? (td.org)

THE COACHING PROCESS

Using coaching models and tools can help a coach structure the conversation and ensure that the objective has been explored and analysed.

The coaching process has been simplified in the model below but would follow this typical format:

IDENTIFY AN APPROPRIATE COACH AND SET THE GOAL

- Who has the right skill set to support your goal?
- What is it you want to achieve?

DEVELOP AN ACTION PLAN WITH A PROPOSED COMPLETION DATE

- What steps are required to complete the goal?
- When does the goal need to be completed by?

IDENTIFY POTENTIAL OBSTACLES

- What obstacles could get in the way?
- What resources and/or support are needed to overcome the obstacles or setback?

ASSESS THE PROGRESS

- Has the completion date been met - why not?

ROLES AND EXPECTATIONS OF
THE COACH AND COACHEE[6]

The coaching skills listed in the Handbook support and allow for effective coaching conversations to happen. These are skills that leaders already have but it is worth noting that the solution to the individual's goal or objective should not always be provided. The coachee should be encouraged and supported to set the goal and the development plan themselves.

- **Time**
  Allow time to discuss the objective or goal.

- **Building Rapport[7] or Relationship**
  Understand the motivations of the coachee.

- **Listening**
  Active listening, paying attention, withholding judgment, being empathetic, reflecting, clarifying and summarising accurately.

- **Asking Questions**
  Open questions/exploratory questions see Annex B for effective questioning.

- **Reflecting**
  Supportive feedback but not necessarily the solution.

Expectations of the Coach:

- Plan to achieve success
- The coach will support the coachee to be clear on the objective, confirm the timeframe, and help the coachee plan to success.
- The coach will ask more questions than give answers, and challenge the coachee's thinking and ideas to help refine and clarify the objective.
- The coach will give feedback on the coachee's behaviours and performance and help the coachee learn and push for continuous improvement.
- The coach will be open and honest with the coachee.

Expectations of the Coachee:

- The coachee will take coaching seriously and embrace the opportunity that coaching presents.
- The coachee will be clear about what they want to achieve and show commitment and effort to reach the objective or goal.
- The coachee will keep their word, commit to actions, and be open to feedback in order to maximise their learning.
- The coachee will be honest and open with the Coach.

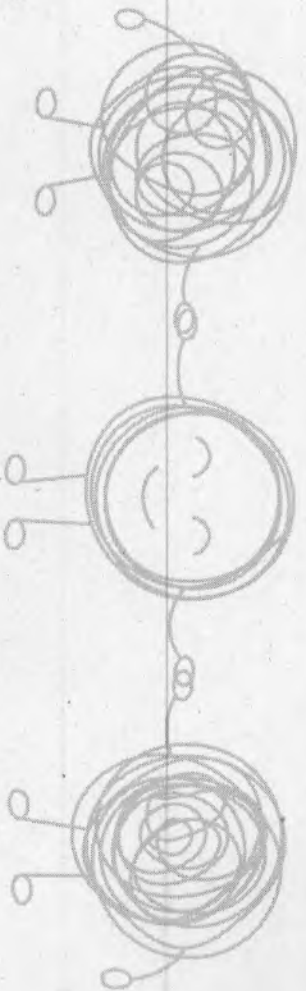6 What is my role as a coachee? https://www.coaching-focus.com/blogs/what-my-role-coachee/
7 Oxford Dictionary of English 3 Ed. (2010): A close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well.

PRINCIPLES AND KEY SKILLS[8]

Coaching is about facilitating learning and empowering the coachee to find the answer. A successful coach will not provide the solution but together with the coachee will create a development plan to achieve the objective. Below are some of the core principles of coaching:

- **Build Trust and Rapport** - The coach will provide a safe and supportive, yet challenging environment to allow the discussion to be authentic and honest.

- **Effective Observation, Listening and Questioning Skills** - The coach will observe and ask effective open-ended questions that allow the coach and coachee to understand the coachee's motivations and behaviours better. The coachee must reflect before answering which will encourage deeper analysis and understanding of the coachees motivations and objectives. Examples of effective questioning are in Annex B.

- **Facilitate and Collaborate** - The coach is the facilitator and collaborator and will focus on the coachee's needs and avoid filling the session with their own life stories. Although the coach may suggest several options from personal experience, but the ultimate choice should rest with the coachee.

- **Advocate Self-Awareness** - A prerequisite skill for any good leader or coach is allowing and guiding the individual to recognise their own strengths and work-on areas. By demonstrating a sense of self-awareness, the coach will more likely encourage adoption of self-awareness by the individual and/or team being coached.

- **Promote Learning from Experience** - Most people can learn, grow, and change if they are open to learning from their experiences. The coach will help the coachee reflect on past events and to analyse what went well and what could be done better. This will foster experiential learning and using experience to fuel development which will allow the coachee to continue to improve long after the coaching sessions.

- **Be a Role Model** - The coach should be a role model and continue to be motivated to learn and find new ways of working. By maintaining a level of curiosity prevents a stagnant 'it's always been done this way' environment into one that works smarter, not harder.

Center for Creative Leadership (2020) The Six Essential principles of Leadership Coachinghttps://www.ccl.org/articles/leading-effectively-articles/the-six-principles-of-leadership-coaching

COACHING MODELS AND TOOLS

A coaching model or tool can be used to facilitate conversations as a coach can explore with the coachee what they aspire to achieve and/or how to improve their current skillset. The GROW model, shown on page 17, is the most frequently used in coaching and is demonstrated in the The Army Leadership Code An Introductory Guide, other common coaching models include CLEAR, OSCAR and CIGAR listed overleaf. These models are useful to getting to the crux of what needs to be achieved but it is imperative that all goals are set against the SMART model shown below and include a development plan. Alternatively, the 180 Leadership Tool allows an individual to seek feedback on their own leadership style and behaviour from their peers or subordinates. With the support of a development plan and/or a coach the individual can identify areas of improvement and enhance their current performance.

