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SECRETARY OF THE AIR FORCE**

**DEPARTMENT OF THE AIR FORCE
MANUAL 36-2643**



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Personnel

**COACHING AND MENTORING
PROGRAM**

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This publication implements Department of the Air Force Policy Directive (DAFPD) 36-26, *Total Force Development*. It outlines roles, responsibilities, procedures, and criteria for Department of the Air Force (DAF) coaching and mentoring programs and is consistent with Department of Air Force Instruction (DAFI) 36-2670, *Total Force Development*. In collaboration with the Chief, Air Force Reserve (AF/RE), the Director of the Air National Guard (NGB/CF), and the United States Space Force (USSF) Deputy Chief of Space Operations for Human Capital (SF/S1), the Deputy Chief of Staff for Manpower, Personnel and Services (AF/A1) develops personnel policy for coaching and mentoring programs. This publication applies to all DAF civilian employees and uniformed members of the Regular Air Force, United States Space Force (USSF), Air National Guard (ANG) and Air Force Reserve (AFR). This Department of the Air Force manual (DAFMAN) may be supplemented at any level, but all supplements that directly implement this publication must be routed to the Office of Primary Responsibility (OPR) for coordination prior to certification and approval. Refer recommended changes and questions about this publication to the OPR using the DAF Form 847, *Recommendation for Change of Publication*; route DAF Forms 847 from the field through the appropriate functional chain of command. The authorities to waive wing/unit level requirements in this publication are identified with a Tier (“T-0, T-1, T-2, T-3”) number following the compliance statement. Submit requests for waivers through the chain of command to the appropriate Tier waiver approval authority or alternately, to the Publication OPR for non-tiered compliance items. See DAF Manual (DAFMAN) 90-161, *Publishing Processes and Procedures*, Table A10.1, for a description of the authorities associated with the tier numbers. Compliance with attachments is mandatory. Ensure all data collected as a result of processes described in this publication is handled in accordance with current regulations, procedures, and

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SUMMARY OF CHANGES

This revision transitions AFH 36-2643, *Air Force Mentoring Program* to DAFMAN 36-2643, *Coaching and Mentoring Program*, to conform to the publication definitions provided in DAFMAN 90-161, *Publishing Processes and Procedures*.

Chapter 1—PROGRAM OVERVIEW AND DEFINITIONS	4
1.1. Overview of Coaching and Mentoring.	4
1.2. Definitions of Coaching and Mentoring.	5
1.3. Similarities and Differences.....	5
1.4. Guiding Principles.	6
1.5. Organizational Benefits.	7
1.6. Organizational Goals.	7
1.7. Organizational Budget and Costs.....	8
Chapter 2—ROLES AND RESPONSIBILITIES	9
2.1. Roles and Responsibilities.	9
Chapter 3—COACHING	11
3.1. Coaching Culture.	11
3.2. Coaching Program Components.	11
3.3. Coach Guidelines and Expectations.....	12
3.4. Client Guidelines and Expectations.	13
Chapter 4—MENTORING	14
4.1. Mentor Guidelines.	14
4.2. Mentor Expectations.	15
4.3. Mentee Guidelines.	15
4.4. Mentee Expectations.....	16
4.5. Finding a Mentor.	16
4.6. Preparing a Mentoring Plan.	16

DAFMAN36-2643 12 SEPTEMBER 2023	3
4.7. Recommended Reading for Mentors and Mentees.....	17
Attachment 1—GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION	18
Attachment 2—ROLES OF A MENTOR VS A COACH	24
Attachment 3—COACHING FAQs	25
Attachment 4—DEPARTMENT OF THE AIR FORCE CODE OF ETHICS FOR COACHES	28
Attachment 5—SUPERVISOR APPROVAL FOR EMPLOYEE TO PARTICIPATE AS A CERTIFIED DEPARTMENT OF THE AIR FORCE COACH	32
Attachment 6—MENTEE AND MENTOR CHECKLISTS	33
Attachment 7—TYPES OF MENTORING RELATIONSHIPS	35
Attachment 8—MENTORING RESOURCES	37

Chapter 1

PROGRAM OVERVIEW AND DEFINITIONS

1.1. Overview of Coaching and Mentoring. This publication establishes guidance and procedures for DAF-wide coaching and mentoring Programs.

1.1.1. Coaching is a formal structured relationship between the coach and client and is focused on gaining insight into effective thought processes and behaviors that increase work/life effectiveness and personal fulfillment.

1.1.1.1. The guiding theory behind coaching is that increased employee personal fulfillment will directly translate into increased organizational effectiveness.

1.1.1.2. Coaching focuses on helping the client identify personal or professional goals. Coaches help clients identify steps that they can take to accomplish these goals. To accomplish this, coaches may ask questions designed to engage the client in a creative discovery of their own personal strengths and thinking patterns that the client can then use to accomplish the goals they set. Coaches may provide reading and exploratory assignments for clients to continue to foster this creative process, but coaches do not provide advice or give explicit directions on what steps to take to accomplish their goals.

1.1.1.3. Coaching may use assessment instruments at different points during the coaching relationship. These assessments are used to help the client find strengths and areas for growth. They may also be used to help clients see progress in specific areas. Assessments are optional and clients may choose to decline an assessment. However, assessments are strongly encouraged as they provide valuable information that can be useful in the coaching relationship.

1.1.1.4. Guidance on best practices in using assessments is provided in *Office of Personnel Management Assessment Decision Guide*.

1.1.2. Mentoring is a more informal relationship focused on building a two-way, mutually beneficial relationship for long-term career movement and knowledge management. During the mentoring relationship, the mentor is talking with a person (mentee) who has identified his/her needs prior to entering a mentoring relationship.

1.1.3. Air and Space Force leaders are expected to ensure Airmen and Guardians are provided coaching and mentoring opportunities as described in this manual. Coaching and mentoring are recognized as vital resources for development across all career fields, and managers and supervisors shall grant adequate time during regular duty hours to actively participate in coaching and mentoring programs. Managers and supervisors shall not require employees to access coaching and mentoring resources only during lunch breaks, by taking personal leave, during off-duty hours, etc.

1.1.4. MAJCOMs and local units facilitate the coaching and mentoring process to provide Airmen and Guardians with the ability to develop to their full potential.

1.1.5. Airmen and Guardians are expected to follow the process outlined in this manual and become an active partner in their career development and management.

1.2. Definitions of Coaching and Mentoring.

1.2.1. Coaching is defined as a form of development in which a coach supports a client in achieving personal or professional goals through thought-provoking and creative process guidance.

1.2.1.1. A coach is an individual who is specially trained and certified and who provides the guidance and support to another person, the client, and guides them in pursuing professional and/or personal goals.

1.2.1.2. A client is an individual who seeks out a coaching relationship to accomplish a personal or professional goal.

1.2.2. Mentoring is defined as type of professional relationship in which a person with greater experience and wisdom guides another person to develop both personally and professionally. This relationship helps achieve success and motivates the mentee to achieve their goals.

1.2.2.1. A mentor is someone who uses their own experiences, authority, wisdom to advise a mentee, who generally is in the same professional circles and/or career fields, and demonstrates a desire for growth and enrichment, as well as a capacity and the potential for professional growth.

1.2.2.2. A mentee is someone who seeks out the professional guidance of a mentor.

1.3. Similarities and Differences.

1.3.1. Similarities. Although differences exist between coaching and mentoring, they do share some similar characteristics as well. The most obvious similarity is that coaching and mentoring are both relationships that a person desiring assistance or guidance seeks to gain knowledge.

1.3.1.1. Both coaching and mentoring support an individual towards accomplishing a professional goal that in turn supports the overall mission of the DAF.

1.3.1.2. Coaching and mentoring relationships require trust, respect, open communication, and flexibility on the part of the coach/mentor and client/mentee.

1.3.1.3. Successful coaching and mentoring can result in increased job satisfaction, performance, and retention.

1.3.1.4. Coaching and mentoring in the DAF is voluntary, and the relationship is ended when the client/mentee accomplishes their goal.

1.3.1.5. Coaching and mentoring promote a climate of inclusion that can help foster and develop the diverse strengths, perspectives, and capabilities of all organizational members. Air and Space Force capabilities and warfighting competencies are enhanced by diversity among its personnel; reference Air Force Policy Directive (AFPD) 36-70, *Diversity and Inclusion*.

