

Institutional Faculty Guide to MSAF Coaching

September 2013



Army 360 / Multi-Source Assessment and Feedback (MSAF) program is operated by the Center for Army Leadership, Fort Leavenworth, Kansas.

Log onto the MSAF system at <https://msaf.army.mil> .

For further information contact 913.758.3216 or 913.758.3160.





Table of Contents

Foreword	1
Part 1: Introduction and Background	2
What is Army MSAF?	3
When and Where MSAF Occurs	3
Benefits of MSAF	4
The MSAF Process	5
MSAF in the Institutional Domain	6
Leader Assessment	7
Individual Feedback Reports	7
MSAF Coaching	8
Part 2: The Role of Faculty Coaches	9
What Coaching Is and Is Not	10
Choosing the Right Approach	11
Part 3: The Coaching Competencies	12
Coaching Competencies: What the Coach Brings to the Session	13
Setting the Foundation	14
Co-Creating the Relationship	15
Communicating Effectively	16
Facilitating Learning and Results	20
Part 4: The Coaching Components	23
The Coaching Components: Elements of an Effective Coaching Session	24
Part 5: Conduct a Coaching Session	30
Preparing for a Coaching Session	31
The Individual Feedback Report (IFR)	32
The Individual Leadership Development Plan (ILDLP)	41
Applying MSAF Coaching in an Institutional Setting	47
Appendices and Job Aides	49
Appendix A: Leader Behavior Scale (LBS) 2.0	50
Appendix B: Suggested Coach Discussion Questions	52
Appendix C: Guidelines for Planning Development	54
Appendix D: Army MSAF and Coaching Resources	56
Appendix E: Standardized Coaching Sequence	58
Job Aid: MSAF Coaching Session Flow: Job Aid	60
Job Aid: Individual Development Plan Form	61



Foreword

Document Overview

The purpose of this guide is to support institutional faculty, instructors, cadre and staff in their duties to provide coaching to uniformed leaders and Army civilians attending professional military education (PME) courses and civilian education system (CES) courses. Coaching is a key component in the Army's Multi-Source Assessment and Feedback (MSAF) program.

The introduction to this guide provides faculty and staff with background information on the MSAF program, the benefits of 360 assessment and feedback, a description of the components and process of the Army's MSAF program, and procedures as they pertain to faculty and staff at Army institutions, schoolhouses and training centers.

The middle sections of this guide focus on **what faculty and staff must know prior to coaching students**. These sections are designed to provide institutional faculty and staff with a basic knowledge and awareness to assume the role of MSAF coach, and include descriptions of what coaching is and is not, the coaching competencies as defined by the International Coach Federation (ICF), and the components of an effective coaching engagement. These sections are a good starting point for faculty who want to understand the fundamentals and unique aspects of coaching and how coaching differs from other 'helping' roles such as teaching, mentoring and counseling.

The final section of this guide focuses on **what faculty and staff must do when coaching students** on their MSAF feedback (i.e., how to conduct a coaching session). This procedural framework includes sections on the preparation required prior to a coaching engagement, the interpretation of an Individual Feedback Report (IFR), and the development of an Individual Leadership Development Plan (ILDLP). Also noted are special considerations for coaching in an institutional setting. Given time and resource constraints are often common in institutional settings, faculty coaches are encouraged to be creative in how they implement coaching in courses.

Throughout this guide, several other documents that support MSAF coaching are described or referenced. These resources are briefly summarized in Appendix D. Faculty, cadre and staff charged with providing coaching to students are encouraged to utilize these other documents, and to also access and complete the MSAF training for coaches found at <https://msaf.army.mil>.

Section 1: Introduction and Background



Army MSAF

What is Army MSAF?

The Multi-Source Assessment and Feedback (MSAF) program was developed to enhance leader development for Active Army, Army Reserve, Army National Guard and Army civilian leaders serving in today's complex operational environment. The MSAF program is under the organization and direction of the Center for Army Leadership (CAL), U.S. Army Combined Arms Center (CAC), which is the action agent for leader development, leadership research, leadership doctrine, and professional military education systems to sustain excellence in the Army's core competency of growing leaders.

The MSAF program provides a "360-degree" approach that is widely used in both the government and the private sector to better understand individual leadership and the complex leadership challenges that organizations face. MSAF uses a central website to collect feedback through assessments. These assessments are completed by those around the leader – superiors, peers, and subordinates – and focus on the leadership competencies found in ADRP 6-22, *Army Leadership*.

MSAF is a way of increasing Army leader self-awareness with objective feedback from multiple perspectives. Assessments are completed anonymously and feedback is confidential. Ratings do not serve as an evaluation nor are they used for selection or other administrative purposes. MSAF provides information to support leaders in the creation and implementation of an individual leadership development plan (ILDLP) for personal improvement.

When and Where MSAF Occurs

MSAF is positioned to support leader growth and improvement in each domain of Army leader development. Leaders may participate in MSAF at their own initiative, as part of unit-based efforts, and/or prior to attending select professional military education (PME) or civilian education system (CES) courses, all IAW AR 350-1.

- Any leader may initiate an **individual event** for self-development purposes at any time he or she deems necessary and appropriate. Several key events in a leader's career present opportune times for MSAF, including before and after serving in a leadership position, after a mission rehearsal exercise (MRE), and post deployment.
- Organizations may plan and execute a **unit event**, whereby all leaders undergo an MSAF assessment. Leaders receive individual feedback and data are compiled into a single aggregate report for the unit commander or organization director. AR 350-1 states that active component brigades will be scheduled for MSAF every three years, reserve brigades every six years, and TDA organizations every five years.
- Students scheduled to attend selected **PME or CES courses** will be notified to initiate and complete an MSAF assessment before attending their course. Cadre, faculty and staff then provide coaching in an academic environment. Students are eligible to receive virtual coaching from an Army MSAF coach instead of or in addition to coaching from institutional faculty.



Benefits of MSAF

The feedback generated through the MSAF program benefits individual leaders, their unit or organization, and the Army as a whole.

- **Individual leaders** gain an understanding of how they are perceived by others, the impact their actions have on others, and insight into their strengths and developmental needs.
- **Units and organizations** are able to identify leadership performance gaps within their structure, which allows commanders to target their leader development efforts. MSAF also creates opportunities for unit leaders to engage in more frequent, open and candid communication regarding leadership, all in an effort to improve unit performance.
- MSAF supports **the Army's** commitment to continuous learning, reinforces values and skills, increases organizational effectiveness by creating focused, sustained behavior change and skill development, and sets the Army's expectations for leader performance.

MSAF provides a standardized mechanism that benefits **faculty and staff** in support of their requirement to assess, provide feedback, and identify the strengths and developmental needs of leaders attending courses. Therefore, faculty and staff who conduct academic counseling at Army schoolhouses, courses and training centers should prepare themselves to furnish MSAF coaching. TRADOC Regulation 350-10 (paragraphs 2-14) states: "The success of institutional training depends on having experienced small group leaders (SGL), senior small group leaders (SSGL), and instructors who are leadership mentors, role models, and teachers. Small group leaders, SSGLs and instructors conduct leadership assessments, counseling, and assist students to identify strengths, weaknesses, and actions to improve performance."

The MSAF system supports faculty and staff with their academic counseling responsibility on leadership in the following ways:

- The assessment and the feedback report provide reasons and precipitating events for counseling sessions to occur.
- MSAF instruments and feedback reports provide a structure for reviewing required leadership competencies, attributes, and behaviors.
- Feedback highlights leader capabilities assessed by others in their previous operational assignments (i.e., in work environments that are separate from residential schools).
- Developmental resources including handbooks, doctrine, and a virtual improvement center (VIC) are available so the coach can suggest ways for the leader to improve.



MSAF in the Institutional Domain

The MSAF Process

All cohorts of Army leaders benefit from participating in MSAF. The program is applicable to officers, warrant officers, and NCOs in both the active and reserve components, and Army civilians. The **assessment** available to leaders through MSAF has been through a rigorous process of validation to ensure that leaders are assessed on behaviors that positively relate to effective leadership for Army roles and responsibilities. Valid and reliable measurement is also assured by software system rules which require a minimum of three superior, three peer, and five subordinate or direct report assessments before results for that grouping will be reported separately.

Each leader receives an **Individual Feedback Report (IFR)** which includes quantitative assessments from participants who know or work with the leader and who offer write-in comments on the leader's greatest strengths and greatest developmental needs. **Cadre coaching** is a key step in the process for MSAF in the institutional domain. At schools, faculty and staff provide coaching to individuals as the situation dictates: to interpret a feedback report, to develop an Individual Leadership Development Plan (ILDP), or both.

Ultimately, a **self-aware leader** is the key outcome of the MSAF process, whereby a leader's perception of his or her strengths and developmental needs become more aligned with the objective feedback received from superiors, peers, and subordinates. A self-aware leader is also one who is more knowledgeable and aware of personal leadership strengths and developmental needs.





MSAF in the Institutional Domain

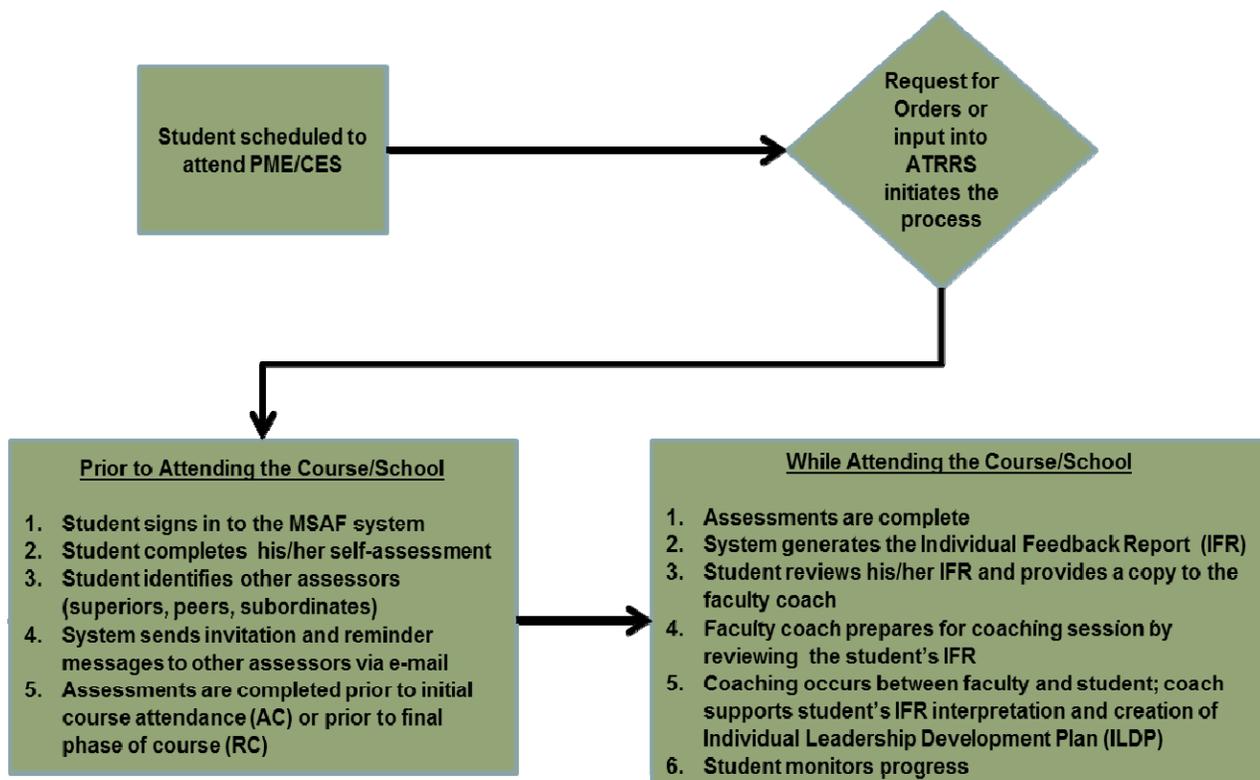
MSAF in the Institutional Domain

The MSAF program is integrated into the Army institutional domain (selected PME and CES courses) IAW AR 350-1. The process for students ordered to participate in MSAF includes the following key events:

Leader Assessment: Students' Requests for Orders to attend certain PME/CES schools directs them to participate in MSAF. Students complete MSAF prior to course attendance (or prior to final phase of course for RC). Students self-initiate the MSAF through the Web site, complete their self assessment, and select and invite others to serve as their assessors (superiors, peers, and subordinates). In some cases, students will arrive at the course without an MSAF completed or it will be in progress. Faculty and staff should encourage these students to initiate and complete an MSAF assessment while attending the course, and to request faculty coaching once they receive their IFR.

Individual Feedback Report: Upon receipt of their IFR, students use MSAF web-based resources (e.g., the *Individual Feedback Report (IFR) Analysis Guide*) to interpret their feedback report.

Faculty Coaching: Faculty provide coaching support to students attending the course or school. Faculty may coach students through the entire process (feedback interpretation and development planning) or the specific areas requested by the student (e.g., action planning). Students have the option to seek virtual coaching (e.g., telephonic) from coaches through the MSAF program as an alternative or in addition to faculty coaching. However, this is a backup option for students, as the priority for virtual coaching is given to requirements of operational units involved in MSAF.





MSAF in the Institutional Domain

Leader Assessment

The initial step within the MSAF process is online assessment. The current MSAF instrument is the Leader Behavior Scale (LBS) 2.0, which provides a comprehensive and thorough assessment of leadership actions. This 50-item assessment is based on the Army Core Leader Competencies and actions as described in ADRP 6-22, *Army Leadership*. Additionally, there are two open-ended items that assess the leader's greatest strength and greatest developmental need. The complete LBS 2.0 is presented in Appendix A of this guide.

Individual Feedback Report

The Individual Feedback Report (IFR) is a multi-page document that is specific to an assessed leader. It is a summary of the ratings collected from the leader's superiors, peers, subordinates, and self-assessment. Feedback reports include a summary of the assessed leader's performance on the competencies depicted by bar charts grouped by assessor cohort (superior, peer, subordinate, and self). Assessments by competency are presented as well as a summary report including the highest and lowest average assessments by others, and a section with narrative comments listing the leader's greatest strengths and greatest developmental needs.