THE GROW[9] MODEL

The GROW Model is a coaching framework that can be applied in everyday situations to problem solve and unlock new possibilities and tackle challenges. The steps of the model provide a guide to the coachee as they design an action plan to achieve the objective. The GROW model is an acronym for Goal Setting, Reality, Options and Way Ahead:
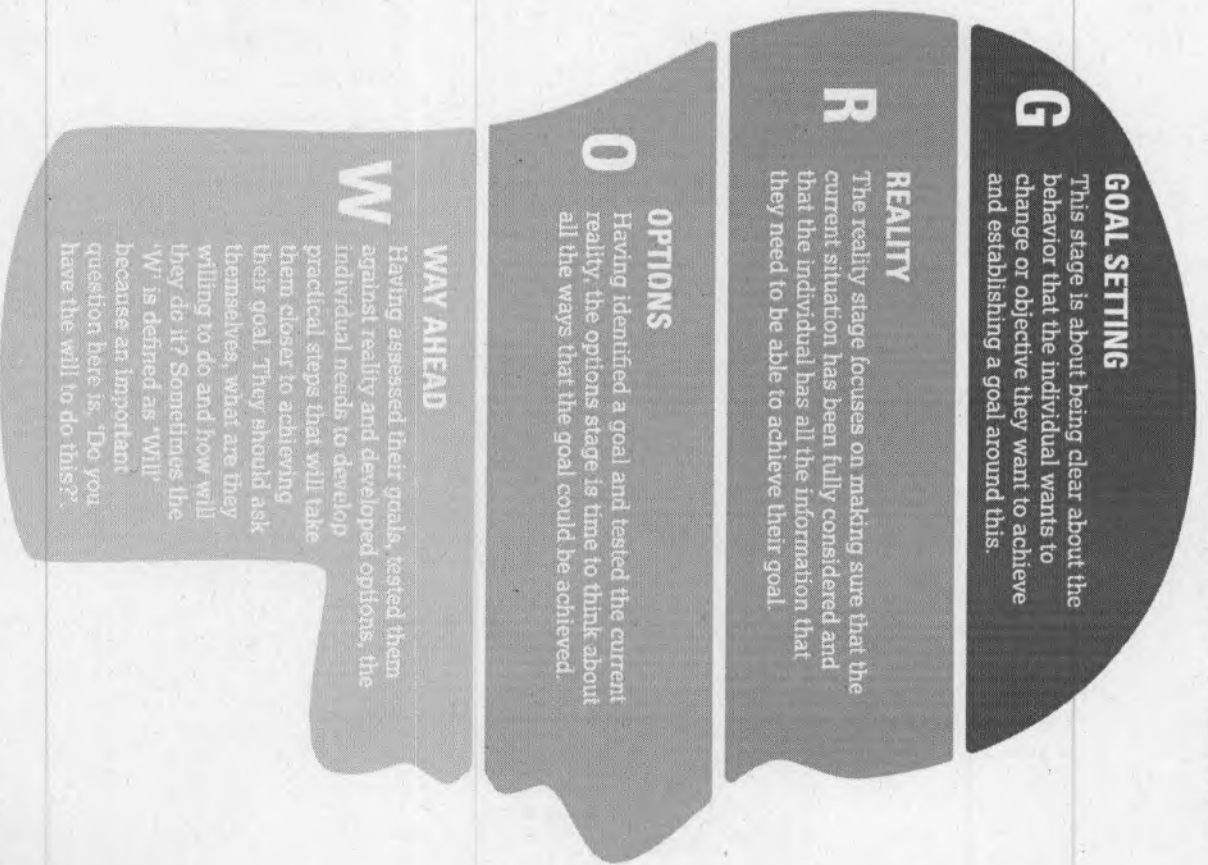
9   Whitmore, J. (2002). Coaching for Performance: GROWing People, Performance and Purpose. The principles and practice of coaching and leadership (4th Ed.). London: Nicholas Brealey Publishing

G GOAL SETTING
This stage is about being clear about the behavior that the individual wants to change or objective they want to achieve and establishing a goal around this.

R REALITY
The reality stage focuses on making sure that the current situation has been fully considered and that the individual has all the information that they need to be able to achieve their goal.

O OPTIONS
Having identified a goal and tested the current reality, the options stage is time to think about all the ways that the goal could be achieved.

W WAY AHEAD
Having assessed their goals, tested them against reality and developed options, the individual needs to develop practical steps that will take them closer to achieving their goal. They should ask themselves, what are they willing to do and how will they do it? Sometimes the 'W' is defined as 'Will' because an important question here is. 'Do you have the will to do this?'.

CLEAR MODEL

The **CLEAR**[10] model was formulated in the early 1980s by Professor of Leadership Peter Hawkins at Henley Business Scho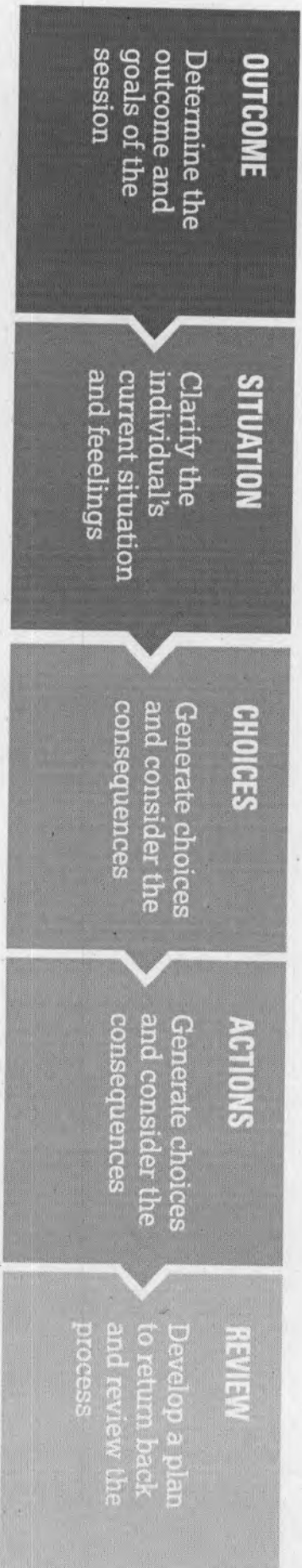ol. Though it preceded the popular GROW model, which was developed during the 1990s, it is still considered a functional alternative for managers and coaches.