1.3.2. Differences. There are several key differences between coaching and mentoring that make each experience valuable. Knowing when to engage in coaching and when to seek mentoring is essential for a successful outcome.

1.3.2.1. One significant difference between coaching and mentoring is the way in which coaches/mentors interact with the client/mentee.

- 1.3.2.1.1. In coaching, the client is assumed to have the answers they need, and the coach guides by asking questions that help the client find the answers. Coaches do not provide directions or answers. Their role is simply to help the client find the path that is right for them. Coaches may provide insight through suggested readings or exploratory assignments/research to help a client gain more information before deciding, but ultimately the decision and direction are up to the client. In coaching, the client is leading the relationship and the direction of each session. Coaching is intended to be growth and development focused so that clients strengthen their capacity and growth toward personal and professional outcomes, whether deficit based (performance management) or strengths based (developmental aims).
- 1.3.2.1.2. In mentoring, the mentor is assumed to have all the answers and provides directions and advice on what steps to take or which actions to engage in to achieve the desired outcome or goal. The mentee listens and acts based on the recommendations and advice of the mentor. In the mentoring relationship, the mentor is leading the relationship and the direction of each session. Mentoring is meant to be learning focused so that mentees can increase their capacity to accomplish individual and professional goals.
- 1.3.2.2. Another key difference is the training, education, and accreditation necessary for mentors and coaches.
- 1.3.2.2.1. Coaches are required to complete training consistent with the International Coaching Federation (ICF) and/or Board-Certified Coach (BCC) and maintain accreditation with that governing body. Coaches are expected to follow ICF/BCC standards for confidentiality and ethics. Failure to comply with these standards may result in the loss of one's accreditation and status as a coach.
- 1.3.2.2.2. There are no educational or training requirements for mentors. It is assumed that a mentor will mentor within their area of expertise, and therefore, has the experience necessary to mentor someone else in that area. Mentors do not have an accreditation process or governing body that imposes standards of confidentiality and ethics by which a mentor must abide.

1.4. Guiding Principles.

- 1.4.1. Coaching and mentoring are essential ingredients in developing well-rounded, professional, and competent future leaders. The overall goal of coaching and mentoring is to help Airmen and Guardians (civilian, enlisted, and officer) maximize their full potential.
- 1.4.2. To effectively coach and mentor, coaches and mentors should have the ability to create positive interactions with others.
- 1.4.3. The DAF seeks to develop a coaching/mentoring culture by encouraging and expecting leaders to serve as coaches and mentors and encouraging all members of the DAF to seek mentorship and or coaching throughout their career. This in turn develops a coaching/mentoring culture which enhances morale and discipline and improves the operational environment while maintaining respect for authority.
- 1.4.4. Key to the coaching and mentoring process is the direct involvement of commanders, directors, and supervisors in the professional development of their people (reference AFI 1-2,

Commander's Responsibilities). Leaders should continually support their Airmen and Guardians by facilitating achievement of their individual and/or professional goals.

1.4.5. Coaching and mentoring promote professional development at every echelon. Coaching is an ongoing process for strengthening the client's leadership capacity toward closing gaps in desired skills and future goals and/or developing strengths for future success. Mentoring is an ongoing process for building a professional relationship that fosters communication concerning careers, competencies, behavior, and organizational missions. Air Force Doctrine Publication 1, *Leadership*; AFI 36-2909, *Professional and Unprofessional Relationships*; DAFI 36-147, *Civilian Conduct and Responsibility*; *United States Air Force A Profession of Arms: Our Core Values*, "The Little Blue Book," and The Guardian Ideal (<https://media.defense.gov/2021/Sep/21/2002858512/-1/-1/1/GUARDIAN%20IDEAL%20-%20FINAL.PDF>) set forth guidelines about professionalism.

1.4.6. Coaches, clients, mentors, and mentees should be aware of the DAF definition of diversity and inclusion and the benefits of a diverse and inclusive approach to leadership, coaching, and mentoring (reference AFI 36-7001, *Diversity and Inclusion*).

1.5. Organizational Benefits.

1.5.1. Professional coaching and mentoring may help prepare Airmen and Guardians for increased responsibilities; however, these programs are not in place specifically to address an individual's promotability or an individual's within-organization goals.

1.5.2. Some specific benefits of coaching and mentoring are:

1.5.2.1. Improved morale and unit cohesion.

1.5.2.2. Enhanced professional and individual development.

1.5.2.3. Enhanced capacity to translate core values, ideals, and strategies into productive actions.

1.5.2.4. Greater engagement and retention of Airmen and Guardians with the right competencies needed in support of DAF requirements.

1.6. Organizational Goals.

1.6.1. Create a positive environment promoting professional and individual growth through the DAF Continuum of Learning (CoL) to enhance foundational and occupational competencies (DAFI 36-2670, Total Force Development,).

1.6.2. Foster a culture that supports, encourages, and provides personal and professional growth and development that aids individuals, their organization, and the DAF.

1.6.3. Strategic Alignment. Coaching and mentoring will be used throughout the DAF workforce to increase organizational readiness and the overall health and wellness of every Airman and Guardian.

1.6.4. Develop Coaching Skills. Leaders are encouraged to develop a "coach approach" in supervisors, managers, and executives so that professional military and civilian education opportunities can weave coaching into the curriculum.

1.7. Organizational Budget and Costs.

1.7.1. For each stage of the lifecycle development process, this coaching program will be cost effective, gradual, and monitored. It will become sustainable as solid metrics are established showing positive returns on investment (ROI) such as retention, readiness, and resilience. These strategic initiatives will align within the budgetary priorities of the DAF regarding human capital management.

1.7.2. Budget allocations will not duplicate any efforts that could be construed as similar in focus and outcomes. Budget allocations for coaching activities will be collaboratively developed with other human growth and development efforts that could be construed as similar in focus and desired outcome to coaching, to avoid unnecessary duplication while providing maximum impact for the organization.

Chapter 2

ROLES AND RESPONSIBILITIES

2.1. Roles and Responsibilities.

2.1.1. Deputy Chief of Staff for Manpower, Personnel and Services (AF/A1) is the OPR and establishes coaching and mentoring guidance as reflected in this DAF manual. Furthermore, Deputy Chief of Space Operations for Human Capital, U.S. Space Force (USSF/S1) has delegated coaching and mentoring responsibilities for the USSF to the Enterprise Talent Management Office.

2.1.2. The Air Force, Force Development Directorate (AF/A1D) DAF Coaching Program Manager (CPM) is responsible for strategy, broad programmatic and policy development, innovation, and implementation for the coaching program. The DAF CPM should be a certified coach or working towards a coaching certification. The DAF CPM works with the Air Education and Training Command Office of Force Development (AETC/A1D) Coaching Program Manager (CPM). Retains and works with consultants from formal, required DAF coaching programs such as operational psychologists and the Surgeon General of the United States Air Force (AF/SG) as needed.

Responsibilities include, but are not limited to:

2.1.2.1. Providing input to the Program Objective Memorandum (POM) process and developing and establishing resources to deliver coaching training and all key aspects of program management.

2.1.2.2. Developing communication materials and programs to educate, inform, and expand the benefits of coaching.

2.1.2.3. Identifying, developing, and implementing an approach to select new coaches for formal training, such as the Office of Personnel Management's (OPM) Federal Internal Coach Training Program (FICTP) and the DAF internal coach training programs.

2.1.2.4. Developing and implementing a systematic approach to measure success, determine program improvement needs, and assess resource requirements to advance the program.

2.1.2.5. Maintaining contact with Air University, to ensure integration of coach curriculum into class development and sustainment efforts to include DAF introduced curricula focusing on leadership development that inspires leaders to "think like a coach" when supporting and developing subordinates.

2.1.2.6. Managing the online portal for the DAF coaching, which provides organization wide access to all the DAF coaching resources.

2.1.3. Air Education and Training Command (AETC) Coaching Program Manager (CPM). The AETC CPM executes the DAF Coaching Program and leads the DAF coach cadre to provide a coordinated approach to fulfill coaching services for the DAF. The AETC CPM should be a certified coach or working towards a coaching certification. Responsibilities include, but are not limited to:

2.1.3.1. Liaise with AF/A1D on coaching-related matters.

2.1.3.2. Serve as liaison to the DAF's internal groups, such as the DAF Internal coach cadre, and external groups, such as the Federal Coaching Network, and Treasury Executive Institute, among others.