Accurate interpretation of the feedback report is key to understanding and improving leadership abilities. Feedback report scores are often clustered around a narrow range, which is a common trend when others are asked to provide feedback on a leader's performance. The absolute score is less important than the trends displayed in the report. Further guidance on analyzing IFRs is provided in a later section of this guide.

Personal Information

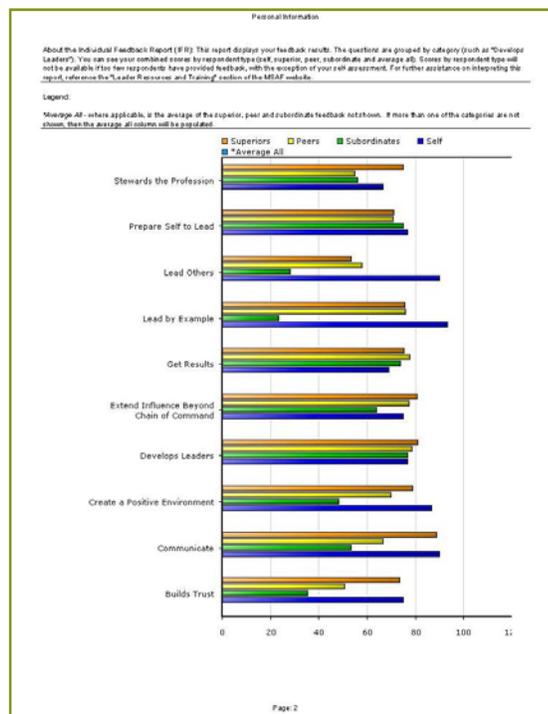


**Multi-Source Assessment and Feedback
Individual Feedback Report**

SAMPLE NAME
SAMPLE RANK
SAMPLE DUTY POSITION
Instrument: Commander Assessment

Privacy Disclaimer
Information contained in this report is personal in nature and is the property of the institution. It is the individual's responsibility to safeguard the reported information. The decision to disseminate information contained in this report is solely the responsibility of the named individual.

MSAF Coaching Certificate Course 1 of 9





MSAF in the Institutional Domain

MSAF Coaching

Coaching is the essential element that links feedback interpretation with developmental planning. The MSAF program seeks to capitalize on the opportunity to utilize faculty, cadre and staff within the institutional domain to coach students who complete an assessment prior to attending a PME/CES course or school. The role of faculty and staff MSAF coaches involves helping students understand and appreciate their current level of performance and potential and guiding them in planning development. To do this, coaches support student understanding of their MSAF feedback, guide student identification of strengths and developmental needs, provide insight or suggestions on how to build upon knowledge and skills, and guide students through the creation of an individual leadership development plan (ILDLP).

Why Position Institutional Faculty as MSAF Coaches?

Institutional faculty and staff are in a unique position to provide MSAF coaching to students, as they can approach each feedback session with objectivity as they help students interpret and understand the feedback from those around them. As faculty and staff already engage in the leader development of students through academic counseling, they are well suited to provide coaching on leadership. MSAF coaching should not be seen as an addition to faculty workload, but rather an enhancement to the student leader development process that already occurs.

In order to achieve the maximum benefit to the assessed leader, all components of the MSAF program (i.e., assessment, feedback, and development planning) are executed for developmental purposes only. Thus, confidentiality is of great importance. A leader who participates in the MSAF process has full discretion over who views their feedback report. Thus, if a faculty or staff member is approached for coaching, the student inherently holds a degree of trust and confidence in that person to assume a coaching role. Therefore, faculty and staff coaches must demonstrate the highest ethics and maintain confidentiality of the entire process for the benefit of the student.

While faculty and staff are the primary coaching resource for PME and CES-related MSAF events, students also have the option to request virtual coaching (i.e., telephonic coaching) through the MSAF website. Virtual coaching sessions are provided by professional coaches who have completed Army MSAF coach training and certification. These retired senior officers, warrant officers, NCOs and Army civilians primarily coach leaders who participate in MSAF for self-initiated individual events or command-directed unit events. Requests for virtual coaching by students attending PME/CES courses are handled in priority behind unit and individual MSAF events.

The contents of this guide are aligned with Army MSAF processes, and describe the recommended model for MSAF coaching in an institutional setting. However, leadership coaching and development planning can also occur between a faculty coach and student without formal assessment feedback. An effective coach can guide a student through the coaching process using a variety of data sources, such as a self-assessment, indicators of performance, and informal feedback from others. For example, a student could self-assess their leadership by responding to the items in the LBS (Appendix A), share the results with a faculty coach, and then collaboratively plan developmental activities for improvement.

Section 2: The Role of Faculty Coaches



The Role of Faculty Coaches

What Coaching Is and Is Not

The role of a coach is distinct from teaching, mentoring, and counseling. MSAF coaches:

- Ensure the assessed leader holds responsibility and ownership of the process and outcomes.
- Raise questions to stimulate critical thought without judgment or criticism.
- Support and guide the assessed leader in putting developmental processes in motion.

Coaching is based on the assumption that a leader has answers to their own issues and questions. Therefore, a coach's most powerful tool is asking questions. This is done to support a leader in understanding his/her feedback and to develop a plan for action.

Coaching is not the transfer of knowledge from a teacher or mentor to a learner, nor is it meant to be an interaction like developmental counseling where a subordinate is told how to improve in a prescriptive manner. The nature of the coaching interaction is meant to be *supportive* rather than *directive*. The stance of the coach should invite the leader to reach beyond what he or she knows to what is possible.

While coaching differs from counseling, teaching, and mentoring, a skilled coach moves between these roles as needed when coaching a leader. The chart below provides a definition for each practice, the focus of the interaction, and what is provided to the recipient as a result of the interaction.

Practice	Definition	Focus	What You Bring
Coaching	A customized development process with an individual that uses observable data, provocative questions, coach expertise, and a safe, supportive, partnering relationship to guide a leader in creating solutions and development paths forward.	<ul style="list-style-type: none"> ▪ Supporting the leader in developing solutions and strategies on his or her own. ▪ Development of competencies and capacities for forward movement and improvement. ▪ Supporting the leader in putting ideas and awareness into practical application on the job. ▪ Balancing individual and organizational goals. 	<ul style="list-style-type: none"> ▪ A safe partnering relationship. ▪ Genuine interest in the leader's development and success. ▪ Provocative questions and strong listening skills. ▪ Willingness and ability to understand the leader's unique situation. ▪ The ability to "get out of the way" of the leader's process to enable him or her to come up with his or her own solutions and strategies for success.
Teaching	A process in which individuals with specific content expertise educate others by providing knowledge and materials relative to the content.	<ul style="list-style-type: none"> ▪ Transferring knowledge or technical understanding from an expert to a learner. ▪ Sharing information in a way that accurately captures what the learner needs to know. 	<ul style="list-style-type: none"> ▪ Thorough knowledge of the content to be taught. ▪ Ability to present information in a readily understandable manner. ▪ Appropriate environment for transfer of knowledge (classroom), one-on-one interaction, demonstration, etc.



The Role of Faculty Coaches

Practice	Definition	Focus	What You Bring
Mentoring	The voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect (AR 600-100).	<ul style="list-style-type: none"> Development of a career path or particular skill set. Building a relationship in which the mentor is invested in the progress and success of the mentee. Supporting the organization and advancing individual and professional goals. 	<ul style="list-style-type: none"> Experience in a relevant area. Willingness to dedicate time and energy. Ability to provide the right balance of support and challenge. Ability to listen and provide feedback. Genuine interest in the mentee's development and success.
Counseling	The process used by leaders to review with a subordinate the subordinate's demonstrated performance and potential (ADRP 6-22).	<ul style="list-style-type: none"> Driven by a specific event, to review performance, or for professional growth. Specific feedback is provided which leads to directed or joint establishment of performance objectives and standards. Emphasis on subordinate development. 	<ul style="list-style-type: none"> A clearly defined purpose for the counseling. The right balance of support and challenge to encourage the subordinate while providing guidance when working on problematic issues. Flexibility in counseling style to fit the subordinate. Interest in the subordinate's success.

Choosing the Right Approach

When coaching, there will be times when a leader gets “stuck” or is uncertain about how to improve or develop. In such cases, a coach can recommend suggestions to facilitate the process. However, regardless of how much help and direction the coach needs to provide, ownership of the process and outcomes must remain with the leader being coached.

Regardless of which role is needed, a coach must remain in service to the leader that is being helped. It is important to pay close attention to the conversation and the needs of the leader in order to recognize which developmental role would be most useful in a given situation. When coaching, consider the following:

- Ask yourself “what is this situation asking of me?” or “what will best serve the leader in this situation?” when deciding which role to assume during the session.
- Clarify when you are changing roles. Use statements such as, “I am going to put on my mentor hat for a moment and share a few things with you...”
- Offer questions that help the leader reorient around the purpose in each conversation. In some cases, a leader will benefit most from your advice or a specific recommendation. It is appropriate for you to share your knowledge to increase the leader's understanding.
- Remember your primary role as a coach is to support the leader through an “ask not dictate” approach, and limit conversation that is overly prescriptive.

Section 3: The Coaching Competencies



Coaching Competencies

Coaching Competencies: What the Coach Brings to the Session

Coaching is a process designed to support leaders in becoming more competent and to engage in new behaviors that reflect and implement an organization’s mission, values and direction. The coach competencies describe the professional skillsets, abilities and approaches that a coach brings to the coaching engagement, whether it is a single session or multiple meetings.

The International Coach Federation (ICF) has defined eleven coaching competencies that support a greater understanding of the skills and approaches used in coaching. The competencies are divided into four behavioral groups. During a coaching engagement, a successful coach will demonstrate *all of these competencies*, although not all competencies may be demonstrated during a single session. The competencies, as well as the leadership coaching process in general, should not be seen as a linear progression as much as they are interrelated aspects of an interaction.

Group	Competency and Description
Setting the Foundation	Meeting the Ethical and Professional Standards — Understanding of coaching ethics and standards and ability to apply them appropriately in coaching situations.
	Establishing the Coaching Agreement — Ability to understand what is required in the specific coaching with the prospective and new client about the coaching process and relationship.
Co-Creating the Relationship	Establishing Trust with the Client — Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.
	Coaching Presence — Ability to be fully conscious and create spontaneous relationships with the client, employing a style that is open, flexible, and confident.
Communicating Effectively	Active Listening — Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client’s desires, and to support client self-expression.
	Powerful Questioning — Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and client.
	Direct Communication — Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.
Facilitating Learning and Results	Creating Awareness — Ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.
	Designing Actions — Ability to create with the client opportunities for ongoing learning, during coaching, and in work-life situations, and for taking new actions that will most effectively lead to agreed-upon results.
	Planning and Goal Setting — Ability to develop and maintain an effective coaching plan with the client.
	Managing Progress and Accountability — Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.



Coaching Competencies

Setting the Foundation

An effective coaching relationship begins with a solid foundation. Approaching the interaction in a professional manner sets the tone for the entire relationship and helps to build rapport. Reaching a clear, mutual agreement about what the student can expect from the coaching relationship and what is required of both the coach and the student to achieve these expectations will maximize the benefit of coaching.

Ethical Responsibilities

As MSAF coaches, faculty and staff are expected to abide by several key areas of ethical responsibility. These include maintaining confidentiality, establishing and respecting boundaries, and reporting and referring problem issues as necessary.

- **Confidentiality** – The student demonstrates trust in their faculty or staff coach when providing his or her feedback report and when personal information is shared during the coaching session. Upon completion of a coaching engagement, and certainly by the end of the course, the faculty member should not retain hard copies or electronic copies of student MSAF feedback reports. All reports should be properly shredded or destroyed when no longer needed. Conversations about coaching sessions should only be for coach learning and professional development among staff coaches. Individual names of students should never be used in such conversations.
- **Boundaries** – As with the faculty-student relationship, the coaching session is a professional, work-related exchange. The relationship between the student and faculty member should not extend beyond officially scheduled sessions.
- **Report and refer** – It is an ethical and legal responsibility for a coach to report any language a student uses that indicates an intention to harm him or herself or others. If a student voices concerns about problems beyond the scope of coaching, (e.g., family/marital issues, anger, depression, anxiety, and medical issues) the coach should refer him or her to resources that can assist with the problem. Faculty and staff coaches should follow the institution's standard operating procedures (SOP) as these situations arise.

Establishing the Coaching Agreement

In an institutional setting, *Establishing the Coaching Agreement* is about getting clarity on the student's desired outcome and expectations of the coaching session. It is the coach's job to "manage the session" to make sure the student's desired outcomes and expectations are met. Thus, before actual coaching begins, the faculty coach and student should be clear about expectations for the coaching relationship. Reaching mutual agreement early about what the student should expect from the faculty coach and what is required of the student for a successful coaching interaction will save time and avoid misunderstandings later.



Coaching Competencies

Co-Creating the Relationship

While an actual coaching session may be as brief as an hour or less, some attention must be given to building the coaching relationship between the faculty member and the student. Understandably, the faculty member and student likely already know one another in the institutional setting. Thus, it is important to define the coaching relationship that will exist between the two, and affirm that the faculty member's role is to support the student's understanding of MSAF data and development planning from an outside, objective viewpoint. For an effective coaching experience, the student must feel comfortable to share and discuss feedback received on his or her leadership skills and style. The student must also be receptive to input from the faculty coach.

Establishing Trust

An effective relationship between a coach and student is based on mutual trust. If a student approaches a faculty member for coaching on MSAF feedback, the student inherently demonstrates trust in that faculty member. It is crucial for faculty coaches to preserve that trust throughout the coaching process. It is the coaches responsibility to create and maintain a confidential and safe environment for the student to explore and understand his or her feedback data. This includes refraining from judgment and criticism so that the student feels at ease sharing feedback on his or her leadership performance. The student must feel that he or she can trust the faculty coach not to be critical and to keep the student's information confidential.