CONTRACT

Establish desired outcomes for both coach and coachee, outline the coaching process to avoid confusion and misunderstanding.

LISTEN

The coachee shares their reality and goals and must challenge their own assumptions and motivations surrounding their behaviour. The coach must actively listen to understand the situation and guide the conversation towards the topics and issues at hand.

EXPLORE

Once the individual has outlined their current situation, the coach should act slightly more pro-actively to probe further about the depth and context of the situation. This step aims to enable the coachee to develop an emotional connection to their behavioural change.

ACTION

The coachee commits to the required changes with the intent of internalising their new outlook. The coachee should use the questions 'who' 'what' 'where' 'when' and 'how' to enable the action plan. The coach should support or help organise potential support pathways throughout the action process.

REVIEW

It is important to ensure that the coachee is on track to reaching their goal whilst asking how the coach can improve their style to provide more support.

1 2 3 4 5

10 Hawkins, P. Smith, N (2007) Coaching, Mentoring and Organizational Consultancy: Supervision and Development (1st Ed) Maidenhead: Open University Press
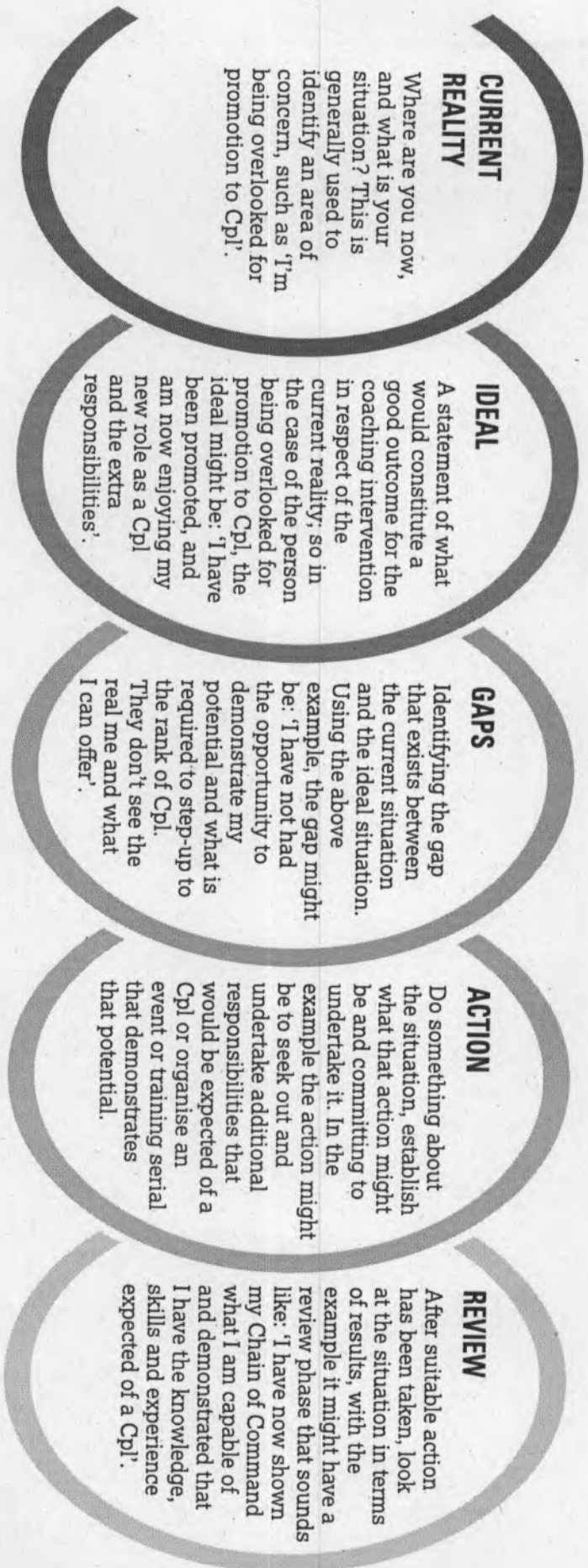
OSCAR MODEL

The **OSCAR**[11] coaching model was originally designed by Whittleworth and Gilbert. The aim was to develop a model that built upon and enhanced the existing GROW model. The acronym stands for Outcome, Situation, Choices, Actions and Review.

OUTCOME	SITUATION	CHOICES	ACTIONS	REVIEW
Determine the outcome and goals of the session	Clarify the individual's current situation and feeelings	Generate choices and consider the consequences	Generate choices and consider the consequences	Develop a plan to return back and review the process

11   Gilbert. A, Whittleworth. K (2009) The OSCAR Coaching Model: Simplifying Workplace Coaching (First Edition). Monmouth: Worth Consulting Ltd
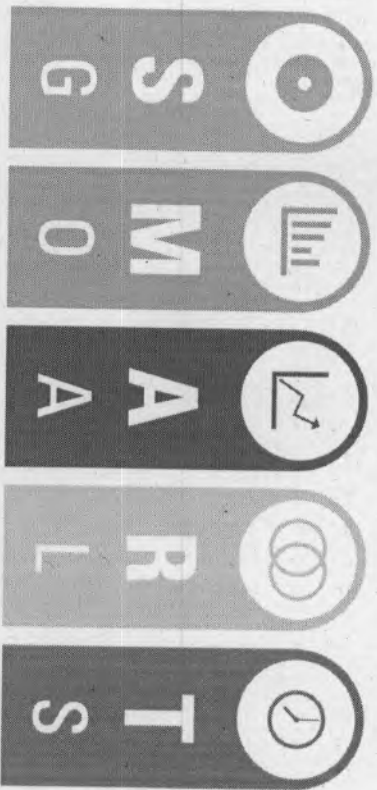
CIGAR MODEL

The **CIGAR**[12] model was developed by Green and Grant in 2003. The acronym stands for Current reality, Ideal, Gaps, Action and Review.

