DELRS | 2024

Forging the DoD Workforce of the Future

Coaching in the LMER Environment
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PURPOSE/MISSION/VISION OF COACHING

- **DoD Coaching Purpose**
  - To help the workforce adopt and embody the mindset, knowledge, and presence needed to thrive in a continually volatile, uncertain, complex and ambiguous environment

- **DoD Coaching Mission**
  - Empowering all DoD employees to maximize their personal and professional potential through coaching and supporting agencies to develop and foster a culture of coaching

- **DoD Coaching Vision**
  - To develop a coaching culture that fosters a continuous learning environment for all levels of leadership

- Per **5 CFR 410.203**, Coaching is a sanctioned learning & development activity that:
  - Optimizes individual/teamwork performance
  - Develops capacity for independent thinking and problem solving
  - Improves commitment and buy-in
  - Promotes & Sustains Professional Growth and Competence
  - Increases self-esteem/self-confidence
  - Improves business management
  - Manages work/life balance

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WHAT'S IN IT FOR ME?

- Improve Labor/Management Relations/General Discussions
- Labor-Management Forums (EO 14119)
- Contract Negotiations
- Settlement Discussions
- Formal/Informal Investigations & Fact Finding
- Witness Prep for Hearings
- Proposing/Deciding Official Discussions
  - Ownership of Decision
- Poor Performance
- Misconduct
- Reasonable Accommodation
- Professional/Personal Skills/Tools

THE KEY TO GETTING ALONG WITH PEOPLE IS TO EITHER LOWER YOUR EXPECTATIONS OR LEARN TO DRINK.

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DEFINING COACHING

- Partnering with leaders (clients) in a thought-provoking and creative process that inspires them to maximize their personal and professional potential
- Leader-driven (Person not Problem)
- Focuses (Forward looking)
  - o Setting goals
  - o Creating outcomes
  - o Managing personal change

Coaching is not an event! It is a **process-driven relationship** with a clear objective:

To help another individual **realize their potential** and **improve their performance**!

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COACHING IS NOT...

- × **Mentoring**
- × **Consulting**
- × **Counseling**
- × **Therapy**
- × **Managing**
- × **Supervising**
- × **Training**
- × **Instructing**
- × **Mandating**
- × **Disciplinary**
- × **Giving Advice**
- × **Offering Opinions**

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So...What is Coaching all About?

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COACHING VS. OTHER DISCIPLINES

Coaching	Therapy	Mentoring	Consulting	Training
Future-focused and goal oriented. Aimed at understanding strengths, resources and barriers and designing strategies to accomplish goals	Deals mostly with a person's past and trauma to seek healing	Deals mostly with succession and seeks to help someone do what you do	Deals mostly with problems and seeks to provide information/expertise to solve the problems	Deals with acquiring and integrating new knowledge
Equal Partnership between the Leader and the Coach where the *Leader has the answers* and the Coach assists in self-discovery	Doctor/Patient Relationship where the *Therapist has the answers*	More Experience/Less Experience Relationship where the *Mentor has the answers*	Expert/Person with Problem Relationship where the *Consultant has the answers*	Teacher/Student Relationship where the *Trainer has the answers*
Assumes emotions are natural and normalizes them	Assumes emotions are a symptom of something wrong	Is limited to emotional response of the mentoring parameters (succession, etc.)	Does not normally address or deal with emotions	Does not normally address or deal with emotions
Coach stands with Leader and assists him/her to identify challenges through self-awareness, and works with Leader to turn challenges into victories. Accountability to reach goals within Leader's hands	Therapist diagnoses, then provides professional expertise to provide a path to healing	Mentor allows client to observe behavior, offers advice, answers questions, provides guidance for the stated purpose of mentoring	Consultant stands back, evaluates a situation, then tells client what the problem is and how to fix it	Instructor designs lessons towards learning objectives based upon his/her knowledge and expertise, then presents lessons in a manner most conducive to students' learning
Asks questions like: • How can I help you in your own self-directed learning and awareness? • What have you tried? • How has that worked? • What are some other possibilities?	I know how to guide you. "What happened in the past that is inhibiting you from getting what you want out of life today?"	My experience is … "This is how I did it"	I know how. This is what you are paying me to tell you. "This is how to do it"	I have this knowledge and am willing to transfer it to you