Coach "Presence"

A coach demonstrates presence by conveying acceptance, support, and his/her full attention and awareness to the leader. There are several factors that contribute to a supportive coaching presence:

Preparation	<ul style="list-style-type: none"> Request and review the feedback report ahead of time. Look for patterns in the feedback. Be prepared to direct the leader's attention to potential blind spots as well as strengths that can be leveraged or built upon.
Sufficient Time	<ul style="list-style-type: none"> Reviewing feedback is an unusual opportunity in the usual course of work. Allow for time to reflect, reconnoiter, and chart a path for development. Ensure the leader has clear direction and confidence in what they can do.
Coach Attitude	<ul style="list-style-type: none"> Give the leader the benefit of the doubt all the way through. View coaching as a partnership with the leader where you both contribute to the process. Be aware of and check any sense of over controlling or superiority. Demonstrate curiosity about what is possible with the leader's development. Demonstrate genuine interest in the leader's success; avoid coaching to "check a box."
Leader Ownership of the Process	<ul style="list-style-type: none"> Let the process and outcomes be the leader's. Keep the focus on the leader's interests and needs.



Coaching Competencies

Communicating Effectively

Coaches must listen actively to focus completely on what the student is saying and is not saying, both to understand the meaning of what is said in the context of the student's desires and to support student self-expression. Powerful questioning is the ability to ask questions that reveal the information needed for maximum benefit to the student. Both listening and questioning help build direct communication in the coaching relationship, which is the ability of the coach to communicate effectively using language that will have the greatest positive impact on the student.

Active Listening

Throughout a coaching interaction, the coach should assess the student's non-verbal cues and their meaning. A coach should reflect to the student what he/she is observing when they are interacting. For example, when reviewing the student's feedback report, what does the student show in his or her face or body language? How does that sync up with what he or she is saying? Is there alignment or a disconnect? It can be helpful for the coach to raise questions that help determine what is most important for the student to focus on in their development.

TIP

As a coach, be conscious of your own non-verbal communication. During a coaching session, consider what you are communicating by how you are sitting, your use of facial expressions, and nervous movements. What message does this project to the student you are coaching?

When a coach is **listening actively**, he or she is able to focus completely on what the student is saying and is not saying, to understand the meaning of what is said in the context of the student's desires, and to support leader self-expression. Coaches should attend to three levels of listening:

- **Level 1 is internal listening.** At this level, there is a heavy focus on ourselves. We listen and think about what the speaker says as it applies to our situation, judgments, and feelings.
- **Level 2 is focused listening.** At this level, there is a sharp focus on the speaker. We listen with the speaker's goals, opinions, assessment, and frame of reference in mind. As a coach, you are listening to more than words, but also the tone, pace, and feelings expressed.
- **Level 3 is global listening.** At this level, there is a sharp focus on the speaker plus an awareness of unexpressed thinking, feeling, and emotions.



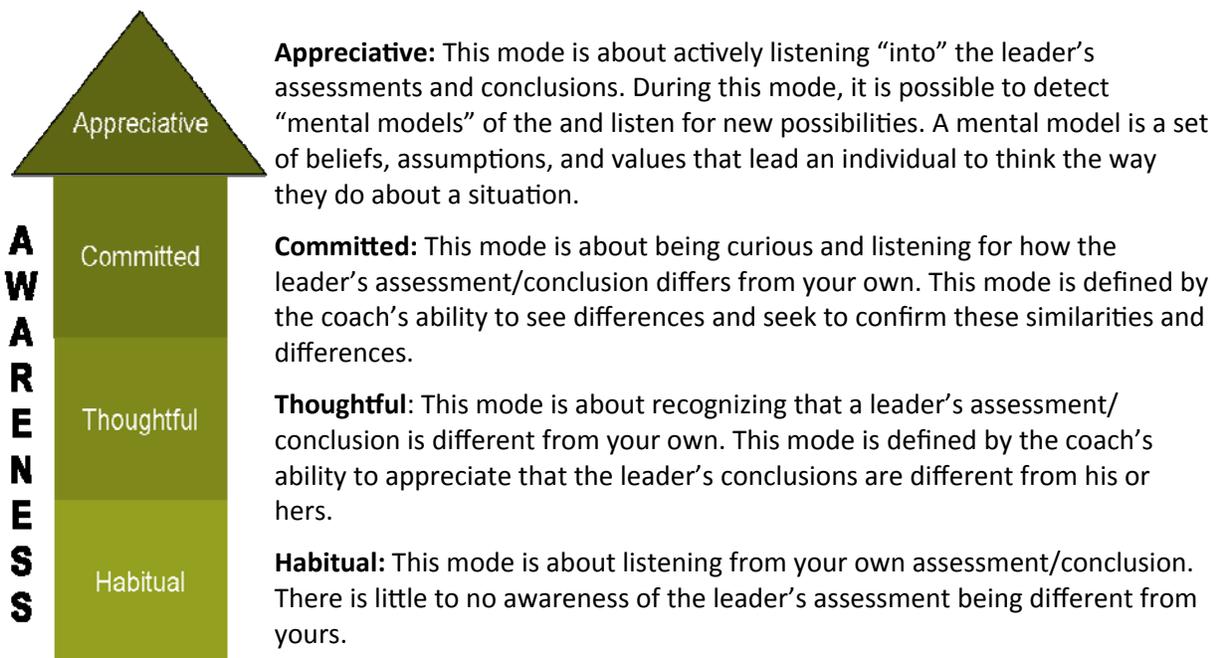
Coaching Competencies

TIP

Ask yourself these questions to see if you are listening at all three levels:

- What am I thinking, feeling, and experiencing in regards to what the other is saying?
- What is the other saying with their words, voice, and nonverbal cues?
- What is not being said and what does the context tell me about what is going on?

In addition, there are four different modes of coach listening. The different modes are listed from the highest level of awareness to the lowest level.



TIP

As listening progresses from Habitual to Appreciative, the leader will experience the coaching as more supportive of and targeted to his or her development and success. For this reason, it is critical for the coach to be aware of how they are listening.

- To move from habitual to thoughtful listening, ask yourself “what is different about how the leader sees things from how I do?”
- To move from thoughtful to committed listening, ask the leader “can you help me understand how you see this?”
- To move from committed to appreciative listening, ask the leader “what are the values, beliefs, and assumptions that lead you to see it this way?”



Coaching Competencies

Powerful Questions

Of all the skills that support effective coaching interactions, the use of questioning is most important. Powerful questioning is also what makes coaching distinct as a developmental process. When meeting with a student, a coach should ask probing questions based on what the student is saying. As the coach tracks the leader's direction, he or she responds with open-ended questions. Questions should be thoughtful, be posed from a position of curiosity, and should challenge the student without being combative.

Effective coaches ask powerful questions that reveal needed information. The use of probing questions should stimulate the student to think in new and different ways. When determining which questions to ask a student, effective coaches consider six criteria.

Receptivity to Coaching	<p>If the leader is more receptive to coaching, the coach should ask questions that are challenging, provocative, and open-ended, such as "which of your strengths might become weaknesses in the future?"</p> <p>With less receptivity to coaching, it is better to ask more targeted questions, such as "what areas do you consider to be your strengths?"</p>
Leader Preparation	<p>If the leader arrives at a coaching session prepared, ask questions that assess the underlying causes and touch on the conclusions that he or she reached, such as "what specific data points or patterns directly relate to your goals and aspirations, and why?"</p> <p>For leaders who are less prepared, ask more direct and targeted questions, such as "let's look at page _____. What do you notice about the difference in ratings between you and your peers?"</p>
Openness to Feedback	<p>If the leader seems very open to feedback, ask open-ended questions that generate discussion, such as "in reviewing your feedback report, I noted that _____. This might be an area for you to develop, what do you think?"</p> <p>With less openness to feedback, ask the leader targeted, direct questions that move the leader towards decision and action, such as "what decisions have you made on your developmental areas?"</p>
Readiness for Moving to Action	<p>If the leader is eager to move forward to action, ask questions that encourage drawing conclusions, making decisions, and taking action.</p> <p>If the leader is not able or willing to be decisive and take action, ask more leading questions that provide suggestions and the options available to him or her, such as "I think you might conclude that _____, decide to _____, or take action to _____. What do you think? Do you agree?"</p>



Coaching Competencies

Available Time	<p>As the coaching session will have a time limit, be cognizant of how time is used during the session. If a question is not easily answered, reframe and ask another question. Remember to pace questions so as to move through all eight of the coaching components, as is possible.</p> <p>If all eight components cannot be completed in the timeframe allotted, it is better to schedule a follow-up coaching session, if the leader agrees. Do not attempt to rush a leader through questions if they do not seem ready for the next step.</p>
Coach Assessment	<p>Match questions with the leader's development needs, readiness, and comfort with the coaching process. Begin by asking questions you are confident the leader is prepared to answer. For example, if a leader has analyzed data and addressed gaps, focus your questions more towards later steps in the coaching process.</p> <p>Note that sometimes a leader may not be ready or willing to answer your questions. You should then shift your questioning style and ask questions that offer suggestions and ideas.</p> <p>Remember that a coach's questions should lead to greater clarity and show an understanding of the leader's situation. All questions should be asked naturally and easily.</p>

TIP

Powerful questions can be especially effective in instances where a student shows resistance to feedback or otherwise becomes "stuck." Start a dialogue by using powerful questions to get the student to explain any discrepancies between how he or she perceives areas of strength or opportunities for development, and how others perceive his or her strengths and needs for improvement:

- If there are significantly wide numerical gaps in your ratings, why do you think that is?
- What themes in your feedback do you agree with? What themes do you disagree with, and why?

A more extensive list of suggested coach discussion questions is presented in Appendix D.

Direct Communication

When communicating with a student, a coach should use language that has the greatest positive impact. Communication between the coach and student should be based on mutual respect. There should be an ease in the conversation and the student should feel comfortable to speak freely. The coach should be direct but maintain a non-judgmental stance in conversation to increase the student's understanding of where they are and where they want to go. Communication by the coach should continuously emphasize that the purpose of the interaction is the benefit the student's development.



Coaching Competencies

Facilitating Learning and Results

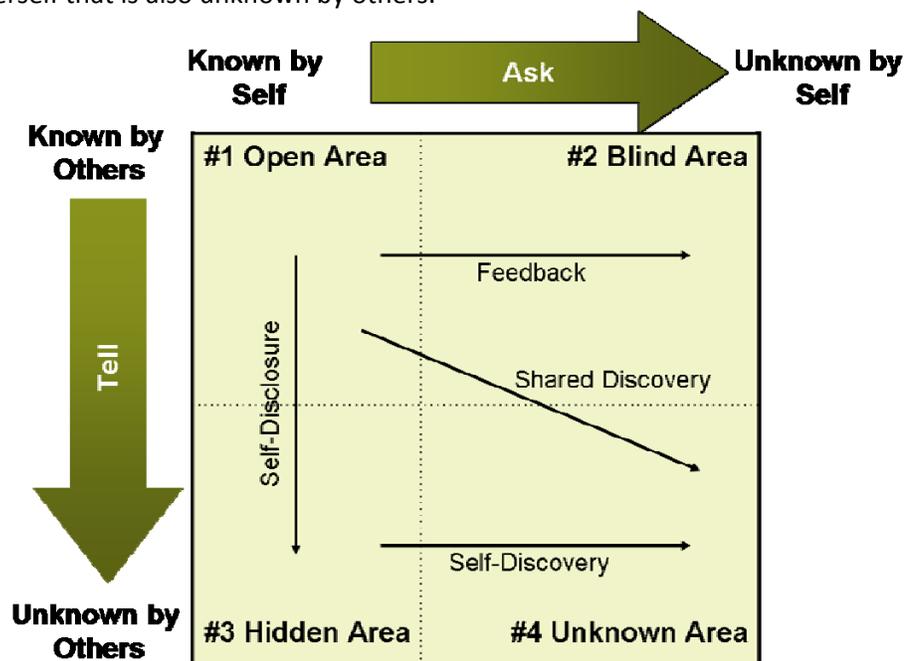
Effective coaches facilitate learning and results by creating awareness, designing actions, planning and goal setting, and managing progress and accountability with the students they coach. Faculty coaches also facilitate a student's learning and awareness by sharing knowledge and providing recommendations for action. However, regardless of how much help or assistance a faculty coach provides, it is important to ensure student 'ownership' of each element in the coaching process.

Creating Awareness

The Johari Window is one of the most useful models describing the process of human interaction, and is an effective method for creating awareness. A four-paned "window" divides personal awareness into four different types, as represented by the four different quadrant/areas: open (arena), hidden (façade), blind, and unknown. The lines dividing the four panes are like window shades, which can move as interaction progresses or information is gained.

The four quadrants are:

- **Quadrant 1:** Open area (arena). The open area is what is known by the leader about him/herself and is also known by others.
- **Quadrant 2:** Blind area (blind spots). The blind area is what is unknown by the leader about him/herself, but which others know.
- **Quadrant 3:** Hidden area (façade). The hidden area is what the leader knows about him/herself that others do not know.
- **Quadrant 4:** Unknown area. The unknown area is what is unknown by the leader about him/herself that is also unknown by others.





Coaching Competencies

A person enlarges their open quadrant or “open area” through self-disclosure and receiving feedback. This process requires a give-and-take between the self and others. As information is learned through shared discovery and self-discovery, the open quadrant expands while hidden, blind, and unknown areas contract.

Practice

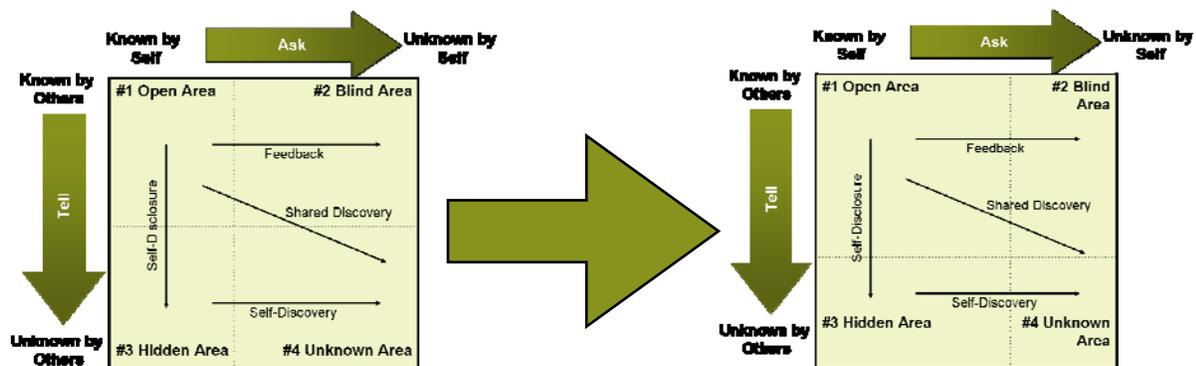
Take a moment to reflect on this model as it applies to your own situation. Explore each of the quadrants with the following questions.