CURRENT REALITY

Where are you now, and what is your situation? This is generally used to identify an area of concern, such as 'I'm being overlooked for promotion to Cpl'.

IDEAL

A statement of what would constitute a good outcome for the coaching intervention in respect of the current reality; so in the case of the person being overlooked for promotion to Cpl, the ideal might be: 'I have been promoted, and am now enjoying my new role as a Cpl and the extra responsibilities'.

GAPS

Identifying the gap that exists between the current situation and the ideal situation. Using the above example, the gap might be: 'I have not had the opportunity to demonstrate my potential and what is required to step-up to the rank of Cpl. They don't see the real me and what I can offer'.

ACTION

Do something about the situation, establish what that action might be and committing to undertake it. In the example it might be to seek out and undertake additional responsibilities that would be expected of a Cpl or organise an event or training serial that demonstrates that potential.

REVIEW

After suitable action has been taken, look at the situation in terms of results, with the example it might have a review phase that sounds like: 'I have now shown my Chain of Command what I am capable of and demonstrated that I have the knowledge, skills and experience expected of a Cpl'.

12 Grant. A (2011) Is it Time to REGROW the GROW Model? Issues Related to Teaching Coaching Session Structures. The Coaching Psychologist, Vol. 7, No. 2, December

THE SMART MODEL

The SMART[13] model is a goal setting coaching tool. It is effective in allowing the coach and coachee to focus attention on how to achieve the goal or objective. To achieve increased motivation the long-term objectives should be broken into short-term goals which allows for immediate improvements in performance to be identified. When setting goals, the following principles should be applied:

S M A R T
GOALS

DEVELOPMENT PLAN

An example of a Development Action Plan template is below and can be found in JSP 755 - Chapter 9 or alternatively the MOD provides another personal development plan template.[14]

Developmental goals arising from 180 feedback	Knowledge, skills, abilities to be developed	How will I achieve this?	Success Criteria	Application	Date of Completion	Review

Specific When a goal is clear and specific there is no misunderstanding about what is to be achieved. A clear target to aim for is more motivational than a general 'do your best' style of encouragement.

Measurable There should be a standard by which to measure whether the goal has been achieved, for improvement to be confirmed.

Achievable Goals must be challenging but achievable. Failure to achieve a goal can have a de-motivational effect. Ensure that the goal is within the individual's or team's capabilities.

Relevant To inspire individuals and teams, goals must be relevant to their role and future tasks.

Time-Bound Goals must have a deadline. In addition, it is a good idea to set some even shorter-term milestones to measure progress.

13 The Army Leadership Code An Introductory Guide

14 20172203- Personal Development Plan v1.0 WEB.pdf (sharepoint.com)

180 LEADERSHIP TOOL[15]

Another way to identify areas that need working on can be done by using the 180 Leadership Tool (accessed on MODNET). The 180 Leadership Tool can support personal development and self-awareness throughout an individual's career as it will provide feedback to the subject with insights into how their leadership style and behaviours are perceived by others. The feedback received can assist in identifying areas for personal development and enable it to be to be integrated into a personal development plan.

Further guidance can be found in JSP755 - Chapter 9 provides more detail on the 180 Leadership Tool, including guidance on Development Plans and the GROW model.

180 Leadership Tool

CONTINOUS FEEDBACK

We must remember throughout our individual and team interactions the importance of feedback, this should include **praise** as well as **constructive feedback** to **encourage** and **motivate** those around us. It must be practiced, developed and conducted regularly so that it is adopted into our leadership-style and a part of everyday life.

Our leaders are at their best when they are authentic and self-aware. You reflect on your actions and your emotions in different situations. Show an openness to feedback and willingness to change, sharing reflections with their team. You commit to understanding how it feels in different roles, including for those delivering services direct to citizens. You regularly consider your own strengths and development areas, and have a personal development plan, using coaching and/or mentoring to support growth. In doing this, you show your teams and peers that you are also learning, make mistakes and learning from them, and can be vulnerable. (*Leadership in Action*)

Leaders must actively seek feedback from peers and subordinates, as well as being receptive to that of their immediate superiors. The feedback will build a more comprehensive picture of the effect their leadership has on others and a deeper understanding of the areas on which they need to work more. Leaders must create an environment where open, honest and objective feedback is given up and down the chain of command. (*Army Leadership Doctrine*)

SELF COACHING -
GROWTH AND FIXED MINDSET[16]

To gain the most from this handbook it is useful to establish not only our understanding of coaching but where our own current mindset is. The difference in fixed and growth mindset affects our behaviours, motivation and willingness to unlock our own potential.

A growth mindset means that you believe intelligence and talents can be developed over time. A fixed mindset means you believe intelligence is fixed - so if you are not good at something, you might believe you will never be good at it.

Those who adopt a GROWTH MINDSET are likely to:	Those who adopt a FIXED MINDSET are likely to:
Embrace lifelong learning	Believe intelligence and talent are static
Believe intelligence can be improved	Avoid challenges to avoid failure
Put in more effort to learn	Ignore feedback from others
Believe effort leads to mastery	Feel threatened by the success of others
Believe failures are just temporary setbacks	Hide flaws so as not to be judged by others
View feedback as a source of information	Believe putting in effort is worthless
Willingly embraces challenges	View feedback as personal criticism
View others' success as a source of inspiration	Give up easily
View feedback as an opportunity to learn	

16 Dweck. C (2007) Mindset. The New Psychology of Success. New York: Ballantine Books

We may experience both types of mindsets but ideally, we must strive to have a growth mindset and encourage those around us and in our teams to take this approach.

Example: Receiving critical feedback from your first Reporting Officer (1RO) during your Mid-Year Appraisal Review (MPAR).

Your 1RO has identified several areas that need improving for the remainder of the reporting period.

