



DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY, EUROPE, AND SEVENTH ARMY
THE COMMANDING GENERAL
UNIT 29351
APO AE 09014

AEAGA

26 November 2001

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: USAREUR Command Policy Letter 21, Coaching and Mentoring

1. References:

- a. AR 623-105, 1 October 1997, Officer Evaluation Reporting System.
- b. AR 623-205, 31 March 1992, Noncommissioned Officer Evaluation Reporting System.
- c. AR 690-400, 16 October 1998, Total Army Performance Evaluation System.
- d. DA Pamphlet 623-105, 1 October 1997, The Officer Evaluation Reporting System "In Brief."
- e. FM 22-100, 31 August 1999, Army Leadership.

2. The investment we make in developing our subordinates is vital to the Army's future. Coaching is one of the most effective ways to ensure the success of this effort. Coaching combines formal counseling with informal but structured feedback. In a recent Chief of Staff of the Army study, 50 percent of our officers said that they do not receive performance counseling. We must do better.

3. Coaching begins with senior leaders, officers, noncommissioned officers, and civilians who set the organizational climate by their actions. They must create an environment that is conducive to personnel development. An important component of command climate, coaching includes the counseling done when issuing evaluation reports, as well as less formal one-on-one contact between the leader and the led in the field and in the workplace.

4. The matrix below prescribes performance-counseling standards for officers, noncommissioned officers, junior enlisted soldiers, and Department of the Army civilians. Use these standards for the more formal sessions with subordinates you supervise or rate. Although junior enlisted soldiers are not rated, their supervisors must coach them through teaching and counseling, and by conducting well-planned and executed training.

Ratee/Rank	Initial Counseling	Follow-up Counseling
CW2/Captain and above	Within the first 30 days	Quarterly
WO1, Lieutenant	Within the first 30 days	Quarterly
Noncommissioned officers	Within the first 30 days	At least quarterly
Junior enlisted soldiers	Within the first 30 days	At least quarterly
DA civilians	Within the first 30 days	Every 6 months

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5. Coaching involves more than the performance counseling required in our regulations. Done properly, it focuses on helping an individual to become a better leader by enhancing an individual's appreciation for his strengths and weaknesses. In addition to the formal counseling one does, coaching requires more frequent, seemingly spontaneous, informal contact with subordinates. Combine occasional, well thought out informal "footlocker counseling" with more formal performance counseling. Use developmental counseling when future assignments and professional development are up for discussion.

6. Coaching company-grade officers and young newly promoted sergeants is very essential to an effective unit. These positions heighten the demands, challenges, and responsibilities faced by young leaders. To ensure that these soldiers are given the opportunity to succeed early in their tours as company-grade leaders, we must commit ourselves to a strong, well-developed program for coaching them. Combine relatively formal, scheduled performance and developmental counseling with frequent, informal contacts focused on encouragement. A good coach spends a great deal of time emphasizing a subordinate's strengths. He also helps subordinates to recognize weaknesses and to adopt ways of minimizing their impact on the unit.

a. Raters will counsel company-grade officers and NCOs within the first 30 days of their assumption of a position and again at least quarterly. Raters will also counsel these subordinates as they leave their position.

b. Counseling of company-grade officers and NCOs must be professionally organized and documented informally in writing. As leaders, we have an obligation to provide early feedback to newly appointed leaders. Coaching allows them to make minor corrections in their leadership style early instead of having to make major corrections later. Senior commanders should put themselves in the new leader's shoes. Recall what it was like in your first outfit or command and what feedback and advice helped you.

7. Individualized coaching is a leadership responsibility that is essential to taking care of people. Tell me how your program for coaching and mentoring is going when I visit your units.

8. Coaching is only one component of what a commander must do to provide mentoring for his up and coming leaders. Mentoring entails teaching your immediate subordinates to do your job in combat. It involves bringing up our young leaders in the guild of soldiering. Commanders must create highly organized events for specified cohorts in their unit. These events focus on leading in combat and may include staff rides, structured offsites and AARs, and seminars. In addition, to mentor a young subordinate, one must be personally involved in that soldier's

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professional development. Where next will his strengths benefit the Army? What positions and professional education do we need to provide to develop his potential for service? Good units have mentoring programs in which coaching happens routinely, in which commanders conduct well-organized events designed to develop specified groups of subordinates in combat leadership skills two levels higher, and in which commanders focus personally on grooming the next generation to carry our Army forward.


MONTGOMERY C. MEIGS
General, USA
Commanding

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