Open area: What aspects of your leadership are known to both you and others? Based on what you disclose to others and the feedback you receive, how large is your “open area?”

Blind area: Recall an instance when you received feedback about your leadership that included information of which you were not aware. What did you learn about yourself? Did this information lead to a change in your behavior?

Hidden area: What aspects of your leadership are known only to you?

Unknown area: What have you done recently to discover more about yourself? Through feedback from others?



TIP

Ways to apply this model through using questions during a coaching session include:

- What do you know about yourself that others do not know?
- What did you and your raters agree on?
- What did you and your raters disagree on?



Coaching Competencies

TIP

In reviewing an MSAF feedback report, faculty coaches support **creating awareness** with students when analyzing the data, addressing the gaps, and narrowing the focus (components 3 to 5 of a coaching engagement).

Coaches support **designing actions, planning and goal setting, and managing progress and accountability** when coaching students through the ILDP process, and support students in setting goals, planning development, and promoting action (components 6 to 8 of a coaching engagement).

Designing Actions

Coaches use powerful questions to help students distill down to areas to focus on (i.e., based on what is mission or role critical or what would have an impact on other areas). The coach should consider both what the student will find motivating and what is within the student's control. Effective coaches then help students create opportunities for ongoing learning and in choosing new actions that will lead to agreed-upon results. When helping students design actions, consider both opportunities during the course/school the student is attending and opportunities in his or her next duty assignment.

Planning and Goal Setting

Faculty coaches should develop and maintain a coaching plan with the student. This includes identifying goals as well as clarifying outcomes, identifying indicators of success and how those will be measured, and describing specific changes that are desired as a result. The detailed plan should include when and how action will be initiated to achieve goals. During planning, the coach asks questions to facilitate development of the plan, including what it will take to implement the plan. However, ownership of the plan must remain with the student.

Managing Progress and Accountability

Faculty coaches manage progress and accountability by focusing attention on what is important for the student and leaving responsibility with the student to take action. By reaffirming the student's ownership of the process and outcomes, the coach strengthens the student's commitment to development.

TIP

It is important for coaches to be aware of themselves and to catch themselves when they find they are becoming frustrated, bored, impatient, judgmental, or attached to an outcome.

Signs that this is happening include: the student shuts down or gets defensive, the coach pushes and directs more than he or she questions and listens, or the conversation feels strained.

Section 4: The Coaching Components



Coaching Components

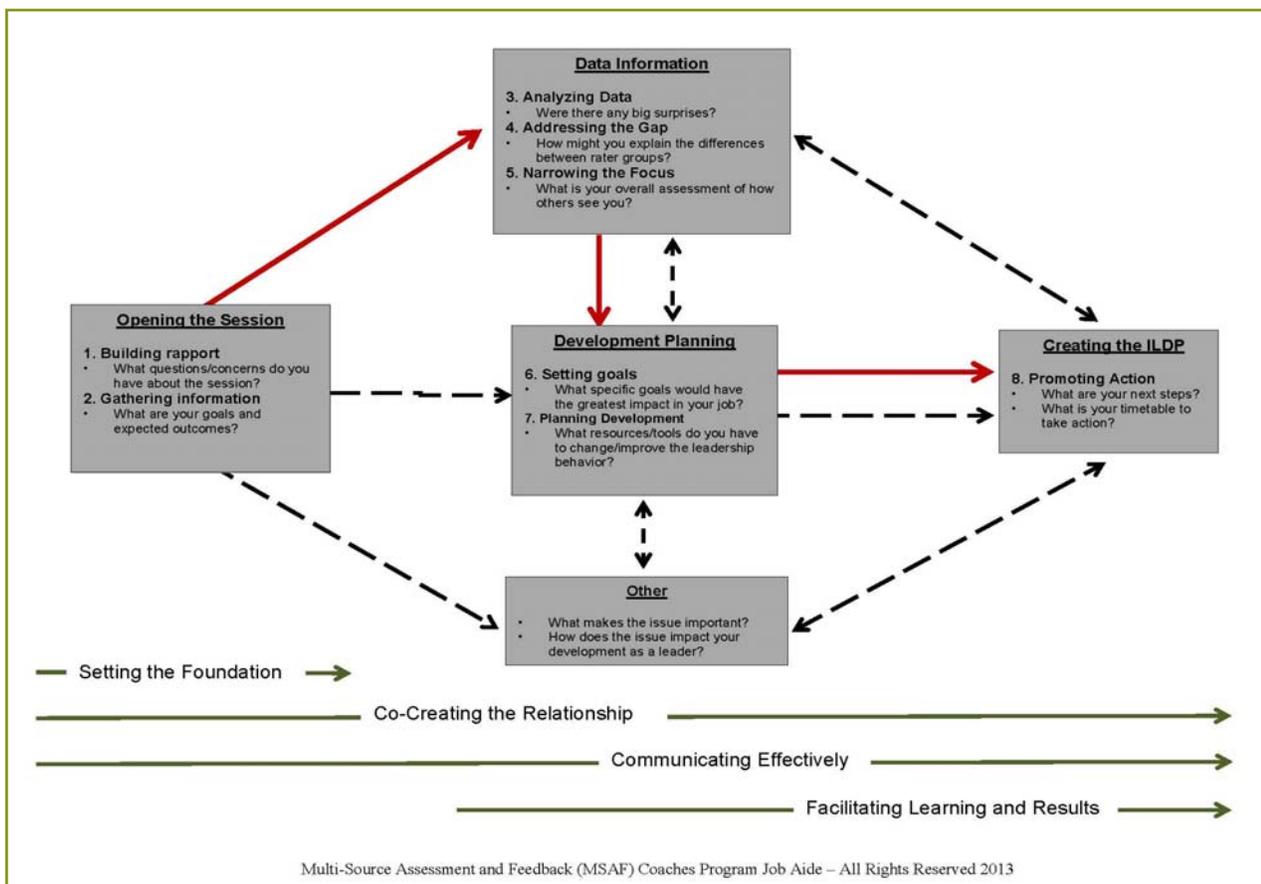
The Coaching Components: Elements of an Effective Coaching Session

Effective coaching requires an understanding of the eight components that contribute to successful coaching engagements. These components provide an interpretation method that coaches should follow in their engagements:

1. Building Rapport
2. Gathering Information
3. Analyzing the Data
4. Addressing the Gaps
5. Narrowing the Focus
6. Setting Goals
7. Planning Development
8. Promoting Action

The diagram below provides a useful job aid and shows the flow of a coaching session. To an extent, the steps are performed in a linear manner. However, the earlier steps (Building Rapport and Gathering Information) may be referenced throughout the coaching session. Depending on the needs of the leader being coached, a coach may choose to begin a session by moving to later steps in the process. A larger graphic of this job aid is also presented after the Appendix of this guide.

MSAF Coaching Session Flow: Job Aid





Coaching Components

A typical coaching session will follow the red arrows in the graphic. However, as can be seen by the dashed arrows in the graphic, it may be necessary during a coaching session to move back and forth between components to help the leader navigate between understanding the data, planning development, and taking action. For example, after beginning to set goals and plan for leader development, a coach may find it necessary to go back to the data to help the leader narrow the focus for developing appropriate goals.

When completing steps 1-6 of the process, a coach should be in “questioning” mode. When helping leaders plan development and promote action (steps 7-8), a coach may need to shift into the role of consultant or mentor. These are the points where, when stuck, a leader may need advice or suggestions from the coach.

This section provides detail on each component of the coaching process. Following the description of each component are sample questions that coaches pose to leaders to facilitate the process at each component., as well as a list of indicators that signal to coaches when they are effectively coaching the leader in that component. A complete list of suggested discussion questions organized by coaching component is presented in Appendix B of this guide.

Component 1: Building Rapport

Central to an effective coaching relationship is strong and positive rapport between the leader and the coach. Strong rapport is demonstrated by how easily the leader confides in and accepts guidance and feedback from the coach. The coach builds rapport by clarifying the reasons for coaching, reinforcing the confidentiality of coaching, describing the coach’s and leader’s roles, and setting the context.

ASK

Questions to ask the leader:

- What are your expectations for this coaching session?
- What have you done to prepare for this session?
- What is your level of interest and comfort in this session?
- What questions/concerns do you have about the session?

Indicators you are effectively coaching in this component include:

- The leader openly discusses his or her expectations and anticipated level of preparation.
- You give feedback to the leader that summarizes their expectations for the coaching engagement. The leader verifies it.
- Comments and nonverbal cues indicate trust is being established.
- There is an ease of conversation between you and the leader.



Coaching Components

Component 2: Gathering Information

When gathering information, the coach sets the context for providing feedback by stating the mutually defined purpose of the coaching engagement and how the feedback will contribute towards that goal.

ASK

Questions to ask the leader:

- What are your goals and expected outcomes?
- What challenges are you facing right now?
- If you have completed similar assessments in the past, how does this feedback compare?

Indicators you are effectively coaching in this component:

- The leader expresses his or her goals and expectations.
- You gain a good understanding of the leader's background, situation, and events leading up to assessment, and are able to confirm or clarify expectations for coaching.
- The leader views feedback as an opportunity instead of a performance evaluation.

Component 3: Analyzing Data

Analyzing data involves discussion of the leader's overall strengths, developmental needs, and patterns and themes in the feedback. While an Individual Feedback Report (IFR) is the standard source of data for the MSAF process, other sources of data may include a leader's self-assessment or reflection on their recent leadership performance.

ASK

Questions to ask the leader:

- Were there any big surprises?
- What specific feedback areas draw your attention or concern you?
- What feedback report themes do you agree with and disagree with?

Indicators you are effectively coaching in this component:

- The leader recognizes strengths and developmental needs, and identifies patterns and themes in the data.
- The questions and discussion are relevant and focused on the leader's needs.
- You are able to help the leader analyze and interpret the data in their own words.
- The leader is able to move past negative feedback and identify opportunities.



Coaching Components

Component 4: Addressing Gaps

During the course of feedback analysis, the coach should raise specific issues based on the data through questioning. This should lead to a discussion on similarities and differences between assessor groups and potential underlying causes.

ASK

Questions to ask the leader:

- How might you explain the difference(s) between assessor groups?
- If there are significantly wide numerical gaps in your assessment values, why?
- As you reviewed page ____, what themes and patterns emerged?
- On page ____, how consistently do the assessor groups view your skills and abilities?

Indicators you are effectively coaching in this component:

- The leader is able to identify gaps or recognize their “blind spots” in the data, and provide possible reasons why assessment values may differ among assessor groups.
- The leader identifies specific situations or relationships that might need attention.

Component 5: Narrowing the Focus

Once strengths and developmental needs have been identified, the coach should guide the leader toward narrowing the focus on areas to strengthen and develop. The focus should be on criteria that are important to the leader, including areas that have the greatest impact on their job, fixing systemic issues, and identifying areas needing an immediate “quick fix.”

ASK

Questions to ask the leader:

- What patterns emerge from your data?
- What are your overall strengths? What are your overall developmental needs?
- What are some of your possible “blind spots?”
- What are you really committed to working on right now?
- What is one “quick fix,” something small you can change right now?

Indicators you are effectively coaching in this component:

- The leader has identified strengths and developmental needs and has narrowed in on two or three areas that are important or relevant.
- The leader has identified patterns or themes in the feedback in job-relevant areas.
- The leader makes an assessment in his or her own words rather than yours.
- The leader distinguishes needs that would have an immediate impact on their work.



Coaching Components

Component 6: Setting Goals

When setting goals, success should be defined in observable and measurable terms. An objective should be specific, measurable and realistic, and in the form of a statement. Example developmental objective: Encourage open communication by actively listening and asking clarifying questions during meetings.

ASK

Questions to ask the leader:

- What specific goal(s) would have the greatest impact in your job?
- To define your goal(s) more specifically, what action will you commit to working on?
- What is the timetable to complete this action?
- How will you know you were successful?

Indicators you are effectively coaching in this component:

- You use questioning to get the leader to arrive at a goal or objective on their own.
- The leader states a measurable, realistic objective aligned with his/her developmental areas.
- The leader's goals use a behavior, condition, and standard.
- The leader is satisfied with his/her goals and expresses interest and eagerness to take action.
- The leader is engaged in the process and demonstrates willingness to move to next steps.

Component 7: Planning Development

During planning development, the leader and the coach evaluate the leader's situation and set goals and outcomes that reflect the leader's reality and the organization's mission, vision, and strategic goals. The leader and coach then determine goals for development, stated as outcomes, and specific developmental activities that will result in the desired outcomes. See Appendix C for additional guidelines for planning development.

ASK

Questions to ask the leader:

- What would improvement in this behavior look like in your role?
- What resources/tools do you have to make a positive change to the leadership behavior?
- What training/development activities can help you to change or improve the behavior?

Indicators you are effectively coaching in this component:

- The leader identifies development activities that will fit his or her personal situation.
- You use questioning to help the leader identify resources, tools, and opportunities.
- You provide suggestions that prompt the leader to tailor an activity to on-the-job opportunities.



Coaching Components

Component 8: Promoting Action

Once a development plan has been established and the leader has selected developmental activities, the coach helps the leader to identify on-the-job sources of support for the plan to establish accountability for ILDP implementation. One suggestion a coach can make is to have the leader partner with a peer leader when engaging in developmental activities. When appropriate, the coach also offers to meet with the leader for subsequent coaching sessions.

ASK

Questions to ask the leader:

- What support will you need to accomplish your development objectives?
- Who can you partner with to accomplish your development objectives?
- What support do you want from a coach after this session?
- What are your next steps?

Indicators you are effectively coaching in this component:

- The leader is able to identify sources of support for their development plan, including resources and others.
- You and the leader mutually assess the coaching relationship and determine next steps.
- You motivate the leader to continue in their development and thank him/her for candor and engagement in the coaching process.