Fixed Mindset: An individual with a fixed mindset may think that the 1RO has got it wrong and that they do not know what they are talking about and will choose to ignore the feedback. Alternatively, the individual may agree with the 1RO and believe that they will never be good enough.

Growth Mindset: An individual with a growth mindset would evaluate and consider the feedback objectively. They may seek advice from others in addition to their 1RO and produce a developmental plan with SMART objectives.

17 Dweck, C (2007) Mindset. The New Psychology of Success. New York: Ballantine Books

How to adopt a Growth Mindset:[17]

- **Focus on Learning:** Work on current skills but remember to develop areas of weaknesses, do not avoid what you cannot do.

- **Choose the Right Role Models:** Take inspiration from those around you, role models do not always have to be senior.

- **Challenge your Current Beliefs:** If you have self-limiting beliefs, challenge them and shine a light on these roadblocks so that they can be overcome.

- **Set a Vision and Define Goals:** Set a vision and define the goals that you need to achieve that vision, use this motivation to keep striving forwards.

- **See Failures as Opportunities:** See failure as an opportunity to change direction, become innovative on how to achieve objectives or to identify areas that require more effort.

- **Be Authentic:** Know who you are and what you stand for. Have the moral courage and integrity to be open and honest with yourself and those around you.
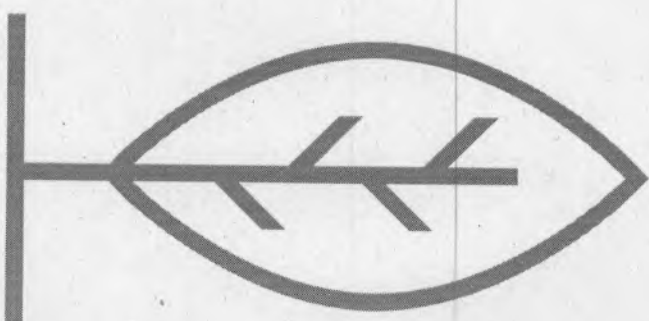
DIVERSITY AND INCLUSION IN COACHING

Our knowledge, assumptions and beliefs about different cultures are learnt through our own experiences and create the narrative that we observe. We use this approach to make meaning of everyday experiences and to interpret an individual's behaviour and actions.[18] Therefore, we must be mindful and aware of our own understanding and experiences that may be different to those that we enter coaching conversations with. Many people we work with will have different backgrounds, experiences, religions and will have grown-up through different circumstances. It is vital to the success of coaching that the prior experiences and exposures of coaches do not lead to stereotyping and generalised assumptions regarding the cultures or demographics of those they are coaching. Completing the unconscious bias training on the DLE can help mitigate the potential to fall into this trap, whilst also expanding our understanding and limiting assumptions and judgements when supporting coachees. Other resources include the Active Bystander course.[19]
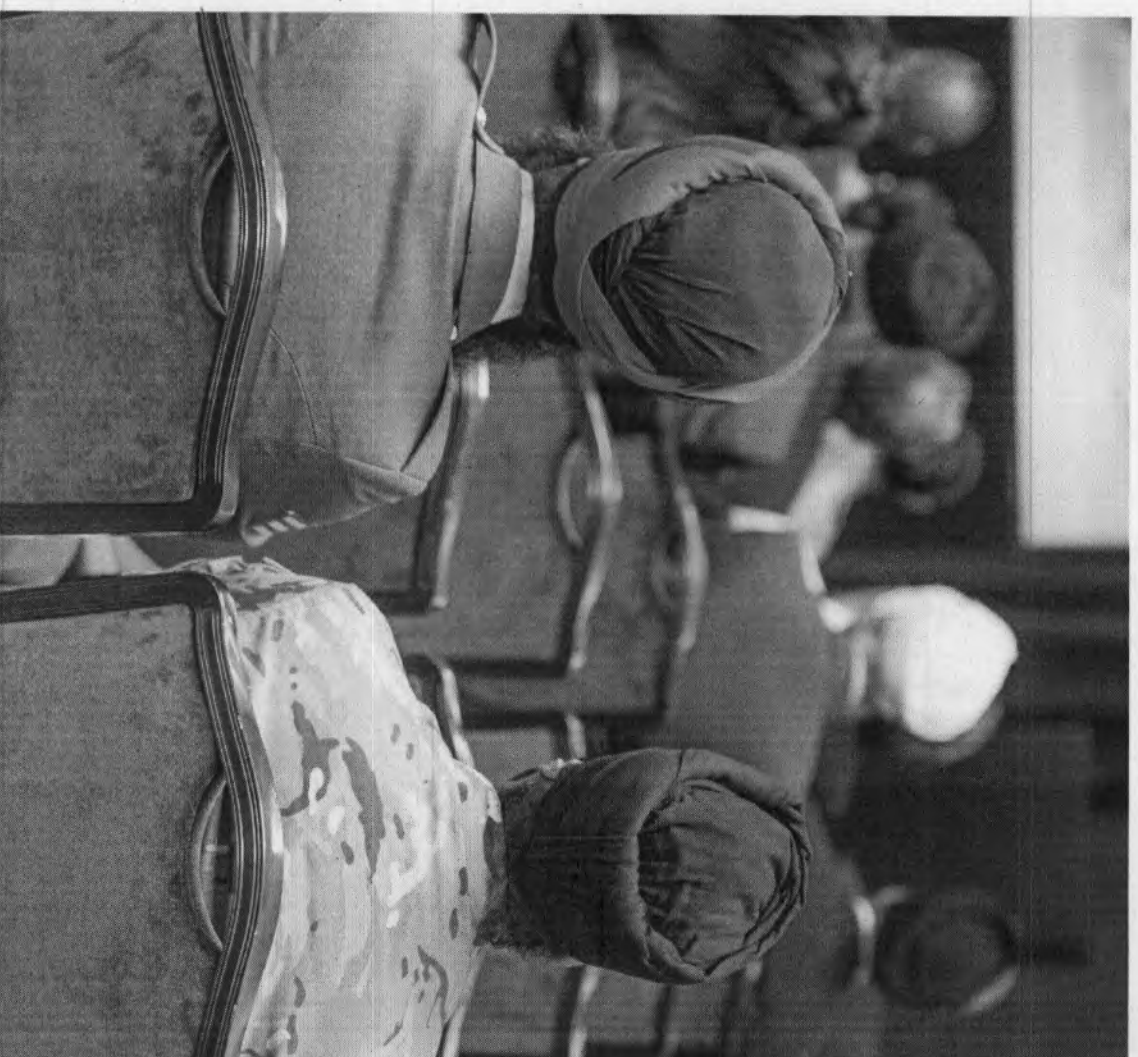
18   Roth. A (2017) Coaching a client with a different cultural background - does it matter? International Journal of Evidence Based Coaching and Mentoring Special Issue No. 11, June 2017 Pg30
19   https://dle.ice.mod.gov.uk/course/view.php?id=18911