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COACHING IS…

- Numerous disciplines and niches with lots of overlap, lots of models/processes
- Main specialties, according to coaches, cover broad spectrum, including:
  - Leadership (23%)
  - Business/organizations (15%)
  - Executive (15%)
  - Life vision and enhancement (13%)
- Overlap between personal and business coaching

THINKING PARTNER

Ask

Counseling	Coaching
Management, Consulting	Mentoring, Teaching

Problem ← → Solution

Tell

Source: David Rock, Quiet Leadership

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THE COACH'S ROLE

- Discover, clarify and align with what the Leader wants to achieve
- Encourage Leader's self-discovery
- Elicit Leader-generated solutions and strategies
- Hold the Leader responsible and accountable

WISDOM A

WISDOM B

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A GOOD COACH DOES NOT NEED...

- × To be right
- × To be the expert
- × To know the "right" answer

- × To be in control
- × To "fix it"
- × To make it better

An expert | Not an expert | Can you spot the difference ?

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KEY COACHING SKILLS

- Active Listening
- Powerful Questions
- Self-Awareness
- C.I.G.A.R. Coaching Process Questions
  - o Current Situation
  - o Intention
  - o Gap
  - o Action
  - o Review

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ACTIVE LISTENING

- How are you focused on what the person is saying?
- How are you focused on what the person is NOT saying?
- What clues are your getting from their words, tone, and body language?

The biggest communication problem is we do not listen to understand. We listen to reply.

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TYPES OF LISTENING

Types of Listening	Description
Disengaged	You hear what the other person is saying, but you are thinking about something else
Competitive	You are listening to reply and share your own experience
Combative	You are listening for flaws in what's being said and wait for an opportunity to point them out
Problem Solving	You are listening with the intention of fixing the other person's issue
Active Listening	You are listening with the intention of fully understanding what the person is experiencing

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CONTEXT FOR LISTENING

- Consciously clear your mind
- Listen for the message not just the words (whisper)
- Don't interrupt or finish sentences
- Paraphrase so they know you understand
- Be comfortable with silence
- Listen without judgment
- 80/20
- WAIT (Why Am I talking?)

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ACTIVE LISTENING IS NOT...

- To fix
- To get info you want
- To sound important
- External distractions
- Understand the problem
- Your own thoughts, not listening at all
- Opportunities to sound intelligent
- Chance to seem funny
- How you can benefit
- How you can help

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SCHOOL BUS MATH

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POWERFUL QUESTIONS

- Are open-ended
  - o Do not allow for one-word answers (yes/no)
  - o Who, what, where, when, how (NOT Why)
- Are non-judgmental and non-leading
- Raise awareness of goals and reality
- Can be requests
  - o "Tell me more about…"
- Lead to deeper questions and more expansive thinking
- Invite elaboration

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POWERFUL QUESTIONS (cont.)

Open-ended questions suggest that you __can__ help, and you are asking for direction/specifics. Think:

✔ **How can I help?** = Open-ended
✔ **What can I do to help?** = Open-ended

Compare to close-ended questions:
- ✘ Can I help you? = "Yes/No"
- ✘ Do you need help? = "Yes/No"
- ✘ Let me know if I can help? = "Yes/No"

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POWERFUL QUESTIONS (cont.)

Closed vs. Open-Ended Questions

- **Is teamwork important to you?**
  - ○ *Yes, No, Maybe, Sometimes…*
- **What about teamwork is important to you?**

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SELF-AWARENESS

- What are your filters that influence how you *hear* what the person is saying?
- What *stories* are you telling yourself about what you are hearing? Seeing?
- What do you *already know* about this person?

Ears 聽 Eyes
Undivided
Attention

Heart

- Nonjudgmental
- Don't give advice

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C.I.G.A.R. COACHING PROCESS

Listening

Relationship

Current Situation
Intention
Gap
Action
Review

Questioning

Encouraging

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THANK YOU
FOR ATTENDING

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