Part 5: Conduct a Coaching Session



Preparing to Coach

This section provides a framework for what faculty coaches must do to prepare for MSAF coaching. The key elements and considerations for this preparation include:

- Preparing for a coaching session
- Interpreting an Individual Feedback Report (IFR)
- Guiding a leader through creating an Individual Leadership Development Plan (ILDLP)
- Applying MSAF coaching in an institutional setting

Preparing for a Coaching Session

Faculty coaches should allocate time to provide coaching to each student in the course that desires MSAF coaching. To balance the workload, coaches should consider scheduling coaching early in the course and then staggering the sessions as time allows. Coaches should also allow time for follow-up coaching or “check-in” sessions (if a student desires) before the course ends.

Faculty coaches should prepare for their role in these engagements by reviewing the general practices of coaching, the components of an effective coaching engagement, and the coaching competencies (all presented in the first sections of this guide), as well as the competencies, components and behaviors of effective Army leadership, as described in *Army Leadership*, ADRP 6-22. Coaches should also ensure they are familiar with available leader development resources and tools for improvement so they are able to make recommendations or suggestions to the students they coach.

Both the student and the faculty coach should prepare for a coaching session by thoroughly reviewing the student’s Individual Feedback Report (IFR). The student should provide the coach with a copy of their IFR at the point when they schedule a time for the coaching session. It is important to allow sufficient time for both student and coach to review the IFR and prepare notes for discussion prior to the first coaching engagement. The *IFR Analysis Guide* is a useful resource for reviewing feedback reports. Both student and coach should also familiarize themselves with other MSAF resources prior to the coaching session, including the *Individual Development Planning Guide* and the *Leader Development Improvement Guide (LDIG)*. These resources, along with other useful MSAF documents, are described in more detail in Appendix E of this guide.

Coaching Environment and Focus

Coaching sessions should be conducted in an environment that provides privacy and is free from distractions. A typical coaching session can be conducted in 45 minutes to one hour. If more time is needed, it is recommended that a subsequent or follow-up coaching session be scheduled.

As mentioned previously, the success of the MSAF program relies on the developmental nature of the assessment and feedback. MSAF outcomes are not associated with administrative actions such as promotion and assignment. Therefore, the focus of MSAF coaching sessions should be solely on the student’s MSAF IFR, when available, and the student’s development of an ILDP. Faculty and staff coaches should disassociate MSAF coaching sessions from other individual course counseling and feedback sessions with students that may be tied to course evaluations or other performance ratings of an administrative nature.



Interpreting an MSAF IFR

The Individual Feedback Report (IFR)

The Individual Feedback Report (IFR) supports the MSAF program's intent to improve Army leader self-awareness, uncover potential, identify development needs, and develop an action plan that furthers both the leader's individual and organizational leader development goals. The IFR includes the results of the quantitative and qualitative ratings provided by the individual leader and the superiors, peers and subordinates they selected to rate them.

A critical aspect of the MSAF program is that the target leader owns the feedback. Upon receipt of the IFR, it is up to the leader to decide whether to share feedback results with any other person, including a coach or members of the chain of command. Remember that the effectiveness of the MSAF hinges on leaders sharing the IFR with a coach and seeking further guidance through coaching.

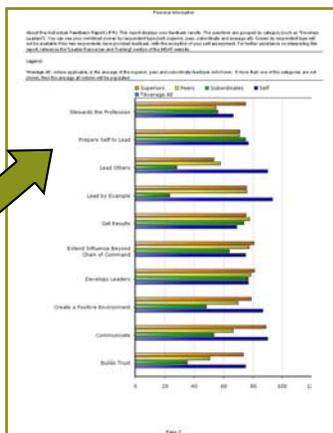
MSAF coaches help leaders to understand and interpret the IFR. As part of the pre-work leading up to a coaching session, both the leader and the coach should independently review the IFR. Coaches should also refer to the *IFR Analysis Guide*, the primary reference leaders use to self-interpret their feedback reports. This and other MSAF document resources are available at <https://msaf.army.mil>

Reviewing an IFR

Prior to the review and analysis of an IFR, both the leader and coach should complete an initial screening of the report to ensure it is complete. When reviewing an IFR, ensure the report includes:



Cover – Identifies the assessed individual's name, rank, and duty position.



Summary – A bar chart depicting competencies represented in the report aggregated by rater group (self, peers, subordinates, and superiors).



Interpreting an MSAF IFR



Item Ratings by Competency – Graphs for each of the assessed behaviors with questions grouped by the leadership competency they assess.



Summary Report of Highest to Lowest Rated Behaviors – A list of the five behaviors with the highest and lowest average ratings by all raters except for the assessed individual.

Comments Section – Two or more pages of narrative comments listing the leader's greatest strengths and developmental needs as provided by the assessed leader and others.

Consider the following when interpreting an IFR:

- **Report interpretation is an art and a science.** Accurate interpretation of the IFR is the key to understanding and improving leadership skills. IFR scores may be clustered around a narrow range, as participants tend to restrict the range of their ratings (i.e., rate the leader high across behaviors, a 6 or 7). This is a common trend when others are asked to provide feedback. Remember, the absolute score is less important than trends in the overall report. To overcome this limitation, look for 'highest highs' and 'lowest lows' as potential strengths and possible developmental needs. It is also important to leverage the information of multiple participants and indicators by noting the top and bottom five as well as trends in numeric and write-in data.
- **Coaches should document report interpretations.** There are several methods to help prepare, recall, and bring key points to the target leader's attention during the coaching session. Each coach should choose a method that best fits their style and preference. Below are a few examples that coaches may use.
 - Mark the IFR using color coded pens.
 - Create notes that:
 - Summarize each respondent group's assessment.
 - Identify key gaps in leader self-awareness.
 - Provide evidence of overarching report findings.
 - Write a brief narrative describing the targeted leader's strengths and developmental needs based on the ratings.



Interpreting an MSAF IFR

Analyzing an IFR

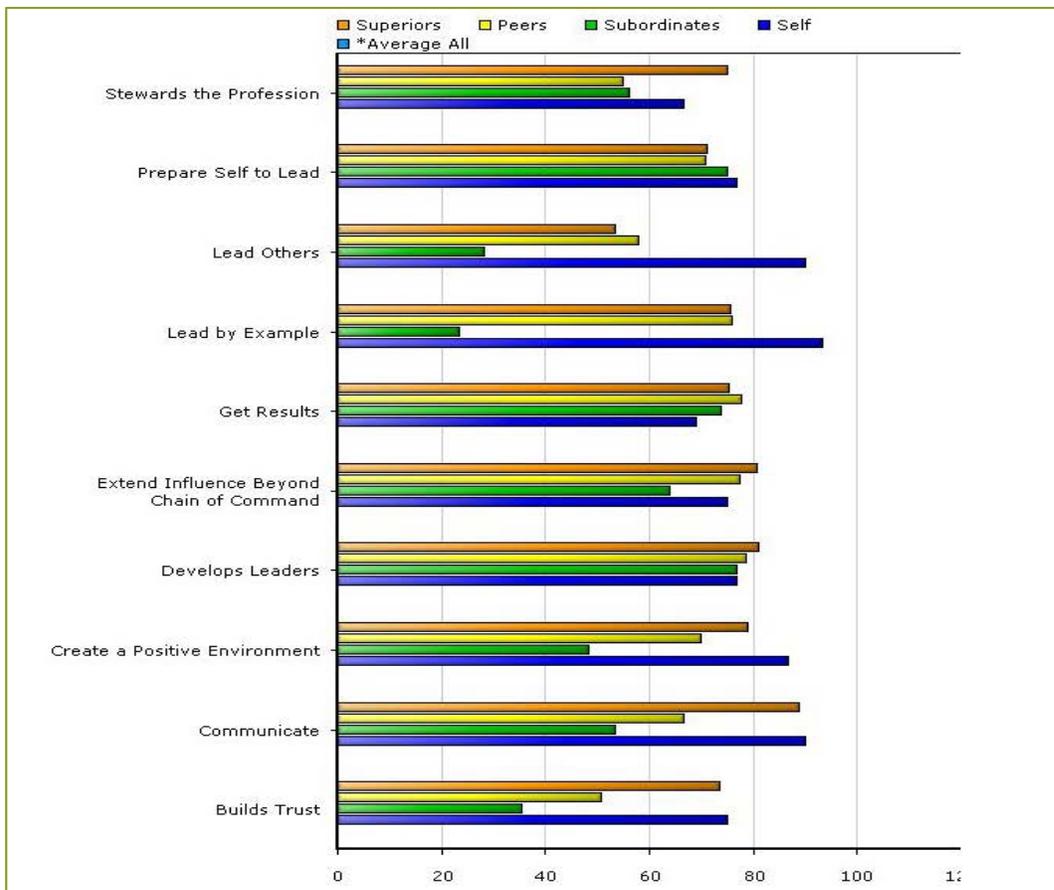
IFR analysis is a four-step process that examines each section of the report in a linear process. The insight gained in a previous section helps the reviewer interpret the next section. After the initial review, the coach should go back and compare findings between sections to identify patterns in the data.



Summary Pages

Step 1: Interpreting Summary Pages

The first section of the IFR is the Summary. It is an overall snapshot of how the leader was assessed. It provides one bar graph for each of the leadership competencies assessed in the survey. Each competency graph has separate bars showing the leader's self-assessment score and the average scores of the superiors, peers, and subordinates who assessed the leader. A numeric scale from 0 to 100 is located along the bottom of the page indicating the value of each bar.





Interpreting an MSAF IFR

Practice

To interpret summary pages, review the bars on the image on the previous page. Notice if any major gaps or clusters exist on the chart. Circle any that show perception gaps or similar ratings.

Note patterns such as if the leader's self-score and all other scores are in agreement. Examine if:

- The scores are uniformly high (indicative of a strength).
- The scores are uniformly low (indicative of a developmental need).

Note if the leader's self score is high and one or more other scores is significantly lower. Examine if:

- All other scores are lower than the leader's self-score (the leader has a higher opinion of a strength).
- One or more other scores is in agreement with the leader's self-score, but the remaining scores are lower than the self-score (there is a perception gap among one or more rating groups).

If the leader's score is low and one or more other scores is/are significantly higher, consider the source of the other scores that differ from the leader's and why other raters' perspectives and observations might lead to differences in score agreement (the leader has a lower opinion of self in this domain).

Similar scores or a “tight shot group” indicate agreement between the leader and the other raters. These represent potential strengths to build upon or developmental needs for improvement. Instances where leader self ratings are higher or lower than other rater groups represent a “perception gap.”

ASK

Ask yourself the following key questions as you review an IFR's summary section.

- What catches your attention in the summary data?
- What are the leader's strengths?
- What are some developmental areas the leader may need to work on?
- What are some areas where there is a perception gap between how the leader rated his/herself and how others rated the leader?



Interpreting an MSAF IFR

Item Ratings by Competency

Step 2: Interpreting Item Ratings by Competency

The Item Ratings by Competency section provides a rating for each of the items/behaviors that comprise the assessment. Items are grouped by the leadership competency they assess. Each leadership competency consists of a series of assessment questions based on associated leadership behaviors. These charts contain a number in the box listed under each rater group (self, superior, peer, and subordinate).

If an insufficient number of raters provided ratings to meet the reporting threshold, the statement “Not Shown” will appear in all columns for that cohort and an average of all other scores will be displayed in the far right column of the report as “Average Other.” For example, if the minimum number of subordinates do respond, but not enough superiors and peers, the “Not Shown” will appear in the superior and peer columns and their responses will become “Average Other.”

By examining the individual items that contribute to a competency, you gain a more targeted understanding of problems you noted in the Summary section of the report. Examination of item scores allows you to identify specific behaviors that adversely affected the overall competency score. This specificity can be helpful in focusing the leader on a specific *behavior* that needs improvement.

Lead Others					
Assessment Question	Self	Superiors	Peers	Subordinates	Average All
Creates and shares a vision of the future	83.3	83.3	96.7	92.9	N/A
Uses appropriate influence techniques to energize others	100	83.3	90	90.5	N/A
Conveys the significance of the work	83.3	90	100	95.2	N/A
Maintains and enforces high professional standards	83.3	96.7	100	92.9	N/A
Establishes clear intent and purpose	83.3	83.3	95.8	90.5	N/A
Balances requirements of mission with welfare of followers	83.3	83.3	93.3	90.5	N/A
Lead by Example					
Assessment Question	Self	Superiors	Peers	Subordinates	Average All
Own actions are consistent with guidance given to others	83.3	90	100	90.5	N/A
Leads with confidence in adverse situations	100	87.5	91.7	97.6	N/A
Models Army values consistently through actions, attitudes, and communications	100	93.3	96.7	95.2	N/A
Displays the knowledge and skills required by position	100	86.7	96.7	97.6	N/A
Is open to diverse ideas and points of view	83.3	83.3	90	90.5	N/A
Uses critical thinking and encourages others to do the same	100	90	96.7	95.2	N/A
Demonstrates commitment to the Nation, U.S. Army, one's unit, and Soldiers	100	100	93.3	92.9	N/A
Exemplifies warrior ethos	100	100	86.7	92.9	N/A



Interpreting an MSAF IFR

Practice

Review the conclusions you made after analyzing the Summary section. Identify the leadership competencies that you thought were important and examine the individual assessment items for those competencies in the Item Ratings by Competency section. Scan individual items for the remaining competencies to look for strengths, developmental needs, and perceptual gaps that may provide additional useful insight. Capture your thoughts in this portion of the analysis.

Pay close attention to how the “Average Other” statistic is generated on the report. If there are sufficient superior, peer, and subordinate ratings, there will not be a score in “Average Other.” However, if two groups are missing the minimum scores, then “Average Other” reflects the combination of those two group scores.

ASK

Ask yourself the following key question as you review the Item Rankings by Competency section.

- What additional insights does this section provide about the assessed leader?