UNDERSTANDING COACHING AND MENTORING

The line between coaching and mentoring is blurred; this is because they use the same core skills: active listening, effective questioning, reviewing, encouraging, supporting and action planning. Despite the similarities they are distinctively different,[20] below the table outlines and identifies some of the differences between coaching and mentoring. It is worth noting that both Coaching and Mentoring are flexible and complementary of each other. Both approaches can be used when working on a goal with an individual, for further details on mentoring see the Army Mentoring Handbook:

Differences	COACHING tends to be:	MENTORING is often:
Timeframe	Short-term as it is focused on achieving an objective.	Long-term as it is about personal and career development.
Focus	Performance driven, to achieve task in hand for the job.	Development driven and takes a holistic approach to include work and personal development.
Expertise	Supporting the coachee to achieve their objectives. The coach is not a subject matter expert. A coach does not have to be an SME.	Having a mentor with more experience than their mentee or on the topic of discussion.
Agenda	Having the agenda set by the coach and coachee to achieve the objective.	Having the agenda set by the mentee and supported by the mentor.
Questioning	Having the questions directed by the coach to the coachee.	The Mentee asking most of the questions.
Outcome	An outcome that is specific and measurable, showing signs of improvement or positive change in the desired performance area.	An outcome that will shift and change over time. There is less interest in specific, measurable results or changed behaviour and more interest in the overall development of the mentee.

20 UoPeople: Coaching Vs Mentor. What's the Difference? https://www.uopeople.edu/blog/coach-vs-mentor-whats-the-difference/

FURTHER SUPPORT

In addition to resources on the internet and the reading list on you can access coaching material on the following:

Centre for Army Leadership CAL The Centre for Army Leadership (CAL) have designed Leader Development Resources pack (on Defence Connect) for coaching. These have been designed to support all individuals and teams in their development as leaders across the Army. We recommend that you work through the pack as a team allowing you to have meaningful discussions on topics that are relevant to you, your team, and your workplace.

THE CENTRE FOR ARMY LEADERSHIP

ALIS The Army Library and Information Service (sharepoint.com).

Everywoman Network The Everywoman Network provides resources and products for anyone wanting to improve and enhance their professional development. This is not purely aimed at women and improving gender balance in the workplace.

Army Trainer Coaching and Mentoring Resources As part of the Army Trainer (Schools) requirement there are CPD modules held on the ASLS DLE site that have been produced by Army SMEs and are open access to all. These contain Lesson Plans, Exercises and PPTs that a unit can use to deliver Professional Development. https://dle.ice.mod.gov.uk/course/view.php?id=15710

Standard Learning Credits (SLCs) and Enhanced Learning Credits[21] (ELCs) The Standard Learning Credit (SLC) (JSP 822 Pt 1) scheme supplies financial support throughout the Service person's career for multiple, small-scale learning activities. The Enhanced Learning Credit (ELC) scheme is designed to complement the SLC scheme by providing larger scale help to personnel who qualify, with a single payment in each of a maximum of three separate financial years to help pay towards the cost of higher-level learning.

GSC The General Staff Centre provides executive coaching on the Commanding Officers' Designate Course, the General Staff Induction Course on promotion to OF5 and the Army Generalship Programme on promotion to OF7. They also offer the General Staff Executive Coaching Programme which offers additional coaching to the General Staff Community.

Further details can be found on the following Defence Connect pages; General Staff Centre or InCommand - for COs.

Group: Leader Development Resources

Group: InCommand
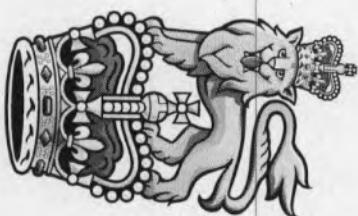
Army Trainer Capability[22] **(ATC)** The ATC relates to those undertaking training delivery roles in training establishments and the workplace and has coaching and mentoring training embedded throughout. The ATC courses relating to coaching are outlined below:
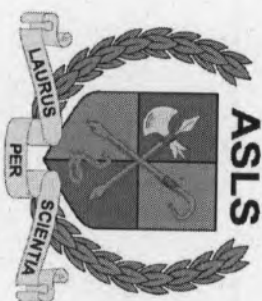
- Defence Trainer Course (Army) (DTc(A)), previously known as DTTT Ph 1&2 - A 10-day, classroom-based Trainer course that is professionally accredited with a Level 3 Award in Education & Training, and includes basic Coaching & Mentoring techniques and behaviours serials. In addition, DTc(A) students have the opportunity to attain further accreditation with a Level 3 Certificate in Coaching & Mentoring whilst on the DTc(A) course.

- Army Trainer Mentor (ATM) - A 5-day classroom-based course focussing on the supervision, mentoring and development of Trainers, primarily within Army Training Regiments and schools. ATM students can enrol in the Level 5 Coaching & Mentoring Certificate accreditation programme whilst on course, which is completed post-course within the individuals workplace.