2.1.3.3. Coordinate day-to-day operations of the DAF Coaching Program, including but not limited to:

2.1.3.3.1. Ensuring adherence to guidelines established for the DAF Coaching Program.

2.1.3.3.2. Maintaining a database of certified coaches to serve in the program.

2.1.3.3.3. Validating coach certification through acceptable external coaching accrediting bodies and eligibility for awarding of the Leadership Coaching Special Experience Indicator.

2.1.3.3.4. Managing the coach and client matching process.

2.1.3.3.5. Collaborating with the DAF coach cadre to obtain feedback and suggestions to improve the DAF Coaching Program.

2.1.3.3.6. Supporting the coach cadre through regular meetings and to further a community of practice in coaching within the DAF.

2.1.3.3.7. Arranging for coaching services with external coaching providers (federal government and private sector).

Chapter 3

COACHING

3.1. Coaching Culture.

3.1.1. A coaching culture is defined as an environment that empowers individuals toward taking an active role in reaching their full potential in both their professional and personal life. Foundational characteristics of a coaching culture include a focus on reaching full potential, desire to help others find their way, and a commitment to meaningful action in the accomplishment of goals.

3.1.2. Creating a coaching culture empowers people to make decisions for both the organization and themselves, which leads to better retention, readiness, and resilience. Trust, collaboration, and innovation are created as a result. In addition, a coaching culture can lead to greater engagement among teams and improved performance and productivity, resulting in increased organizational success.

3.1.3. Coaching is a leadership philosophy based on the tenants of coaching; however, there is a distinct difference between a formal coaching session and using coaching skills in everyday interactions. Only certified and/or credentialed coaches can engage in formal coaching. All leaders can use coaching skills to help others make decisions, solve problems, explore performance, and developmental opportunities while promoting effective employee-supervisor engagement which will allow them to provide effective feedback to their peers and subordinates.

3.1.4. Standards of behavior seen in a coaching culture include active listening, evoking awareness, asking empowering questions, suspending judgement, and a commitment to future action.

3.1.5. Embedding a Coaching Culture: Coaching should be embedded in leadership programs to give Professional Military Education graduates and all civilian educational opportunities the opportunity to use coaching to enhance leadership development.

3.2. Coaching Program Components.

3.2.1. There are three basic components comprising the DAF Coaching Program. Delivery of coaching services make up the first two components of the program, and the third component is training of the DAF coaches.

3.2.2. Internal Coaches. The DAF will develop an internal coaching cadre to provide coaching services to all members of the DAF.

3.2.3. External Coaches. The DAF will contract with external coaching organizations to provide additional coaching services to DAF members and executive leadership. All potential resources should be considered to meet the demands of coaching in the DAF and use the power of coaching. Potential external contracted coaching services must be approved by the governing body overseeing the DAF Coaching Program.

3.2.4. Training Coaches. The DAF Coaching Program facilitates the development of a coaching culture through training the DAF members to become certified coaches. This will be done through partnership with a commercial organization.

3.3. Coach Guidelines and Expectations.

3.3.1. Voluntary. Federal coaching is considered a voluntary activity for both coaches and clients. For coaches, this may either be a primary or additional duty.

3.3.2. Eligibility. Regular DAF military members, federal civilian employees, and Air Force Reserve (AFR)/Air National Guard (ANG) members serving under the provisions of Title 10 United States Code (USC) or full-time under Title 32 USC are eligible to coach.

3.3.3. Duty hours. Coaching will occur during the coach and client's duty hours with coordination from supervisors and balanced with other duties and responsibilities. **(T-1)**

3.3.4. Reporting and Tracking Coaching Hours. Coaches will keep a log of coaching hours and occurrences for documentation purposes. AETC CPM will provide logs and will keep a system of records for all documentation. The nature of this information is to be protected under regulations safeguarding similar information as official use only, and this information will be kept within a system of records in accordance with these regulations. **(T-2)**

3.3.5. Coaches are expected to obtain written approval on annual basis from their supervisor to:

3.3.5.1. Provide a minimum of 36 hours or 48 sessions and at least six clients over a 2-year period of coaching and/or coaching related activities as an active member of DAF's coach cadre. **(T-1)**

3.3.5.2. Complete required 8 hours of continuing coach education annually.

3.3.5.3. Participate in DAF coach cadre activities, such as periodic calls and workshops, as requested by the DAF and/or AETC Coaching Program Manager.

3.3.5.4. Support the DAF and AETC Coaching Program Managers to share responsibilities in supporting DAF Coaching Program, to include facilitating coaching training, educating employees on the benefits of coaching, assisting in program evaluation and improvement projects.

3.3.6. Service Expectation and Commitment. Coaches trained through DAF coach training programs will incur a 2-year commitment to the DAF Coaching Program and at least 36 hours and 48 sessions with a minimum of six clients during this 2-year period. **(T-1)** The service commitment length may not be condensed less than 2 years. **(T-1)** Coaches may continue to provide coaching beyond their service commitment.

3.3.7. Coaches will be matched with clients through the AETC CPM. Coaches can take on additional clients outside of the matching period and as needed to support the Total Force. Additional clients taken on must meet the criteria outlined in this DAFMAN. **(T-1)**

3.3.8. Confidentiality and Limits of Confidentiality. Coaches create a safe, supportive environment that allows the client to share freely. Coaches maintain a relationship of mutual respect and trust. The limit of confidentiality does not extend to situations in which the client indicates harm to self or others or indicates that they or someone else has or is about to engage in illegal activity or violate DAF policy. The coaching contract covers a full scope of confidentiality, and coaches follow the framework of ICF and BCC standards and the *Office of Personnel Management Assessment Decision Guide*.

3.3.9. The coach sets the framework for the coaching session to aid the client in achieving their agenda.

3.3.10. Coaches are familiar with this DAFMAN.

3.4. Client Guidelines and Expectations.

3.4.1. A client may request a coach at any time.

3.4.2. Clients are in a voluntary status and cannot be directed to receive coaching. Clients may end their coaching engagement at any time without penalty unless otherwise stated at the beginning of their coaching engagement.

3.4.3. Any grade level or rank is eligible to receive coaching as resources allow.

3.4.4. Coaching will occur during duty hours with supervisor approval, or if unavailable, approval from someone in their chain of command.

3.4.5. The client will coordinate with the coach the duration and frequency of the coaching agreement.

3.4.6. The client is expected to set the coaching agenda and the coach sets the framework to aid the client in achieving their agenda.

3.4.7. Client's supervisor responsibilities:

3.4.7.1. Complete the supervisor agreement with a DAF member under their supervision, who requests coaching.

3.4.7.2. Make accommodation for duty hour availability of members under their supervision/ command who are approved to receive coaching, on a not to interfere basis with operational demands.

3.4.7.3. Recognize an employee's participation as a client via existing professional development documentation tools (e.g., DPMAP to include the IDP).

3.4.7.4. Partner with coaching program managers to develop human capital across the DAF. This will be done by evaluation of the effectiveness of coaching for subordinates as well as working with coaches to develop subordinates.

Chapter 4

MENTORING

4.1. Mentor Guidelines.

4.1.1. Mentors are advisors and guides who share knowledge, experiences, and advice in helping mentees achieve their career goals.

4.1.2. Airmen and Guardians should be diligent in their role as mentors understanding the time requirement to ensure effective mentoring is ongoing.

4.1.3. Mentors create a balanced relationship that focuses on the unique needs of the mentee.

4.1.4. Mentors help mentees in discovering career direction by providing for individual growth and maturity.

4.1.5. Mentors perform the following distinct roles that add value to the lives of Airmen and Guardians they are mentoring.

4.1.5.1. Mentors serve as an advisor in providing specific information or insight for a given situation based on experience and knowledge.

4.1.5.2. Mentors may initiate communication with mentees and help mentees formulate short-term and long-term goals that will become part of the roadmap for career development.

4.1.5.3. Mentors focus on bringing out the best in mentees without personal agendas and biases complicating the mentoring relationship. Mentors ask many questions and spend time hearing the response of mentees to use in future career vectors.