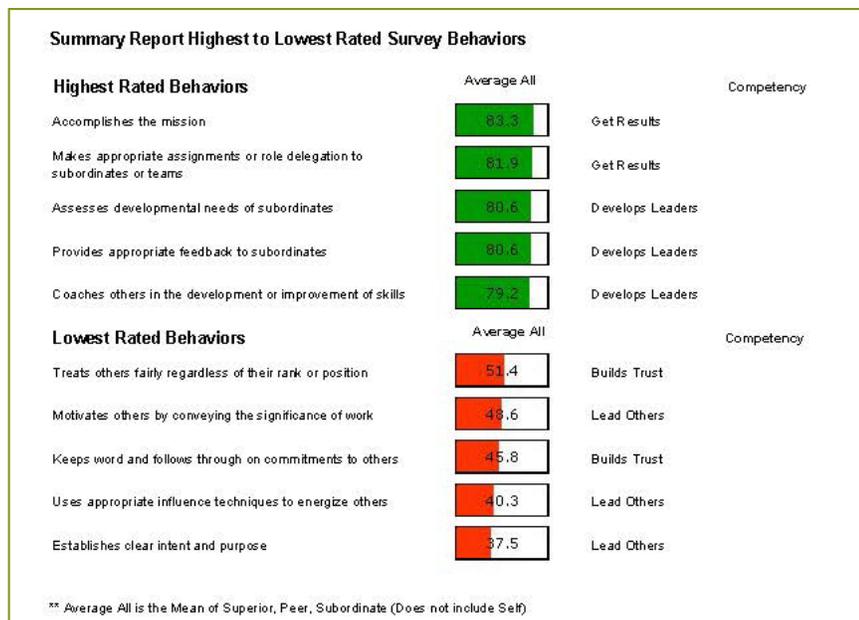


Interpreting an MSAF IFR

Summary Report Highest

Step 3: Interpreting Summary Report Behaviors

The third part of an IFR consists of two separate graphs listing the five highest and five lowest rated behaviors appearing in the leader's report along with their associated competencies. Note that this statistic is referred to as "Average All." It includes all group assessment information (superior, peer, subordinate) regardless of how many were submitted. The target leader's self-assessment is not included in the "Average All" calculation.



Practice

If you scanned all assessment items as suggested in the previous steps, you should have already identified these items as representing the leader's greatest strengths and developmental needs. Record any comments you have about the leader's leadership strengths and developmental needs.

ASK

Ask yourself the following key question as you review an IFR's Summary Report section.

- How do the findings in the graphic above compare to the findings you arrived at in the previous steps?



Interpreting an MSAF IFR

Write-in
Comments

Step 4: Interpreting Write-In Comments

The Write-In Comments section includes statements by the leader and other raters addressing the target leader's greatest strengths and greatest developmental needs based on observation. These comments represent individual opinions and may not be representative of more than one individual's perception. Each comment should not outweigh the analysis done in the prior steps. However, written comments can provide perspective on high and low ratings at the competency or behavior level, as reflected in the numerical ratings.

What are this leader's greatest strengths?

respectful to all, empathy for subordinates, (I'm) when in charge be in charge, always consider input from subordinate if time allows

sound judgement, never second guessing

Adaptability and providing a good leadership role model.

Very knowledgeable in Army Regulations and Soldier skills to effectively lead our class down the correct path.

He is professional and developed soldier. He maintains the highest standards on and off duty.

organizational skills, time management, troop leading, dedicated

Very confident and knowledgeable. Leads by example.

He maintain high standards and is able to bring team members together to accomplish missions.

Knowing regulations and policies



Interpreting an MSAF IFR

Practice

To analyze Write-In Comments, look for trends and linkages to other parts of the report. A trend within the write-in comments is evident when more than one comment addresses the same or similar leader actions. A linkage occurs when write-in comments are reflective of a statement in the numerical assessment that is similarly rated as a strength or development need. Be prepared to address the comments in this section with the leader during a coaching session.

ASK

Ask yourself the following key questions as you review an IFR's Write-In Comments section.

- Which comments provide evidence and/or additional details about previously identified strengths and development needs?
- What comments make you review a competency you may have overlooked before?
- Are there any comments that surprise you or might surprise the leader?
- What are your conclusions about the leader based on the reviewed IFR?
- How would you use your interpretation during your coaching session with the leader?
- Based on what you know about this leader's IFR, what other preparations might you make prior to a coaching session?
- How would your coaching session strategy differ if only the target leader had a copy of his or her IFR? If neither of you had a copy of the IFR?



Guiding a Leader Through an ILDP

The Individual Leadership Development Plan (ILDP)

The Individual Leadership Development Plan (ILDP) process defines actionable and measurable development objectives and identifies specific development activities for a leader to engage in. During coaching, the ILDP process involves a collaborative discussion between the leader and the coach to define a leader's development objectives and identify actions and activities that help him or her to meet those objectives. The ILDP process should both encourage leaders to maximize their potential and foster ownership of their professional and career development.

The role of the MSAF coach in this process is to help guide the leader through the creation of an ILDP, but to do so without "telling the leader what to do." Effective coaches are able to do this by knowing the right questions to ask and raising them at the right time. Specific guidance and practical examples for ILDP creation are presented in the *Individual Development Planning Guide*, a useful reference that should be reviewed by both leaders and coaches prior to development planning. When creating an ILDP, it is also useful to refer to the "Guidelines for Planning Development" included in Appendix C of this guide.

The ILDP Form

The ILDP form is a single page document designed to define development goals, objectives, and outcomes, clarify the leader's development opportunity, and identify strengths to build upon. The form includes the following sections:

- Areas or behaviors to develop.
- Supported leader competencies (to develop).
- Desired outcomes.
- Description of developmental activities.
- Progress indicators.

Note: A full Individual Leadership Development Plan (ILDP) form also appears following the Appendix of this guide.

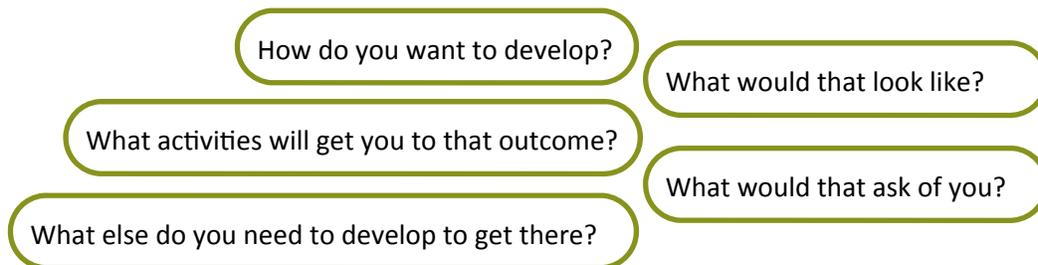
INDIVIDUAL LEADERSHIP DEVELOPMENT PLAN (ILDP)		
(1) Leader's Name:		
(2) Areas to Develop:		(3) Supported Leader Competencies:
(4) Desired Outcomes:	(5) Developmental Activities:	(6) Progress Indicators:
(7) Resources and Logistics Needed:		
References: IFR, FM 6-22, Self Development Handbook, Development Improvement Guide, Virtual Improvement Center, https://msaf.army.mil		



Guiding a Leader Through an ILDP

The ILDP Process

The ILDP process is iterative and should not be considered a fill-in-the-blank exercise. During an ILDP session, the coach raises questions to stimulate critical thought and help the leader arrive at appropriate developmental areas and a plan for action. From a coaching standpoint, the most important aspect of the ILDP process is to ensure that what gets recorded on an ILDP form be in the leader's own words and accurately reflect what is realistic and actionable. The coach can ask questions such as:



These questions represent the process in an overly simplistic fashion. A coach should use a series of engaging questions to guide the leader through each phase of ILDP planning. Aside from using questions to guide the leader through the ILDP process, a coach should also be knowledgeable about leader development tools and resources for improvement to recommend or suggest to the leader.



The structure of an ILDP session should include the following components:

- **Target the Development** – Define professional areas and related competencies on which to focus. Start at a macro level before creating specific objectives.
- **Define the Desired Outcome** – Define accomplishments that signal attainment of some developmental gain.
 - Guide the leader in identifying specific behaviors and conditions in the form of objective statements.
 - Help the leader identify between three and five objectives that address the greatest developmental needs.
- **Identify planned developmental activities linked to objectives.**
 - Activities should promote development and learning. Focus on aligning learning opportunities with the leader's preferred learning style.
 - With the leader, develop or search for varied, practical, and positive development activities. The *Leader Development Improvement Guide (LDIG)* is a useful resource for coming up with activities.
- **Specify progress indicators.**
 - Consider how the leader's progress will be evaluated.
 - Consider how the leader will know the desired outcomes have been achieved.
- **Document the timeframe or status for achieving the objectives.**



Guiding a Leader Through an ILDP

Target Development

During ILDP planning, a coach should support the leader in developing objectives that are as clear and concrete as possible to enable real action. The leader should leave the session knowing exactly what he or she is reaching for and what is required to get there.

Below is a list of suggested discussion questions that you as a coach could ask during the ILDP process.

Remember the six criteria that will help you to ask the right questions:

- Receptivity to coaching.
- Leader preparation.
- Openness to feedback.
- Readiness for moving to action.
- Available time.
- Coach assessment.

ASK

As a coach, use the suggested list of discussion questions during the ILDP process.

- What strength(s) from your assessments do you want to put in your ILDP?
- What developmental need(s) from your assessment do you want to put in your ILDP?
- What might be a barrier preventing you from developing a different behavior?
- What could you do to overcome this barrier to development?
- May I offer you some thoughts on a couple of ideas for developmental activities, outcomes, and measurements to consider for your ILDP?
- What milestones are achievable?
- How will you measure success?
- What will enable your attainment of these goals?
- How will you get feedback on how well you are doing?
- What support will you need to accomplish your development objective?



Guiding a Leader Through an ILDP

Define Outcomes

A development objective is a statement defining what the leader wants to accomplish during the course of the coaching engagement.

A strong development objective:

- Includes a behavior, which is the verb, a condition, which is the context and circumstances, and a standard, which is the measurement of achievement.
- Starts with an action verb defining what the leader knows, will do, or hopes to achieve.
- Offers a broad description of the setting and circumstances under which the behavior will be performed.
- Gives a measure of success, which may be in terms of a timeframe, level of quality, or rating.

TIP

Below are three examples of strong development objectives.

- *Present briefings with clarity and confidence to senior leaders at command and staff meetings.*
- *Encourage open communication by actively listening and asking clarifying questions during performance evaluation reviews.*
- *Remain calm when under pressure from too much work during preparation for deployment.*

Identify Activities

Developmental activities provide a means for leaders to achieve their development objectives. Consider the following approaches to development when helping a leader select activities that fit their preferences, style and needs:

- **Observing** – The leader can observe other leaders, professionals, and similar organizations.
- **Modeling** – Modeling involves observing individuals who possess the desired skills, discussing and analyzing the observations, and ultimately emulating the behaviors.
- **Reading** – The leader can read books, articles, manuals, and professional publications.
- **Researching** – Researching involves searching for information and materials, asking questions, and soliciting information from others within a specific topic or field.
- **Practicing** – The leader can practice a skill or behavior that needs improvement. This can occur either in a work situation or away from work.
- **Consulting** – Consulting can be practiced with friends, bosses, peers, subordinates, a spouse, coaches, mentors, or other professionals who can give advice in a development area.
- **Coursework and study** – Coursework and study can include institutional education, distributed learning or online courses, conferences or seminars, adult education classes, degree programs, special qualifications courses, and professional certifications.
- **Thinking differently** – Thinking differently includes enhancing your emotional intelligence by learning what is important to other individuals and groups, considering ideas from multiple perspectives, addressing root causes instead of symptoms, adopting a systems perspective, and considering second and third order effects.



Guiding a Leader Through an ILDP

- **On-the-job opportunities** – On-the-job opportunities can include giving presentations, teaching classes, volunteering for special duty assignments, assuming “acting” positions, asking for stretch assignments, job cross training, or representing the boss at meetings.
- **Off-the-job applications** – Off-the-job applications can include joining or leading community groups, civic involvement, and developing a new skill in a volunteer organization.

TIP

In considering these approaches to development, coaches should also help leaders consider the following criteria when selecting development activities:

- Availability of the opportunity – “Is this activity readily available?”
- Level of comfort with the activity – “Is this activity something you are comfortable doing at the present time?”
- Type of behavior, knowledge, attitude, or skill to be developed – “Does this activity fit with the identified areas to develop, support the competencies of interest, and positively move you toward a desired outcome?”
- Time and resources available – “Do you have sufficient time and resources to properly engage in this activity?”
- Complexity of approval – “Does this activity require authorization or approval from the chain of command?”
- Degree of support – “What additional support will this activity require?”

The institutional environment in which instructor and faculty coaching occurs requires special considerations for the ILDP process, specifically in selecting or creating developmental activities. Depending on the length of the course, a coach should guide a leader to discern and choose developmental activities that appropriately fit the environment, both near term and long term.

- **Near term activities** should be ones that may readily be put into action while the leader is in the institutional environment. Examples activities might include interacting with peers (classmates), leading a discussion, giving a presentation, or self-study on a topic.
- **Longer term activities** that require operational or unit-based resources or are more appropriately acted on in the operational domain should also be identified. The leader should plan to act on these activities upon return to the operational environment. Activities such as leading subordinates, building a skill while on-the-job, observing other leaders, and demonstrating competencies during real-life situations are examples of these activities.



Guiding a Leader Through an ILDP

Below is an example of a completed ILDP. The leader has recorded, in his/her own words, the areas to develop, the supported leader competencies for those areas, desired outcomes, and specific developmental activities that will lead to those outcomes. Once the leader engages in the activities and begins to notice incremental progress toward achieving the desired outcomes, he or she makes a note of this in the “progress indicators” box.

INDIVIDUAL LEADERSHIP DEVELOPMENT PLAN (ILDP)		
(1) Leader's Name: <i>CPT Susan Daniels</i>		
(2) Areas to Develop: <i>- Improve my ability and willingness to listen to and understand others' ideas. - Become more skilled in conducting performance counseling w/ subordinates</i>		(3) Supported Leader Competencies: <i>- Communicates - Develops Others</i>
(4) Desired Outcomes: <i>- At the end of a conversation, I am able to accurately summarize the other person's points. - I am able to get through all the steps of a counseling session without becoming sidetracked.</i>	(5) Developmental Activities: <i>- Read about active listening methods. - Practice active listening in conversations I have at work and home. - Analyze past counseling sessions to identify how they got sidetracked. - Use a written counseling plan to keep counseling sessions on track.</i>	(6) Progress Indicators:
(7) Resources and Logistics Needed:		
References:		

Know Army Resources

It is important for coaches to be familiar with relevant Army resources for development. Oftentimes a leader will look to the coach for suggestions or recommendations on development activities that fit their situation.