- Army Instructor Leader (AIL) - A 3-day synchronous, virtual online course. The AIL is the principle advisor to unit COs' regarding ATC policy and direction and is responsible for the management and supervision of unit ATMs' and Trainers. This includes professional development via organised CPD events and the management of the unit ATC Continuous Improvement (CI) programme. In accordance with ABN090/2021 this course can offer access to the Level 7 Executive Coaching & Mentoring qualification course.

The ARITC Staff Leadership School (ASLS)

Delivers trained instructors to meet the Army's operational requirements in order to improve the quality of instruction across the Army, within their courses are Coaching and Mentoring opportunities, follow the link to learn more.

Professional Coaching Bodies

The professional Coaching Bodies are dedicated to the advancement of the knowledge and practice of professions through developing, supporting, regulating and promoting professional standards for technical and ethical competence.[23] Opposite are a few Professional Coaching Bodies for further guidance:

- UK International Coach Federation (ICF) The ICF is the world's largest non-profit coaching association with over 41,000 members across 145 territories. People turn to this organisation for professional development, excellence in standards and depth of understanding of the coaching profession.

- European Mentoring and Coaching Council (EMCC) The EMCC exists to promote good practice and the expectation of good practice in mentoring and coaching across Europe.

- Association for Coaching (AC) This is a professional association for Coaches, Training/Coaching Providers, and Sponsors of Coaching.

READING LIST

- Turn the Ship Around by David Marquet
- Start with Why by Simon Sinek
- The Coaching Habit Say Less, Ask More & Change the way you Lead Forever by Michael Stanier
- The Decision Book. Fifty Models for Strategic Thinking by Mikael Krogerus and Roman Tschappler
- The Truth About Leadership by James Kouzes and Barry Posner
- Coaching for Performance: GROWing People, Performance and Purpose. The principles and practice of coaching and leadership by John Whitmore
- Coaching the Team and Work. The Definitive Guide to Team Coaching by David Clutterbuck
- The OSCAR Coaching Model: Simplifying Workplace Coaching by Andrew Gilbert and Karen Whittleworth
- Mindset. The New Psychology of Success by Carol Dweck
- The Warrior, The Strategist and You: How to Find Your Purpose and Realise Your Potential by Floyd Woodrow
- Co-active Coaching: New Skills for Coaching People Toward Success in Work and Life by Laura Whitworth

ANNEX A - EXAMPLES OF COACHING TOOLS AND MODELS USED WITHIN THE ARMY

ARMY RECRUITING AND INITIAL TRAINING COMMAND - TARGET MODEL

The Target[24] Model provides a handrail for trainers to identify individual learning need and then plan interventions to enable success in training. It puts the individual and their development as the target to be hit by all trainers. From a Leadership perspective it provides further guidance for trainers on how to meet the individual leadership need of the trainee[25] and ensure each trainee's strengths and weaknesses are identified, and then developed to enable the high performance that the Army and Defence requires.

Framework

The Target Model divides the learning need into four components:

- Technical and/or Tactical Typically, the knowledge and skills required to complete training and perform the operational task.

- Physical Includes all the physical components to complete training and perform the operational task.

- Social How the individual acts with others, including communication, relationships, teamwork and social norm behaviour.

- Psychological Encompasses a wide range of learning issues including internal decision making, attention span, resilience and self-esteem.

'TARGET' MODEL

Technical / Tactical

Psychological

Physical

Social

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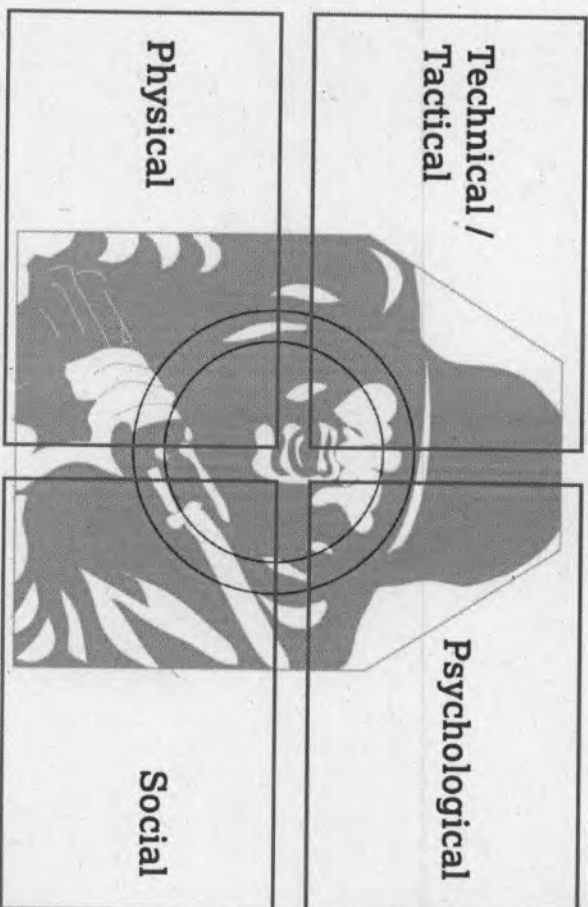
24 ARMY RECRUITING AND INITIAL TRAINING COMMAND (2018) Trainee Learning Needs – TARGET MODEL. The Target model has been developed by contextualising the Football Association's Four Corner Model. Most team sports have a similar model.

25 See Army Leadership Code/sS Leadership direction.

COMPASS FOR LIFE

Compass For Life™ [26] is a leading values-based transformational programme that is currently employed withing Basic Training. It is a unique approach that brings together the best aspects of leadership training currently available into a simple, concise, and effective framework.

It complements all current leadership methodology by aligning them with each cardinal so that everyone can have a compass for life that works for them as an individual, family, team or organisation and aligns to our Core Military Values, **This will be based on the four cardinal points of the compass and a map to include:**

The North pointer on a compass always points north. This is the persons' Super North Star: the purpose they have in life; the magical quality, or power, that pulls and drives them forward.