4.1.5.4. Mentors are available for their mentees, keep an open mind, balance listening and sharing, act as a bridge for referring mentees to others who can help, and provide constructive feedback.

4.1.5.5. Mentors help mentees navigate the DAF “corporate” landscape.

4.1.5.6. Mentors serve as facilitators by identifying resources and opportunities for closing competency gaps that lead to career progression.

4.1.5.7. Mentors advocate for mentees by recommending mentees participate in high-visibility activities.

4.1.5.8. Mentors support the DAF mission by helping mentees recognize the importance of defined and attainable individual goals and assisting them in developing a sense of accountability in achieving their goals.

4.1.5.9. Mentors help mentees understand the value of continuous self-development to them personally and to the DAF. Mentors assist mentees in taking advantage of all opportunities to improve their competencies.

4.1.5.10. Mentors use the Development Plan in MyVector (<https://myvector.us.af.mil/>) and provide. Mentors assist mentees in identifying strengths and areas for improvement and encourage them to seek guidance from other mentors who can provide support for specific mentoring needs outside their expertise.

4.1.5.11. Mentors are familiar with the CoL for officers, enlisted members, and civilian employees to adequately discuss the learning opportunities with their mentees.

4.1.5.12. Mentors recommend developmental tools, such as MyVector, for mentees to assess their capabilities, encourage mentees to provide assessment results to assist in building mentoring plans, and aid mentees in reaching their goals. These web-based tools provide direction on how DAF requirements may be met through education and training.

4.1.5.13. Mentors enhance their mentoring skills by reviewing mentoring resources in this manual and resources on MyVector.

4.1.5.14. Mentors are not supervisors to their mentees, and they do not do work for them.

4.1.5.15. Mentors are open to mentoring Airmen and Guardians from all demographics, not just the same demographic as themselves.

4.2. Mentor Expectations.

4.2.1. Mentors exemplify Air Force Core Values (reference Air Force Doctrine Publication 1) and Guardian Ideals.

4.2.2. Mentors provide practical counsel by offering guidance, providing feedback, and acknowledging accomplishment.

4.2.3. Mentors support mentees' career planning and goal setting by using a developmental plan to capture career planning requirements. Mentors refer mentees to training managers, supervisors, and other leaders in their fields for discussion of the career path tools that have been developed for their occupations.

4.2.4. Mentors advise mentees to cultivate their leadership and functional capabilities by completing the online foundational and occupational competency assessments.

4.2.5. Mentors share relevant knowledge, experience, and resources with mentees.

4.2.6. Mentors identify and help mentees resolve potential issues they face in development.

4.2.7. Mentors facilitate opportunities for mentees to gain new experiences and build skills.

4.2.8. Mentors are familiar with this DAFMAN.

4.3. Mentee Guidelines.

4.3.1. Mentees are actively involved in their personal education and development. Mentees develop a plan that clearly identifies their educational and/or professional goals, areas for growth, and/or areas for development.

4.3.2. Mentees create an appropriate environment that allows for professional development, appropriate discussions, and regular meetings as schedules permit.

4.3.3. Mentees work with their mentor in creating their personal plans.

4.3.4. Mentees request assistance when needed, are fully engaged, and active listeners.

4.3.5. Mentees assume a learning attitude, are open to feedback, and willing to accept new challenges.

4.3.6. Mentees are familiar with the Mentoring Toolkit and MyVector. Mentees use these resources for further development.

4.4. Mentee Expectations.

4.4.1. Developing the Relationship. Mentees share in developing the mentoring relationship by agreeing to schedule sessions, co-develop the agenda, be fully committed to the self-awareness, self-discovery, and self-development processes, and discuss how to be held accountable for actions that aid in reaching future goals.

4.4.2. Developing the Plan. Mentees work with their mentors in developing a career roadmap by identifying and clarifying current and future career goals.

4.4.3. Demonstrating Commitment. Mentees demonstrate commitment and communicate needs and concerns.

4.4.4. Accepting Responsibility. Mentees accept responsibility for learning and developmental needs, enhance foundational and occupational competencies, are receptive to feedback, and expand leadership abilities. Mentees leverage opportunities for career advancement.

4.5. Finding a Mentor.

4.5.1. All Airmen and Guardians are eligible for mentorship. There are various paths for finding a mentor. Mentors can be found in MyVector. Using MyVector, mentees can search for mentors based on criteria relevant for them including gender, race, ethnicity, career field, service component and many others. Consider first what your goals for the mentoring relationship are and then begin to narrow down your search using MyVector's search features.

4.5.2. Mentors can be someone the mentee already knows and would like to begin an informal mentoring relationship with. These mentoring relationships can be informal; however, it is strongly encouraged that mentors and mentees in these informal connections enter a profile in MyVector to indicate the mentoring relationship.

4.6. Preparing a Mentoring Plan.

4.6.1. Mentees create a career development vision statement, which is a future state of achievement.

4.6.2. Mentees understand the difference between mentoring relationships and what the purpose of mentoring sessions are.

4.6.3. Mentees and mentors review web-based training resources on MyVector.

4.6.4. Mentees formulate solid and achievable short- and long-term goals in the mentoring plan on MyVector and are fully committed to achieving each goal.

4.6.4.1. Mentees identify milestones for each goal to indicate achievement.

4.6.4.2. Mentors provide feedback throughout the mentee's goal achievement process.

4.6.5. Mentors and mentees track progress, evaluate status of overall plan, and revise the plan, as necessary.

4.7. Recommended Reading for Mentors and Mentees.

4.7.1. Air Force Doctrine, Operational Capabilities, History, and Heritage. Mentors should encourage mentees to be familiar with Air Force doctrine, history, and heritage; air, space, and cyberspace capabilities; and operational warfighting topics. The LeMay Center for Doctrine Development and Education and Profession of Arms Center of Excellence have many valuable resources in this area.

4.7.2. Air Force Core Values and Guardian Ideals. Air Force Core Values include *Integrity First, Service Before Self, and Excellence in All We Do*. Engage in discussion on how personal core values align with Air Force Core Values. Applicable references include Air Force Doctrine Publication 1, the *United States Air Force A Profession of Arms: Our Core Values*, “The Little Blue Book”. USSF Guardian Ideals are found at <https://media.defense.gov/2021/Sep/21/2002858512/-1/-1/1/GUARDIAN%20IDEAL%20-%20FINAL.PDF>.

4.7.3. Diversity and Inclusion. DAF professional capabilities and war fighting skills are enhanced by diversity among its personnel. Airmen and Guardians working in a diverse and inclusive environment learn to maximize individual strengths and combine individual abilities and perspectives for better performance by teams and the organization. (Reference AFI 36-7001).

4.7.4. Air Force Foundational Competencies. Foundational competencies are the professional building blocks to develop Air Force leaders across all occupations and organizational levels. Foundational competency assessment identifies professional leadership strengths and areas for improvement. Applicable references include DAFFD 36-26, and information on the Force Development link of the DAF Portal.

4.7.5. Air Force Topics. The CSAF Professional Reading List, Air University, and Air Force Institute of Technology are all good sources for professional readings. The DAF Portal offers access to all these plus more.

4.7.6. Leadership, management, and business topics. A mentoring session is a good time to discuss authors, leaders, and speakers who have had a positive influence on the mentor’s career or life. The DAF Portal offers access to the DAF e-Learning collection, which includes books, videos, and courses as well as other no-cost learning opportunities. Another great resource is the Virtual Force Development Center available to all Air Force members at <https://www.my.af.mil/gcss-af/USAF/ep/globalTab.do?channelPageId=s0ECF2BB84DBEAE7B014DD46E712201E>.

ALEX WAGNER
Assistant Secretary
(Manpower and Reserve Affairs)

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

DAFPD 36-26, *Total Force Development and Management*, 15 April 2022

AFI 1-2, *Commander's Responsibilities*, 08 May 2014

AFI 33-322, *Records Management and Information Governance Program*, 20 March 2020

AFI 36-2909, *Air Force Professional Relationships and Conduct*, 14 November 2019

AFI 36-7001, *Diversity and Inclusion*, 19 February 2019

DAFI 36-147, *Civilian Conduct and Responsibility*, 11 January 2023

DAFI 36-2670, *Total Force Development*, 25 June 2020

DAFMAN 90-161, *Publishing Processes and Procedures*, 15 April 2022

Air Force Doctrine Publication 1, *The Air Force*, 10 March 2021

Air Force Officer Force Development Leadership Continuum, Air Force Enlisted Force

Development Leadership Continuum, and Air Force Civilian Force Development Leadership Continuum, *Air Force Portal* website, Career and Training, Force Development, AF Continuum of Learning link

CSAF Professional Reading List, *Air Force Portal* website

United States Air Force A Profession of Arms: Our Core Values, "The Little Blue Book," 16 May 2022

United States Office of Personnel Management Assessment Decision Guide, 5 February 2007

Prescribed Forms

None

Adopted Forms

DAF Form 847, *Recommendation for Change of Publication*

Abbreviations and Acronyms

AFI—Air Force Instruction

AFCA—Air Force Foundational Competency Assessment

AFMAN—Air Force Manual

AFPD—Air Force Policy Directive

AFR—Air Force Reserve

ANG—Air National Guard

CPM—Coaching Program Manager

CoL—Continuum of Learning

DAF—Department of the Air Force

DAFI—Department of Air Force Instruction

DAFMAN—Department of Air Force Manual

DAFPD—Department of the Air Force Policy Directive

FICTP—Federal Internal Coach Training Program

MAJCOM—Major Command

NGB—National Guard Bureau

OPM—Office of Personnel Management

OPR—Office of Primary Responsibility

Office Symbols

AETC/A1D—Air, Education and Training Command Office of Force Development

AF/A1—Deputy Chief of Staff for Manpower Air Force

AF/A1D—Headquarters of the Air Force Office of Force Development

AF/RE—Office of the Chief of Air Force Reserve

AF/SG—Headquarters of the Air Force Surgeon General

NGB/CF—Director of the Air National Guard

USSF/S1—Deputy Chief of Space Operations for Human Capital

Terms

Accredited Coach Training Program—Any program consisting of coach-specific training that has met the rigid criteria required to be approved by a professional coaching organization.

Airman—According to Air Force Doctrine Publication 1, historically, the term Airman is associated with uniformed members of the US Air Force (officer or enlisted; regular, Reserve, or Guard) regardless of rank, component, or specialty. Today, Air Force civilians and members of the Civil Air Patrol, when conducting missions as the official Air Force Auxiliary, are incorporated within the broader meaning of the term, Airman.

Client—The individual or team/group being coached, the coach being mentored or supervised, or the coach of the student coach being trained.

Coaching—A human growth and development process whereby a certified professional coach partners with a client(s) in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.

Coach Approach—(as related to leader development and training): A curricula which provides coaching skills to leaders and managers.

Coaching Professional—Individuals who represent themselves as a credential-holder, in roles including but not limited to coach, coach supervisor, mentor coach, coach trainer and student of coaching.

Coaching Program Manager—Permanently assigned full time position responsible for managing the DAF Coaching Program. Responsibilities include but are not limited to accounting for and managing the credentialed coach workforce within the DAF; providing training opportunities to this workforce; making assignments by matching credentialed coaches with clients; tracking coaching engagements; liaison and coordination with other significant coaching entities within and external to the federal government; establish and track metrics to show cost vs. benefit and/or return on investment (ROI) of coaching.

Coaching Relationship—A relationship that is established by the coaching professional and the client(s)/(s) under an agreement or a contract that defines the responsibilities and expectations of each party.

Coach-Specific Training—Training that teaches coaching competencies and/or how to apply technical skills in a coach-like manner, and that encompasses theories and core coaching competencies designed to prepare an individual to practice as a professional coach.

Change Management—Any project or task that applies a structured approach to transition an organization from a current state to a future state to achieve expected benefits.

Competencies—Observable, measurable pattern of knowledge, skills, behaviors, and other characteristics needed to perform foundational or occupational functions successfully.

Continuum of Learning (CoL)—Career-long process of individual development where challenging experiences are combined with education and training through a common taxonomy to produce Airmen and Guardians who possess the tactical experience, operational competence, and strategic vision to lead and execute the full spectrum of Department of the Air Force missions.

Confidentiality—Protection of any information obtained around the coaching engagement unless consent to release is given.

Conflict of Interest—A situation in which a coaching professional is involved in multiple interests and serving one interest could work against or conflict with another. This could be financial, personal, or otherwise.

Credentialed Coach—A credential is a qualification, achievement, personal quality, or aspect of a person's background, taken into consideration when used to indicate suitability for something. The DAF acknowledges that a credentialed coach may have acquired the formal training, background, and subsequent credential required to be successful in coaching from any one of an array of recognized credentialing authorities. As such, should a coach with existing credentials from a credentialing authority desire to be part of the DAF coach cadre, that individual must demonstrate commensurate education and experience, to be accepted into the DAF coach cadre. The DAF Coaching Program Manager is responsible for making this assessment on a case-by-case basis. The following are representative examples of organizations that provide coaching credentials that can be recognized by the DAF Coaching Program Manager:

- International Coach Federation (ICF)
- Board Certified Coach (BCC)
- Center for Credentialing and Education (CCE)

- Worldwide Association of Business Coaches (WABC)
- Association for Coaching (ACC)
- Association for Professional Executive Coaching and Supervision (APECS)

Diversity—Composite of individual characteristics, experiences, and abilities consistent with the DAF Core Values, Guardian Ideals, and mission. Diversity includes, but is not limited to, personal life experiences, geographic background, socioeconomic background, cultural knowledge, educational background, work background, language abilities, physical abilities, philosophical/spiritual perspectives, age, race, ethnicity, and gender.

Education—Process of imparting general bodies of knowledge and habits of mind applicable to a broad spectrum of endeavors to intellectually prepare individuals to deal with dynamic environments and solve ill-defined problems by using critical thought and reasoned judgment. Education programs prepare Airmen and Guardians to successfully anticipate and meet challenges across the range of military operation.

Equality—A situation in which all people experience inclusion, access to resources and opportunities, regardless of their race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, religion, immigration status, mental or physical disability, and other areas of human difference.

Experience—Active participation/involvement in positions, events, or activities leading to the accumulation of knowledge or skill that can be utilized to meet mission requirements.

External Coach—A professional coach practitioner, who is either self-employed or partners with other professional coaches, to form a coaching business.

Force Development (FD)—Deliberate process of preparing Airmen and Guardians through the CoL with the required competencies to meet the challenges of current and future operating environments. Foundational development results in leadership, management, and warrior ethos proficiency. Occupational development results technical skill proficiency.

Formal Mentoring—Professional and individual development of mentees. Characteristics of formal mentoring include establishment of a mentoring strategy with specific objectives, expectations, and outcomes that are connected to the benefits of the organization.

Foundational Competencies—Common taxonomy used to implement the CoL. These leadership competencies are expected of all Airmen and Guardians, throughout their careers, and are the competencies needed to operate successfully in the constantly changing environment in which they function. The three categories of these competencies are mapped to the DAF leadership levels.

Goal—Measurable milestone that is established to indicate success of a plan. A mentee commits to achieving the goal. Goal may be long-term or short term. Long-term goal is the ultimate desired result of a career plan that is to be accomplished in the future. Short-term goal is a precise desire of the plan that is accomplished in a limited period that can lead to accomplishing the long-term goal.

Inclusion/Inclusive—Encompasses providing individuals challenging tasks, responsibility within their span of control, and support to grow and develop. It involves extending consideration to all qualified candidates. Inclusion provides an opportunity for individuals to be a part of “the team,” thus, motivating them to employ their talents and contribute to the organization and mission. Potential returns on investment include member/employee development, improved performance,

increased productivity, reduced attrition, and making the DAF more attractive to potential applicants. Coupled with diversity, inclusion is essential for the DAF to expand its competitive advantage.

Informal Mentoring—Unstructured mentoring with no planned objectives and expectations where the mentoring relationship may last a long time with an emotional commitment.

Internal Coach—A professional coach practitioner, who is employed within an organization and has specific coaching responsibilities identified in their job description and/or recognized under the guise of “other duties as assigned.”

Leadership—Art and science of motivating, influencing, and directing Airmen and Guardians to understand and accomplish the DAF mission. See Air Force Doctrine Publication 1 for detailed explanation.

Mentor—Wise, trusted, and experienced individual who shares knowledge, experience, and advice with a less experienced person.

Mentee—Individual who desire to expand his/her knowledge and skills by gaining advice from a more experienced individual.

Mentoring—Collaborative professional relationship between the mentor and mentee where the mentor helps the mentee work toward the fulfillment of clearly defined goals.

Mentoring Plan—Document that serves as a roadmap for facilitating mentoring expectations, career goals, and developmental goals. It serves as a communication tool between Airmen and Guardians and their mentors.

Occupational Competencies—A set of competencies required of all Airmen and Guardians within a specific workforce category (a group of functions requiring similar work, i.e., Engineering). They describe technical/functional skills, knowledge, abilities, behaviors, and other characteristics needed to successfully perform that function’s mission.

Operational Psychologist—A postdoctoral specialist that focuses on the application of psychological science to the operational activities conducted in support of national security, defense, and public safety. Operational psychologists have advanced training in coaching and organizational consultation. They develop and execute personnel selection and talent management activities and are experts in the behavioral science principles that underpin all approaches to coaching.

Professional Coach Practitioner—An individual certified through an internationally recognized professional coaching organization, who provides an ongoing partnership designed to help clients produce fulfilling results in their personal and professional lives. The coach’s job is to provide support to enhance the skills, resources, and creativity that the client already has.

Records Disposition Schedule—Document providing mandatory instruction for the lifecycle management of records (and non-record materials) in any format or media type. The Records Disposition Schedule provides for the disposition of records when agency business need for the records ceases, i.e., destruction of temporary records and transfer of permanent records to the National Archives of the United States.

Training—Set of events or activities presented in a structured or planned manner through one or more media for the attainment and retention of skills, knowledge, and attitudes required to meet job performance requirements. This involves the coaching and mentoring of Airmen and Guardians, resulting in proficiency development.

Attachment 2

ROLES OF A MENTOR VS A COACH

A2.1. Mentor and Coach Roles. Coaching and mentoring are two distinct forms of leadership development; however, one is not better than the other. The two complement each other and are situationally dependent. This table provides a brief visual overview of the differences between each role.

Table A2.1. Mentor and Coach Roles.

Mentor	Coach
Talks more	Listens more
Shares their thinking	Challenges your thinking
Shares their ideas	Challenges you to find your own ideas
Pours their wisdom into you	Draws wisdom out of you
Solves your problems	Creates a problem solver
Expertise resides with the mentor	Expertise resides with the client

Attachment 3

COACHING FAQs

The following is for the Voluntary DAF Coaching Program Only.

WHAT IS THE DIFFERENCE BETWEEN COACHING and MENTORING, COUNSELING, OR ADVOCATE?

While there are some similarities between mentoring and coaching, there are some important differences between the two relationships. Mentoring is an association focused on building a two-way, mutually beneficial relationship for long-term career movement and knowledge management. During the mentoring relationship, the mentor is talking with a person who has identified their needs prior to entering a mentoring relationship.

Coaching is a structured association focused on behavior and performance to improve present work issues or handle specific aspects of the job and/or your personal life. During the coaching relationship, the coach is talking to a person, identifying the needs, and developing an action plan. Coaching is focused on helping the client gain clarity on their area of interest by asking powerful questions. Generally, the coach is not providing advice or guidance. A coaching agreement is completed at the start of the coaching engagement identifying the goal to be achieved or skills to be learned.

Coaching vs. Counseling: The coach is not a therapist and will not engage with a client in need of psychological treatment. Counseling, in general, has a focus on the past and present; and is problem solving oriented whereby the counselor uses their expertise in treating mental illness. In the counseling dynamic, the therapist is assumed to be the expert. Coaching is collaborative and creative between client and coach; and the focus is in the present and future. In the coaching relationship, the client is the expert, and the coach is a guide.

Coaching vs. Advocacy: An advocate for an individual works towards a specific targeted outcome in terms of assisting the individual with career progression. This is a prohibited practice for DAF civilians as it infringes upon the merit principals. The coach provides a much wider scope of assistance to the client; with human growth and development outcomes derived from the client. The client has complete responsibility and accountability for achieving these.

WHY WORK WITH A COACH?

In a coaching relationship, the client is the expert in defining what the client wants and what works best for the client. A coach is an objective observer, identifying options and obstacles one may not have considered, pinpointing habits that get in the way of achieving desired outcomes and goals, and guiding in the development of the client's plan of action. A coach supports the client's efforts to act, try new strategies, and find new tools and holds the client accountable to a plan.

WHEN SHOULD YOU CONSIDER COACHING?

- **ONBOARDING** - Onboarding or orientation of a new employee, new supervisors or team member is an ideal time to offer coaching. Providing support for someone joining a new team and a new function from outside the Agency or department can reap dividends in reducing acclimation time.
- **SKILLS DEVELOPMENT** - Coaching can be used to effectively develop and enhance specific skills and DAF Foundational Competencies.
- **TRANSITION MANAGEMENT** - When a leader moves through a transition into a significantly more senior role or their job changes, coaching can assist the leader in this journey. For example, when a technical person becomes a team leader or a supervisor for the first time, or a supervisor becomes a manager for the first time, or a manager prepares to enter the senior executive service, they all need to learn new ways of being and working. It can be a challenge to develop these new muscles and coaching can really help leaders through the various phases of change.
- **FEEDBACK DEBRIEFING & DEVELOPMENT PLANNING** - Feedback debriefing typically involves the use of leadership assessment feedback and consists of a limited number of sessions focused on data analysis, interpretation, and the creation of a development plan.
- **CHANGE MANAGEMENT** - Coaching can be used to drive large scale organizational change. In moving through the phases of change including preparing for, managing, and sustaining the change, leaders are served well by having a coach as a thought partner to explore change options and mitigate obstacles to the change throughout the entire process.
- **CAREER COACHING** - Career coaching focuses on the employee's career aspirations, work-life decisions, career transitions, and related activities.
- **PERFORMANCE MANAGEMENT** - Coaching can assist the supervisor or manager in being intentional about providing ongoing feedback and support to the employee throughout the year.

DOES COACHING HAVE ANYTHING TO DO WITH MY PERFORMANCE EVALUATION?

No. There is no connection between your performance evaluation and your coaching experience in terms of expectations from your supervisor or chain of command; however, it does have a lot to do with your own goals and strategies you set for yourself and your own development. Coaching is completely confidential, and this is one of its hallmarks and how it is differentiated from other leadership or talent development processes.

WHAT DOES A COACHING ENGAGEMENT LOOK LIKE?

Coaching sessions can take place in-person, phone or virtual based on your needs. You and your coach will determine which format works best for the both of you. During each session, the client will be asked to identify the topic or focus of the session. This is your opportunity as the client to identify what you want to work on. The coach then provides the direction. The coach listens, asks questions, motivates, and provides honest feedback to help you identify and clarify your vision, goals, strategies, plans and solutions. Coaching sessions typically last 45 minutes and take place every week or every other week. Towards the latter half of your coaching engagement, you may see your coach once per month as you work on more complex goals. This gives you time between coaching sessions to work on your goals, understand what your next steps towards your goals need to be.

WHY DO LEADERS NEED COACHING SKILLS?

Coaching is a powerful tool for any leader or manager seeking to develop others in a learning organization and maximize employee performance and engagement. Coaching skills, when employed continuously in the manager/employee relationship, equip employees with tools to develop themselves. Coaching skills are different from an official coaching engagement. A manager should never formally coach a subordinate as it goes against ethical coaching practices. Coaching managers do not always have all the answers, but they utilize powerful questions and act as a catalyst to assist the employee's learning process. Employing coaching skills and providing effective feedback with employees is an effective way to build trust and understanding between the supervisor and the employee and aligns the roles and goals of a remote team.

HOW DO I GET A COACH?

See DAF coaching opportunities at <https://www.af.mil/About-Us/Coaching/>.

HOW DO I BECOME A COACH?

Those interested in becoming a coach can complete the Coaching Culture Facilitators Course (CCFC) offered twice per year. This course is open to mid-level and senior leaders currently. Applications are accepted through MyVector. However, one may apply to be a DAF coach if they have completed a minimum of 60 hours of accredited coach training and have completed a minimum of 30 hours of coaching. Documentation of both is required to be considered.

Attachment 4

DEPARTMENT OF THE AIR FORCE CODE OF ETHICS FOR COACHES

The following is for the Voluntary DAF Coaching Program Only.

The Department of the Air Force (DAF) Code of Ethics is composed of two (2) main parts:

Introduction: The Code of Ethics describes ethical principles and ethical standards of behavior for all DAF coaching professionals. Meeting these ethical standards of behavior is the first of the core coaching competencies (Core Competencies) – “Demonstrates ethical practice: understands and consistently applies coaching ethics and standards.” The Code of Ethics serves to uphold the integrity of DAF and the global coaching profession by:

Setting standards of conduct consistent with DAF Core Values, Guardian Ideals, and ethical principles.

Guiding ethical reflection, education, and decision-making.

The Code of Ethics applies when DAF coaching professionals represent themselves as such, in any coaching-related interaction. This is regardless of whether a coaching relationship has been established. This code articulates the ethical obligations of DAF coaching.

Professionals who are acting in their different roles as coach, coach supervisor, mentor coach, trainer, or student coach-in-training.

The challenge of working ethically means that members will inevitably encounter situations that require responses to unexpected issues, resolution of dilemmas, and solutions to problems. This Code of Ethics is intended to assist those persons subject to the code by directing them to the variety of ethical factors that may need to be taken into consideration and helping to identify alternative ways of approaching ethical behavior. DAF coaching professionals who accept the Code of Ethics strive to be ethical, even when doing so involves making difficult decisions or acting courageously.

Ethical Standards. The following ethical standards are applied to the professional activities of DAF coaching professionals:

Section I – Responsibility to Clients.

As a coaching professional, I:

Explain and ensure that, prior to or at the initial meeting, my coaching client(s) understand the nature and potential value of coaching, the nature and limits of confidentiality, financial arrangements, and any other terms of the coaching agreement.

Create an agreement / contract regarding the roles, responsibilities and rights of all parties involved with my client(s) prior to the commencement of services.

Maintain the strictest levels of confidentiality with all parties as agreed upon. I am aware of and agree to comply with all applicable laws that pertain to personal data and communications.

Have a clear understanding about how information is exchanged among all parties involved during all coaching interactions.

Have a clear understanding with clients about the conditions under which information will not be kept confidential (e.g., illegal activity, if required by law, pursuant to valid court order or subpoena; imminent of risk of danger to self or others; etc.). Where I reasonably believe one of the above circumstances is applicable, I may need to inform appropriate authorities.

When working as a DAF coaching professional, manage conflicts of interest or potential conflicts of interest with my coaching client(s) through coaching agreement(s) and ongoing dialogue. This should include addressing organizational roles, responsibilities, relationships, records, confidentiality, and other reporting requirements.

Maintain, store, and dispose of any records, including electronic files and communications, created during my professional interactions in a manner that promotes confidentiality, security, and privacy, and complies with any applicable laws and agreements. Furthermore, I see to make proper use of emerging and growing technological developments that are being used in coaching services (technology-assisted coaching services) and to be aware of how various ethical standards apply to them.

Remain alert to indications that there might be a shift in the value received from the coaching relationship. If so, make a change in the relationship or encourage the client(s) to seek another coach, seek another professional or use a different resource.

Respect all parties' right to terminate the coaching relationship at any point for any reason during the coaching process subject to the provisions of the agreement.

Am sensitive to the implications of having multiple contracts and relationships with the same client(s) at the same time to avoid conflict of interest situations.

Am aware of and actively manage any power or status difference between the client and me that may be caused by cultural, relational, psychological, or contextual issues.

Disclose to my clients the potential receipt of benefits I may receive for referring my clients to third parties.

Assure consistent quality of coaching regardless of the intrinsic or extrinsic reward I may or may not receive as the result of any relationship.

Section II – Responsibility to Practice and Performance as a DAF Coaching Professional, I:

Adhere to the Code of Ethics in all my interactions. When I become aware of a possible breach of the Code by myself or I recognize unethical behavior in another coaching professional, I respectfully raise the matter with those involved. If this does not resolve the matter, I refer to a formal authority (e.g., DAF Coaching PM/support staff) for resolution.

Require adherence to the Code of Ethics by all support personnel.

Commit to excellence through continued personal, professional, and ethical development.

Recognize my personal limitations or circumstances that may impair, conflict with, or interfere with my coaching performance or my professional coaching relationships. I will reach out for support to determine the action to be taken and, if necessary, promptly seek relevant professional guidance. This may include suspending or terminating my coaching relationship(s).

Resolve any conflict of interest or potential conflict of interest by working through the issue with relevant parties, seeking professional assistance, or suspending temporarily or ending the professional relationship.

Maintain the privacy of DAF employees and use the DAF employee contact information (email addresses, telephone numbers, and so on) only as authorized by DAF or the client.

Section III – Responsibility to Professionalism as a DAF Coaching Professional, I:

Identify accurately my coaching qualifications, my level of coaching competency, expertise, experience, training, certifications, and professional coaching credentials.

Make verbal and written statements that are true and accurate about what I offer as a DAF coaching professional, and that which is offered by DAF, the coaching profession, and the potential value of coaching.

Communicate and create awareness with those who need to be informed of the ethical responsibilities established by this Code.

Hold responsibility for being aware of and setting clear, appropriate, and culturally sensitive boundaries that govern interactions, physical or otherwise.

Do not participate in any sexual or romantic engagement with client(s). I will be ever mindful of the level of intimacy appropriate for the relationship. I take the appropriate action to address the issue or cancel the engagement.

Section IV – Responsibility to Society as a Coaching Professional, I:

Avoid discrimination by maintaining fairness and equality in all activities and operations, while respecting DAF Diversity, Equity and Inclusion policies, regulations and client centered cultural practices as applicable. This includes, but is not limited to, discrimination based on age, race, gender expression, ethnicity, sexual orientation, religion, national origin, disability, or military status.

Recognize and honor the contributions and intellectual property of others, only claiming ownership of my own material. I understand that a breach of this standard may subject me to legal remedy by a third party.

Am honest and work within recognized scientific standards, applicable subject guidelines and boundaries of my competence when conducting and reporting research.

Am aware of mine own and my clients' impact on society. I adhere to the philosophy of “doing good” versus “avoiding bad.”

The Pledge of Ethics of the Coaching Professional: As a DAF coaching professional, in accordance with the standards of the Code of Ethics, I acknowledge and agree to fulfill my ethical and legal obligations to my coaching client(s) and colleagues and to the public at large. If I breach any part of the Code of Ethics, I agree that DAF in its sole discretion may hold me accountable for so doing. I further agree that my accountability to DAF for any breach may include sanctions, such as mandatory additional coach training or other education, or loss of my DAF coaching status and/or further reporting to my coach credentialing organization.

Attachment 5

SUPERVISOR APPROVAL FOR EMPLOYEE TO PARTICIPATE AS A CERTIFIED DEPARTMENT OF THE AIR FORCE COACH

The following is for the Voluntary DAF Coaching Program Only.

The Department of the Air Force (DAF) established a formal coaching program to organize DAF coaching efforts, respond and fulfill coaching needs in a strategic and cohesive way, and ensure access to coaching services, including the services of well-qualified, certified internal DAF coaches. Part of the strategy envisions forming an internal DAF coach cadre to leverage the collective skills and experiences of Certified DAF coaches, thus reducing the need for costly contract coaching services.

Credentialed DAF coaches must have credentialing from an accredited coaching training program (ACTP). **(T-1)** Examples include the International Coach Federation credential of either Associate Certified Coach (ACC), Professional Certified Coach (PCC) or Master Certified Coach (MCC) level or equivalent credentials from a similar type of organization such as the Center for Credentialing and Education Board Certified Coach (BCC) or European Mentoring and Coaching Council accreditation. A credentialed DAF coach must obtain written approval from their supervisor to do the following on an annual basis: **(T-1)**

- Provide up to six clients/ 48 sessions of coaching and/or coaching related activities for two years while assigned to the DAF internal coach cadre.
- Participate in DAF coach cadre activities, including monthly coach cadre calls and attending an annual DAF coaching workshop (travel to be paid by coach's program office).
- Complete 8 hours of continuing coach education annually.
- Support the DAF Coaching Program Manager to share responsibilities in supporting the DAF Coaching Program, to include facilitating coaching training, educating employees on the benefits of coaching, assisting in program evaluation and improvement projects, etc.