An important document in the MSAF library is the *Leader Development Improvement Guide (LDIG)*, which offers a comprehensive list of suggested developmental activities organized by the competencies and components of the Army Leadership Requirements Model (ADRP 6-22). This and other MSAF resources are available for download at <http://msaf.army.mil>. A list of suggested coaching and leader development resources is also presented in Appendix D of this guide.



Applications of MSAF Coaching

Applying MSAF Coaching in an Institutional Setting

The preferred method of MSAF coaching in the institutional domain is a one-on-one session between the faculty member and the student. However, institutional faculty and staff increasingly work under constrained resources, and the most valuable resource is often time. Factors that affect the amount of time available include insufficient instructor staffing at schoolhouses, curriculum requirements, and other administrative requirements. As mentioned previously, MSAF coaching should not be seen as an additional burden to an already full agenda. There is no set formula for how MSAF coaching must occur in an institutional environment.

As such, institutional faculty and staff are encouraged to be creative in how they conduct coaching with students, and to look for opportunities to utilize a hybrid approach to MSAF coaching. The following are suggestions for ways faculty can creatively tailor their approach to coaching in institutional settings. However, regardless of the coaching method used, confidentiality of feedback results and development planning must be maintained.

Small Group Method

Certain phases of the coaching process may lend themselves to a small group approach, whereby a faculty member can address an aspect of the coaching process with more than one student at a given time. For example, if a number of students in the class have received their IFR but have not examined their feedback results in depth, the coach can assemble a small group and walk through the steps of IFR analysis using sample data. The coach should use open-ended questions to spur critical thought about the feedback. Useful resources for this step include the portion in section 5 of this guide titled “Interpreting an MSAF IFR” and the *Individual Feedback Report (IFR) Analysis Guide*. Once students have an understanding of the process of IFR analysis, they can independently review their results and approach the faculty coach with questions at a later time.

Similarly, another small group session may involve the faculty coach walking students through the steps for creating an Individual Leadership Development Plan (ILDP). Again, the coach should use open-ended questions to spur deep and critical thought about action planning for development. Useful resources for this step include the portion in section 5 of this guide titled “Guiding a Leader through an ILDP” and the *Individual Development Planning (IDP) Guide*. Once students have an understanding of the process, they can independently work on creating their ILDP, and bring the plan to the faculty coach at a later time for review and refinement.

Peer Method

Faculty coaches may also consider leveraging student peers at certain phases of the coaching process. For example, after introducing the steps for IFR analysis and ILDP creation, the coach may suggest that students work with a class peer to further explore and understand their feedback and to create their ILDPs.



Applications of MSAF Coaching

Ensuring Confidentiality of the Process

Again, ensuring confidentiality throughout the MSAF process is of paramount importance. A student's MSAF feedback results and development plan is for their own development, and the student has full discretion over with whom they share their results or any other part of the process. Thus, small group or peer methods of MSAF coaching must remain completely voluntary for everyone involved. It is the faculty coaches' job to ensure all group members commit to a coaching agreement for confidentiality.

A group or peer method of coaching is not a substitute for one-on-one coaching. While these approaches may help save time, the use of a small group approach should not preclude a faculty member from being a coach and holding individual discussions with students to address concerns, questions and confidential issues. The group and peer approaches are ways to capitalize on information sharing (about the processes) and reduce the time spent in one-on-one coaching sessions between faculty member and student.

Additional Resources for MSAF Coaching

There are several resources available to institutional faculty and staff to help prepare for and conduct coaching. Appendix D of this guide lists Army MSAF resources designed to enhance the feedback interpretation and development planning process. There is also a list of resources focused on improving coaching knowledge and skills, including written guides, quarterly newsletters, interactive media instruction (IMI) training, and links to International Coach Federation (ICF) content. Appendix E includes a standardized coaching sequence, which is a general framework for conducting an MSAF coaching session. This is offered as one option that faculty coaches may choose to follow when conducting MSAF coaching with students.

Appendices and Job Aids



Appendix A: The Leader Behavior Scale (LBS 2.0)

Leader Behavior Scale (LBS) 2.0

Instructions: Rate how effective you are [or this individual is] on each behavior. Use the entire range of the scale for your answers as appropriate.

	Very Ineffective	Ineffective	Somewhat Ineffective	Borderline	Somewhat Effective	Effective	Very Effective	Not Observed
<i>Leads Others</i>								
1. Establishes clear intent and purpose	1	2	3	4	5	6	7	0
2. Uses appropriate influence techniques to energize others	1	2	3	4	5	6	7	0
3. Motivates others by conveying the significance of work	1	2	3	4	5	6	7	0
4. Enforces high professional standards	1	2	3	4	5	6	7	0
5. Balances requirements of mission with welfare of followers	1	2	3	4	5	6	7	0
<i>Builds Trust</i>								
6. Keeps word and follows through on commitments to others	1	2	3	4	5	6	7	0
7. Treats others fairly regardless of their rank or position	1	2	3	4	5	6	7	0
8. Confronts actions of others that undermine team trust	1	2	3	4	5	6	7	0
9. Builds and maintains positive working relationships	1	2	3	4	5	6	7	0
<i>Extends Influence Beyond Chain of Command</i>								
10. Proactive in extending influence beyond the chain of command	1	2	3	4	5	6	7	0
11. Adjusts influence techniques to the situation and parties involved (e.g., indirect influence, consensus, diplomacy, alliances,)	1	2	3	4	5	6	7	0
12. Builds rapport with those outside lines of authority	1	2	3	4	5	6	7	0
13. Negotiates with others to reach mutual understanding and to resolve conflict	1	2	3	4	5	6	7	0
<i>Leads by Example</i>								
14. Models Army Values consistently through actions, attitudes, and communications	1	2	3	4	5	6	7	0
15. Demonstrates commitment to the Nation, U.S. Army, and one's team members	1	2	3	4	5	6	7	0
16. Leads with confidence in adverse situations	1	2	3	4	5	6	7	0
17. Displays the knowledge and skills required by position	1	2	3	4	5	6	7	0
18. Uses critical thinking and encourages others to do the same	1	2	3	4	5	6	7	0
<i>Communicates</i>								
19. Achieves shared understanding	1	2	3	4	5	6	7	0
20. Listens actively	1	2	3	4	5	6	7	0
21. Engages others with appropriate communication techniques	1	2	3	4	5	6	7	0
22. Expresses ideas so they can be understood by the audience	1	2	3	4	5	6	7	0
23. Accounts for cultural differences when communicating with others	1	2	3	4	5	6	7	0



Appendix A: The Leader Behavior Scale (LBS 2.0)

<i>Creates a Positive Environment/Fosters Esprit de Corps</i>								
24. Fosters teamwork and cooperation	1	2	3	4	5	6	7	0
25. Encourages subordinates to accept responsibility and act to advance the organization's mission	1	2	3	4	5	6	7	0
26. Creates a learning environment including treating setbacks as an opportunity to improve	1	2	3	4	5	6	7	0
27. Encourages open and candid communications	1	2	3	4	5	6	7	0
28. Demonstrates care for people and their well-being	1	2	3	4	5	6	7	0
<i>Prepares Self to Lead</i>								
29. Copes with stress to achieve mission objectives and maintain well-being	1	2	3	4	5	6	7	0
30. Recognizes how own actions impact others	1	2	3	4	5	6	7	0
31. Considers and uses personal feedback received from others	1	2	3	4	5	6	7	0
32. Seeks and engages in learning opportunities	1	2	3	4	5	6	7	0
33. Applies knowledge of world affairs and geopolitical situations to job duties as appropriate	1	2	3	4	5	6	7	0
<i>Develops Leaders</i>								
34. Assesses developmental needs of subordinates	1	2	3	4	5	6	7	0
35. Coaches others to develop or improve skills	1	2	3	4	5	6	7	0
36. Provides appropriate feedback to subordinates	1	2	3	4	5	6	7	0
37. Actively encourages the development of others (e.g., self-study, training opportunities, job assignments, how jobs are structured)	1	2	3	4	5	6	7	0
38. Encourages development of team skills	1	2	3	4	5	6	7	0
<i>Stewards the Profession</i>								
39. Makes good decisions about all resources used or managed	1	2	3	4	5	6	7	0
40. Inspires individuals and organizations to do their best	1	2	3	4	5	6	7	0
41. Creates an environment that encourages continuous improvement and innovation	1	2	3	4	5	6	7	0
42. Balances short-term mission requirements with long-term benefits to the organization	1	2	3	4	5	6	7	0
<i>Gets Results</i>								
43. Accomplishes the mission	1	2	3	4	5	6	7	0
44. Makes appropriate assignments or role delegation to subordinates or teams	1	2	3	4	5	6	7	0
45. De-conflicts roles among individuals or teams	1	2	3	4	5	6	7	0
46. Prioritizes tasks for teams or groups	1	2	3	4	5	6	7	0
47. Removes or insulates subordinates from work barriers (e.g., distractions, schedule conflicts, unimportant tasks)	1	2	3	4	5	6	7	0
48. Recognizes and rewards good performance	1	2	3	4	5	6	7	0
49. Adjusts to external influences on the mission and organization	1	2	3	4	5	6	7	0
50. Does what it takes to be a highly proficient leader	1	2	3	4	5	6	7	0
51. What are this leader's greatest strengths?								
52. What are this leader's greatest developmental needs?								



Appendix B: Suggested Coach Discussion Questions

Effective coaching requires asking the right open-ended questions at the right time. Below are suggested discussion questions aligned with the MSAF coaching model's eight components for facilitating feedback.

Component 1: Building Rapport

1. What are your expectations of the session or sessions?
2. What have you done to get ready for this session?
3. What's your level of interest and comfort in this session?
4. What questions/concerns do you have about the session?

Component 2: Gathering Information

1. What are your goals and expected outcomes?
2. What is going on in your job right now; what challenges are you facing?
3. What has changed since you completed the assessment?
4. What is your relationship to the people who filled out the assessment?
5. Have you completed similar assessments in the past? Which ones?
6. Before you opened the report, what did you expect?

Component 3: Analyzing Data

1. Were there any big surprises?
2. What specific feedback areas draw your attention?
3. What feedback areas concern you?
4. What unanswered issue(s) do you have from analyzing the data?
5. What specific data points and/or patterns directly relate to your goals and aspirations, and why?
6. What feedback report themes do you agree with?
7. What feedback report themes do you disagree with?
8. May I offer you some themes I see in your data?
9. Were you surprised by _____? Why?
10. Let's look at page ____, what do you notice about the difference in ratings between you and your supervisor?

Component 4: Addressing the Gaps

1. How might you explain the difference(s) between rater groups?
2. If there are significantly wide numerical gaps in your ratings, why?
3. When there is a difference between rater groups, what viewpoint might be most accurate and why?
4. I made _____ observation about the data; what do you think?
5. How would you interpret _____?
6. As you reviewed page ____, what themes and patterns emerged?
7. On page ____, how consistently do the rater groups view your skills and abilities?

Component 5: Narrowing the Focus

1. What patterns emerge from your data?
2. What are your overall strengths?
3. What are your overall developmental needs?



Appendix B: Suggested Coach Discussion Questions

4. What is your overall assessment of how others see you?
5. What strengths might become weaknesses in the future?
6. What strengths do you have that can complement your development needs?
7. What are you really committed to working on right now and in the future?
8. What is one “quick fix,” something small you can change right now?
9. May I offer you some thoughts on areas that you might focus on?
10. I think you might want to focus on _____. Do you agree or disagree, and why?
11. If you develop in _____, how will you be more effective in your leadership position?
12. How will your organization/unit benefit if you develop _____?
13. What questions do you have for me?

Component 6: Setting Goals

1. What specific goal(s) would have the greatest impact in your job?
2. To define your goal(s) more specifically, what action will you commit to working on?
3. What is the timetable to complete this action?
4. How will you know you were successful?
5. What will other people notice if you are successful?
6. What support will you need to accomplish your goal(s)?
7. Have you considered setting a goal to develop _____?
8. How about setting a goal to _____? Would that work for you?
9. How can I help you to select higher priority goals?
10. Are you aware of the elements of developmental objectives? Remember that it should have a behavior, a condition, and a standard.

Component 7: Planning Development

1. What resources/tools do you have to change/improve the leadership behavior?
2. What training and development activities can assist you to change/improve the behavior?
3. What on-the-job development is possible in your current position?
4. What activities outside of your current position can you undertake?
5. Can I suggest activities you might consider in your ILDP?
6. Can I offer suggestions to link activities with your preferred learning style?
7. Are you aware of the MSAF Web site and other available resources (e.g. the Leader Development Improvement Guide (LDIG)) to assist development planning?
8. Are you aware of Army resources that support development planning?

Component 8: Promoting Action

1. What professional and personal support will you need to accomplish your development objectives?
2. What is your timetable for development?
3. Who can you partner with to accomplish your development objective?
4. Who can provide you feedback on how well you are doing?
5. How might your supervisor support your development plan?
6. What support do you want from a coach after this session?
7. What did you learn about yourself in this discussion?
8. How will you apply what you learned?
9. What are your next steps?
10. What feedback do you want to provide to your feedback providers?



Appendix C: Guidelines for Planning Development

Get specific.

Get more detailed and behavioral feedback on the need. Most of the time, leaders are weak only in some, not all, of the behaviors within a particular domain or competency. For instance, within the domain of Developing Leaders, a commander may be a good teacher and effective counselor, but may not provide enough challenges to his or her subordinates to fully develop high performers. To find out more about what your specific need is, seek out feedback from a few leaders who know you well and whom you trust to give you unbiased feedback. Don't be defensive or rationalize the need away. Ask them for specific examples. When? Where? With whom? In what context? Under what conditions? Habitual or out of the ordinary? Get as specific as you can.

Creating the basis of a plan.

If you have accepted that you have a developmental need and are ready to do something about it, you need to know three things before developing any action plan. You need to know what to stop doing, start doing, and continue doing.

Learning from others.

Watch and observe other leaders – good and bad. Pick multiple models to emulate, each of whom excels in at least one thing. Using multiple models gives you more than one perspective on how to be successful, and keeps you from looking in vain for the whole package in one person. Take both a student and teacher role. As a student, study other people. Try to reduce what they do or don't do to a set of principles or rules of thumb that you can integrate into your behavior. Actually teaching a skill forces you to not only learn it, but also to think it through and be concise in your explanation. Whenever possible, use multiple methods to learn – watch other leaders in action, interview people, study successful leaders through books or films, volunteer to assist, seek a mentor relationship with an admired leader.