The South cardinal relates to being a Strategist, where people can create the scaffolding they need to get to their Super North Star. As part of CFL, this is where they will learn to analyse all the information available from a factual perspective, without emotion. They will learn to be realistic in setting clear milestones.

STRATEGIST WARRIOR

The East cardinal is where the person's learn about Ethos (their values, behaviour and character, and the environment they create for success). It is where they learn about emotional intelligence, the essence of who they are as individuals and as team members.

The West cardinal is their Warrior, or the strength of character needed to get to each of the milestones the students have set themselves. It teaches them emotional resilience, the ability to be flexible, focused, relentless and determined, to be a leader or follower where necessary, making the best decisions to aid them.

The compass goes hand in hand with the map. The map is where the person draws their journey and makes it come alive. They plot the milestones and obstacles they may face. It collates all the important information they will need and allows them to plan their journey accordingly. More can be found here https://compassforlife.co.uk/.

LION CULTURE [27]

LION Culture is a transformational coaching program that provides a unique leadership and coaching support initiative.

26   Woodrow, F (2016) The Warrior, The Strategist and You: How to Find Your Purpose and Realise Your Potential
27   Capt Joseph Fleming. 1LANCS

It is designed to help soldiers and leaders better understand themselves. LION Culture is about empowerment, it encourages soldiers to take ownership of their actions and plan their futures to unlock their full potential. The initiative is delivered in four phases:

Listening to yourself An opportunity for the individual to explore their strengths and weaknesses through self-reflection, 360 reporting and peer analysis. Being self-aware allows us to build on our strengths, whilst addressing our weaknesses. As a result, soldiers are better placed to set realistic goals, both professionally and personally, resulting in improved performance by self-managing.

Identify motivators and demotivators Individuals are guided through a process of identifying their motivations and de-motivations (underpinned by Maslows hierarchy of needs), whilst exploring the factors that influence decision making (the subconscious). Motivations normally come in the form of physical objects and outputs, but then harnessed and converted into emotions. Likewise, demotivator's are explored and then mitigated to reduce the effect or ultimately eliminated.

Owning the future Takes the first two stages and turns them into a practical plan of action using the GROW model. Individuals receive a one-to-one interview with their coach and work through a goal setting exercise. The subject and the coach agree goals using the SMART Model, they then set a timeframe to complete and a date to review progress.

Never alone A support package, whilst the subject has set goals to achieve and areas of self-improvement, there will be times when they require support to maximise performance, planned and resourced in advance by the coach. With the right support, the effects of strategically placed encouragement could mean the difference between success or failure.

Lion Culture provides a coach and the organisation with a unique view of what soldiers experience daily. Armed with this insight, we are better placed to employ and invest in individuals. At the heart of a happy soldier is an accountable one. If people are held **accountable**, they will remain **challenged**, if challenged, they become a valued member of the team, **valued** soldiers are **rewarded** and this provides better cohesion and a highly motivated team.

For more info, contact: ▬▬▬▬▬

ANNEX B -
EFFECTIVE COACHING QUESTIONS

EFFECTIVE QUESTIONS[28]

Performance Equation: Performance = Potential - Interference[29]

Coaching Question: Raising Awareness, Generating Responsibility, Confirming Understanding, Creating Action

Performance Profile: 'Out of ten, what would you rate?'

Anticipation	Assessment	Clarification	Evaluation
What might happen? What if it doesn't work? And if that fails, what will you do? What is your backup plan?	What do you make of it? What do you think is best? How does it look to you? How do you feel about it? What if it doesn't work?	What do you mean? What does it feel like? What seems to confuse you? Can you say more? What do you want?	In what way? How does it fit? What do you think that means? What is your assessment?
Exploration	**Example**	**Fun & Enjoyment**	**Review (1)**
What might happen? What if it doesn't work? And if that fails, what will you do? What is your backup plan?	Will you give an example? For instance? Like what? Such as? What would it look like?	What was fun about that? How can you have it be fun? How do you want it to be?	If you could do it over again, what would you do differently? If it were you, what would you have done? How else could you achieve success? For instance?

28 Laura Whitworth (1999) Co-active Coaching: New Skills for Coaching People Toward Success in Work and Life (1st Edition) Hardcover

29 High Performance Coaching. Achieving Full Potential: https://www.mindtools.com/pages/article/newTMM_13.htm

Reality / Review (2)	**Learning**	**Options (1)**	**Outcomes**
What caused it? What led up to it? What have you tried so far? Can you remember what and how it happened? What do you make of it all?	If you had a free choice, what would you do? IF the same thing happened again, what would you do? If we could start again, what would you do?	What are the possibilities? IF you had your choice, what would you do? What are the possible solutions? What if you do? What if you don't? What options can you create?	What do you want? What outcome do you want? What does success look like? How will you know you have reached it?
Planning (1)	**Starting out**	**Summary**	**Taking Action**
What do you plan to do about it? What is your game plan? What kind of plan do you need to create? How do you suppose you could improve the situation? Now what?	What's occurred since we last spoke? What would you like to talk about? What's new? Latest update? How was your week? How's life?	What is your conclusion? How did it work? How is this working? How would you summarise it so far?	What action will you take? And after that? What will you do? When? Is this the time for action? What action? Where do we go from her?
Goals	**Reality / Review (3)**	**Options (2)**	**Planning (2)**
What do you want to achieve? What is important to you right now? What would you like to get from the next 30 minutes? What areas do you want to work on? Describe your perfect world. What do you want to achieve as a result of this session? What will make you feel this time has been well spent?	Where are you now in relation to your goal? On a scale of 1-10, where are you? What has contributed to your success so far? What skills/knowledge/attributes do you have? What progress have you made so far? What is working well right now? What is required of you?	What are your options? How have you tackled this/ a similar situation before? What could you do differently? Who do you know who has encountered a similar situation? Give me 5 options If anything was possible what would you do? What else?	Which options work best for you? What one small step are you going to take now? What actions will you take? When are you going to start? Who will help you? How will you know you have been successful? How will you ensure that you do it? On a scale of 1-10 how committed/motivated are you to doing it?