In recognition of the foregoing, I approve of my employee's participation as a Certified DAF coach in The DAF Coaching Program. I will review their continued participation in the DAF Coaching Program on an annual basis and may withdraw approval due to workload or other considerations.

 Supervisor Signature

 Date

Attachment 6

MENTEE AND MENTOR CHECKLISTS

Table A6.1. Mentee Checklist.

<i>MENTEE CHECKLIST</i> <i>(Mentee should be proactive about professional development)</i>	
Item	Comment
Mentee populates career plan and pyramid in MyVector	
Mentee completes the mentoring plan in MyVector and sends to mentor	
Mentee consults with mentor on expectations for meetings	
Mentee records discussed topics and feedback in the mentoring plan	
For leadership development, mentee completes Air Force Foundational Competency Assessment (AFCA) on Air Force Portal and shares results with mentor	
For technical development, mentee should consult with Career Field Manager for occupational assessment and shares results with mentor	
Mentee explores professional developmental opportunities on MyVector for achieving goals and objectives	
Mentee amends the mentoring plan as needed by focusing on developmental needs	
Mentee evaluates success of mentoring relationship	

Table A6.2. Mentor Checklist.

<i>MENTOR CHECKLIST</i> <i>(Mentor shares in the mentee's career development journey)</i>	
Item	Comment
Mentor reviews mentee's education, training, experience, and career field development path	
Mentor guides mentee to make decisions based on personal reflections, analytical thinking, and discussion	
Mentor asks mentee questions to stimulate growth	
Mentor ensures discussed topics and feedback are recorded in the mentoring plan	
Mentor explores professional developmental opportunities for achieving goals and objectives	
Mentor encourages mentee to reflect regularly on goals, achievement, and areas for improvement	
Mentor discusses with the mentee amendment of the mentoring plan	
Mentor evaluates success of mentoring relationship	

Attachment 7

TYPES OF MENTORING RELATIONSHIPS

Table A7.1. Types of Mentoring Relationships.

Type	Description	Advantage
Flash Mentoring	Busy leaders are recruited to become mentors without committing a lot of time. Mentees are assigned at random and can meet for just one session. Mentors share lessons learned, experiences, and advice to the mentees. After initial meeting, mentors and mentees can decide if they would like to continue the mentoring relationship.	Opportunity to learn from executives without a long- term commitment.
Group Mentoring	One or more mentors address a large audience of mentees. As each mentor introduces concepts, answers questions, or relays guidance, they engage the entire group in the conversation. Can be facilitated group mentoring, peer-group mentoring, or team mentoring.	Opportunity to extend its mentoring efforts by reaching more mentees in a time- efficient manner. Also resolves the issues of not having enough mentors and can promote diversity of thinking, practice, and understanding.
Peer Mentoring	Relationship with an individual within the same grade and/or job series. Purpose is to support colleagues in their professional development and growth, to facilitate mutual learning, and to build a sense of community. It is not hierarchical, prescriptive, judgmental, or evaluative.	Mentees sometimes learn better from their friends, associates, or individuals with similar backgrounds and career interests.
Reverse Mentoring	Mentoring of a senior (in age, experience, or position) person by a junior individual. Aims to help share unique knowledge sets, possibly in the field of information technology, computing, or internet communications.	Ability to create and maintain an attitude of openness regardless of status, power, or position
Situational Mentoring	Providing the right help at the right time by a mentor when a member needs guidance, advice, or constructive correction.	Informal mentoring that usually occurs as a short-term fix to address an immediate situation but can transition to a more long-term connection over time if both the mentor and mentee are inclined to do so.

Speed Mentoring	Series of short, focused conversations about specific questions where mentors meet with several mentees in time slots. Mentors and mentees connect in a meaningful, fun, and fast-paced way. Group speed mentoring is a variation of flash mentoring where a mentor meets with a small group of mentees and then rotates to another group of mentees immediately afterward.	Mentees are concentrating on key areas of discussion or interest and are provided a variety of viewpoints and exchange of ideas for consideration. Mentees able to meet numerous matches in a short period of time; may lead to future mentoring relationships.
Supervisory Mentoring	An inherent responsibility of leadership and most frequently used is informal and related to day-to-day guidance about the current job.	As leaders, supervisors should also encourage outside mentoring relationships, informal and formal, and allow employees time to cultivate the mentoring relationships.
Virtual Mentoring	Using electronic tools such as videoconferencing, the DAF web- portal resource MyVector, or email to mentor individuals. Recommend mentor and mentee meet face-to-face when it is possible.	Helpful for career fields whose members are geographically dispersed, for personnel who work alternating shifts or night shifts, for personnel who are deployed, or for personnel who are in remote areas. Can be a tool to engage an increasingly tech-savvy population.

Attachment 8

MENTORING RESOURCES

Mentoring Resources.

The following pages contain a list of resources, including an online mentoring system, reading material, and outside organizations, associations, and programs that support various segments of the military and civilian population. This list is not all inclusive and is provided for information only and should not be considered an endorsement by the DAF.

MyVector.

MyVector is a web-based resource for Total Force Airmen and Guardians that lets them access career field, education, and training information from one website customized to each user's needs. Located on the DAF Portal, this system gives Airmen and Guardians access to their records, career field information, and a means to communicate with peers through a forum chat area. It also allows an Airman to request a mentor or be matched with a mentor. The mentoring section of MyVector contains information to assist mentors and mentees alike as they establish career goals and objectives. Mentees can connect with their mentors using this platform, and the mentor will be able to view their mentee's developmental progress to provide feedback and recommendations.

Mentors and mentees are encouraged to access and explore the mentoring section of MyVector to find a wealth of mentoring information and applications. The use of MyVector is especially beneficial in instances where face-to-face mentoring is inhibited by geographic distance or schedule conflicts.

Resources available on MyVector help mentors and mentees assess capabilities, build a mentoring plan, and guide mentees toward reaching their goals. These electronic tools provide direction to aid in planning education, training, and experiential assignments to support individual career development as well as the overall DAF mission.

The virtual Force Development Center.

The virtual Force Development Center (vFDC) is located on the AF Portal site and provides a clearinghouse of leadership development resources.

The vFDC features learning programs based on the AF foundational competencies and may be recommended by mentors as a development opportunity for mentees.

Resources available through the center are free, flexible, and available on-demand. In addition, the center features a learning program created to assist new or experienced mentors who may want to refresh their competencies.

Online Central Products.

DoD Mentoring Resource Portal has mentoring resources that are provided to reinforce and influence an enduring mentoring culture throughout the Department.

OPM's Federal Leadership Development Program has a searchable electronic library of programs offered by Federal departments and agencies to foster the development of leadership skills in their employees.

Skillsoft Courses (Air Force Portal, click on "AF e-Learning" under the heading of Career and Training). AF e-Learning courses, such as "Mentoring as a Manager," "Mentoring Effectively," and "Mentoring Strategies for the 21st Century" are provided.

Books24x7.

Numerous books about the mentoring process and resources for mentees can be found on the Air Force Portal. Click on "AF e-Learning" under the heading of Career and Training use for self-development.

Best Practices: Mentoring, United States Office of Personnel Management, September 2008.

List of Best Practices found on MyVector.

Organizations and Associations.

These organizations and associations support various segments of the military population and may be useful in helping to facilitate mentoring relationships. This list is not all-inclusive, is provided for information only, and should not be considered an endorsement of their activities by the DAF.

National Organizations for Certification and Licensing. The base education center has a list of nationally recognized organizations that authorize licensing and certification programs, to include who is eligible to apply.

Base Professional Organizations. There are several professional organizations which are active at individual bases under guidance from the host command. These organizations focus on developing their members and supporting the base and local communities. The list of organizations includes Company Grade Officer Council (CGOC), Chiefs Group, Top III, Council 5/6, Junior Enlisted Council, First Four, and others.

Professional Military Associations (and professional military-affiliated associations). These associations focus in some manner on advancing the interests of the Armed Forces and/or military professionalism and are often oriented toward military veterans, specific military units, occupational fields/skills, campaigns, or other groups.