Do research/homework.

Every behavior has had multiple books or articles written about it. This is true whether it is a general or military-specific behavior. Go to a library, large bookstore, or the internet and identify materials related to your development need. Take full advantage of search engines, AKO, and other military web sites whenever possible. Scan multiple references and pick a couple that seem most promising, then read them. These, in turn, may lead you to other sources. Use your reading to answer the following questions: What's the research or doctrine? What are the 10 How To's all the experts would agree to? How is this behavior best learned?

Learn from autobiographies and biographies.

Try to find books by or on two famous people who have the behavior you are trying to build. Norman Schwarzkopf or Colin Powell on leadership, Harry Truman on standing alone. Helen Keller on persistence. Try to see how they wove the skill you are working on into their fabric of skills.

Learn from a course.

Find the best course available to address your need. This might be an Army or civilian course. Find one that is taught by a recognized expert on this need. Seminars may be of limited use. Find a course where you learn theory and have a lot of practice with the skill. Throw yourself into the course and look for applications to current and future jobs. Even so, a course alone seldom is sufficient to fully address a development need. It almost always has to be combined with other actions from this list of activities.



Appendix C: Guidelines for Planning Development

Get a partner.

Sometimes it's easier to build a skill if you have someone to work with. If you both are working on the same need, then you can share feedback, learnings, and support. Someone who can act as a peer coach can often help you grow by observing and giving you objective feedback in a more informal non-threatening environment.

Try some stretch tasks, but start small.

The vast majority of behavior development - perhaps up to seventy percent - happens on the job. As you talk with friends, subordinates, peers, and superiors, brainstorm tasks and activities you can try. Write down two or three tasks you will commit to doing in the next month, such as: initiate three conversations a day with people outside your normal circle, constructively confront a problem you've been avoiding, write a unit training plan for an upcoming event, revise an SOP, teach a class - whatever will help you practice a development need in a fairly low risk way. After each task, write down some +s and -s and note things you will try to do better or differently the next time. Have your own private After Action Review (AAR).

Track your progress.

Initial progress may be subtle and hard for others to see. Set intermediate objectives and progress goals for yourself. If you were working on setting clear priorities for instance, have a goal of restating short term training priorities and asking clarifying questions at the end of every training meeting. Keep a log. Celebrate small successes and incremental progress by noting changes in behavior.

Get periodic feedback.

Identify a group of people you can go to for feedback as you implement your development action plan. Try to use a mixed group: some who have known you for awhile, others who have not, some you consider friends, others just fellow unit members or acquaintances you deal with. A designated coach, member of the chain of command, or mentor you have identified who will work with you is also a plus. Use everyone in the group to monitor your progress.



Appendix D: Army MSAF and Coaching Resources

Army MSAF Resources

There are several MSAF resources designed to enhance the feedback interpretation and development planning process. Each of these is available for download through the MSAF portal (<https://msaf.army.mil>).

<p>Individual Feedback Report (IFR) Analysis Guide</p>	<p>This guide provides guidance on self-interpretation of an MSAF feedback report through a four step linear process which includes reviewing the summary, item ratings by competency, summary report highest and lowest behaviors, and write-in comments. Both individual leaders and coaches benefit from using this guide.</p>
<p>Individual Development Planning (IDP) Guide</p>	<p>This guide provides guidance to individual leaders and coaches on how to identify areas for improvement and select and plan actions and activities that will improve the leader’s performance. This guide also includes practical examples of creating an Individual Leadership Development Plan (ILDP).</p>
<p>Leader Development Improvement Guide (LDIG)</p>	<p>This guide offers suggestions for ways a leader can act on developmental needs when creating an ILDP. Recommended activities help leaders target ways they can seek additional feedback, study, and practice to improve. Suggested activities within this guide are aligned with the Army Core Leader Competencies at the component level.</p>
<p>Virtual Improvement Center (VIC) Catalog: A Guide to Leadership Development Materials</p>	<p>This document serves as a catalog of the leader development resources available in the MSAF program’s Virtual Improvement Center (VIC). The VIC is a web-based portal that connects Army leaders to developmental materials focused on improving their leadership. The VIC includes Army-created interactive media instruction (IMI) and simulations, as well as training materials developed by outside organizations. All materials are organized under the Army’s core leader competency model as described in <i>Army Leadership, ADRP 6-22</i>.</p>
<p>Army Leadership, ADRP 6-22</p>	<p>The Army’s leadership doctrine includes definitions and descriptions of the Leadership Requirements Model (which includes the Core Leader Competencies).</p>



Appendix D: Army MSAF and Coaching Resources

Coaching Resources

There are several resources available to help coaches gain knowledge and expand their coaching skills:

<p>Advanced Guide to MSAF Coaching</p>	<p>This guide prepares coaches to help Army leaders attain a deeper understanding of their leadership behaviors and to guide leaders in effective development planning. Included are coaching strategies and techniques for increasing professionalism among Army coaches and enhancing their understanding of best practices of coaching. This guide is available for download on the MSAF portal https://msaf.army.mil .</p>
<p>MSAF360 Coaching Newsletters</p>	<p>The MSAF program produces a quarterly newsletter aimed at improving the professionalism of coaches. Each volume presents a featured topic as well as strategies and tactics coaches can apply when coaching leaders. These newsletters are available for download on the MSAF portal https://msaf.army.mil .</p>
<p>Every Leader as a Coach</p>	<p>This interactive media instruction (IMI) lesson includes a narrated scenario aimed at developing and improving coaching skills. Learning objectives include: distinguish coaching from mentoring and counseling; identify where coaching happens; identify positive consequences associated with investing time in coaching; describe characteristics that enable coaching; identify coaching pitfalls in a given scenario; and apply coaching techniques to a given scenario. This training is available on the MSAF Virtual Improvement Center (VIC) portal https://msaf.army.mil/IMITraining/Lesson11/index.html .</p>
<p>Coaching Core Competencies</p>	<p>Additional information on the International Coach Federation (ICF) core competencies is available here: http://www.coachfederation.org/icfcredentials/core-competencies/ .</p>
<p>Coaching Code of Ethics</p>	<p>Information on the International Coach Federation (ICF) code of ethics is available here: http://www.coachfederation.org/ethics/ .</p>
<p>The Executive Coaching Handbook</p>	<p>A copy of <i>The Executive Coaching Handbook: Principles and Guidelines for a Successful Coaching Partnership</i> is available here: http://www.theexecutivecoachingforum.com/docs/default-document-library/echb5thedition2_25.pdf?sfvrsn=0 .</p>



Appendix E: Standardized Coaching Sequence

Standardized Coaching Sequence

The standardized coaching sequence provides a general framework for conducting an MSAF coaching session. This structured format is one option for institutional faculty to follow when conducting MSAF coaching in a course or schoolhouse setting. Adhering to this format is not a requirement. Faculty coaches are encouraged to utilize and tailor MSAF coaching practices to fit their situation and to capitalize on the time available.

The following framework should be viewed as a job aid rather than a procedural checklist, and faculty should adjust how much time is spent at each phase of the coaching interaction based on the student’s level of preparation and the guidance that is needed. While this sequence depicts coaching sessions as a linear progression, the objective of MSAF coaching **is not** to “check the box” at each step to arrive at an outcome. Rather, coaching is as much a “way of being” with a leader as it is facilitating understanding and providing guidance.

Remember:

- The *presence* of the coach in each step of the process should invite the coached leader to reach beyond what they know to what is possible.
- Coaching involves *powerful questioning* to draw information out of a leader, helping him/her phrase conclusions and solutions in their own words.
- Ownership of the coaching process and the outcomes remains with the coached leader.

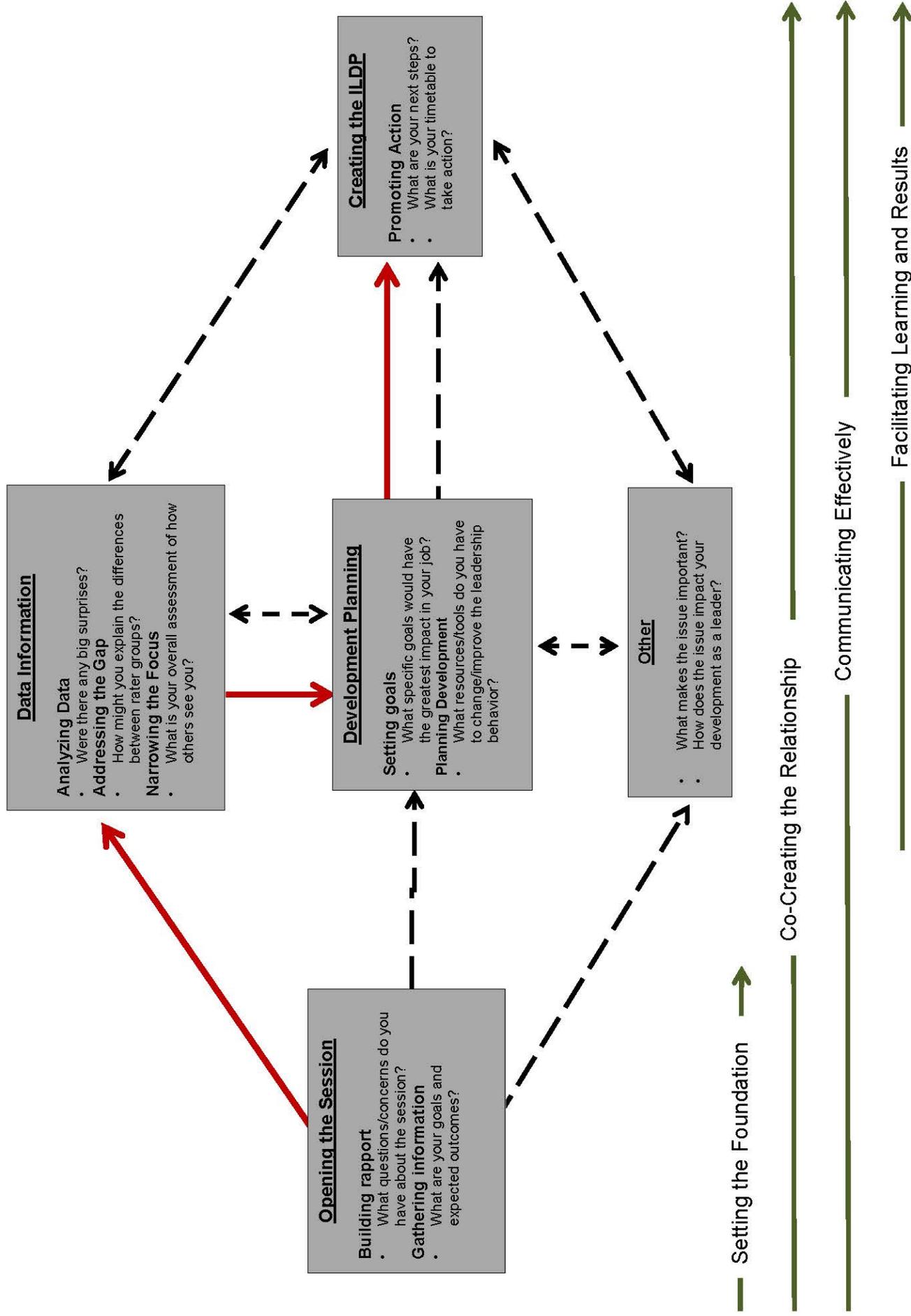
Section	Topics Covered or Questions Asked	Suggested Duration
1. Introductions	<ul style="list-style-type: none"> ▪ Coach introduces him/herself and asks the leader to share their Army background. ▪ Coach shares with the leader his/her military background. This should be brief and focused on experiences that relate to the leader’s situation. ▪ Keep introductions very brief if you and the leader are already familiar with one another. 	5 minutes
2. Discuss Confidentiality	<ul style="list-style-type: none"> ▪ “This information is not used for official or unofficial evaluations.” ▪ “Interpretation of these data and any outcomes are not tied to scores, ratings, or evaluations for this course.” ▪ “No information will be given to your chain of command or anyone else.” ▪ “You can discuss anything in this forum.” 	2 minutes



Appendix E: Standardized Coaching Sequence

Section	Topics Covered or Questions Asked	Suggested Duration
3. Discuss the Rules of the Coaching Session	<ul style="list-style-type: none"> • “Be honest and open with yourself and me.” • “We will look at your strengths, but more importantly, we will look at your developmental needs. Be willing to accept criticism and remain open and positive.” • “I will assist you in identifying and resolving your areas of developmental need. We will discuss reasons why there may or may not be certain perceptions.” • “I will assist you in creating your Individual Leadership Development Plan (ILDP) as a part of this coaching session.” 	2 minutes
4. Initial Questions	<ul style="list-style-type: none"> • “What are your military career aspirations?” • “What do you expect to get out of this coaching session?” 	1 minute
5. Assist Leader in Understanding Feedback	<ul style="list-style-type: none"> • Interpret the summary pages. • Interpret item ratings by competency. • Interpret summary report behaviors (five highest and five lowest). • Interpret write-in comments; look for perspective on high and low ratings at competency or behavior level. 	20-25 minutes
6. Assist Leader in Creating an Individual Leadership Development Plan (ILDP)	<ul style="list-style-type: none"> • Target the development. • Define the desired outcome. • Identify planned developmental activities linked to objectives. • Specify progress indicators. • Document the timeframe or status for achieving the objective. 	10-15 minutes
7. Coaching Session Closure	<ul style="list-style-type: none"> • Review and reinforce identified strengths. • Review developmental needs the leader selected to focus on. • Ask the leader if he or she is committed to improving and using the ILDP. • Thank the leader for his or her time and provide final words of encouragement and motivation. 	5 minutes

MSAF Coaching Session Flow: Job Aid



INDIVIDUAL LEADERSHIP DEVELOPMENT PLAN (ILD DP)

(1) Leader's Name:

(2) Areas to Develop:

(3) Supported Leader Competencies:

(4) Desired Outcomes:

(5) Developmental Activities:

(6) Progress Indicators:

(7) Resources and Logistics Needed: