

# Linkage

Unleash your full potential.

## Essential Coach Assessment Feedback Results

Sample, Joe

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## Introduction

*“I think you don’t change a culture. I think you coach people to win.”*

*– Lawrence A. Bossidy, CEO AlliedSignal*

The interest in coaching is growing dramatically. It’s no wonder today’s employees are challenged more than ever before by the increasing scope, complexity, and pace of their work and the continuous changes which buffet their organizations. Above all, they need good coaching from their organization’s leaders and managers to make their most valuable and meaningful contributions. Increasingly, then, coaching is becoming an essential capability for the leaders and managers of any organization that wants to compete seriously and win.

Over the past weeks, you have completed Linkage, Inc.’s Essential Coach™ Assessment Instrument, a 360-degree instrument that measures your coaching capabilities. The Essential Coach™ is a multi-rater instrument, designed to capture not only the feedback that you provided on yourself, but also feedback from your peers and direct reports concerning your coaching capabilities.

The Essential Coach™ report includes:

**Part I** contains the **Coaching Competencies**, which serve as the foundation of The Essential Coach™.

**Part II** contains an **Interpretive Guide** that will help you read and interpret your report results.

**Part III** contains **Your Results** with respect to the coaching competencies in The Essential Coach™ as well as the results from the open-ended feedback.

**Part IV** contains pages with a **Summary of Results** of your assessment report.

**Part V** contains directions for completing a **Development Plan**.

Used as part of an ongoing developmental process, this assessment report is a powerful tool for understanding your coaching capabilities, developing your competencies, and enhancing your impact on the organization. It will sharpen your self-awareness and focus your development on factors that will enable you to coach confidently and effectively.



# PART I

## The Essential Coach™ Model

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# The Essential Coach™ Model



## The Competencies and Behaviors of the Coaching Assessment

A *competency* is a bundle of specific knowledge, skills, or attributes critical to success in a given role. Eight competencies make up The Essential Coach Model™. These competencies organize into two even clusters, or groupings, of related competencies.

The first cluster is called “Building Partnerships.” The four competencies that comprise it—Establishes Presence, Communicates Candidly, Practices Inquiry, and Models Commitment—are foundational, in that the most successful managers are able to impact people’s performance and development by establishing and maintaining valued partnerships with those they support.

The second cluster, Maximizes Growth, is comprised of the competencies Empowers Others, Champions Learning, Fosters Change, and Pursues Results. Each of these competencies reflects the coach’s bone-deep commitment to helping others achieve their full growth potential. These competencies name the variety of means by which the best coaches help lift people from where they are to where they can be—a place of greater value and contribution for themselves and for their organization.

Each of the eight competencies in The Essential Coach™ includes four *behaviors* that demonstrate the competency in action. (Together, the behaviors yield the 32 items that comprise the assessment you completed.) Each behavior represents a concrete observable instance of the competency being used in a coaching situation.

The complete model, including the eight competencies and their associated behaviors, is found on the following pages.

## **Establishes Presence**

### **Definition**

Brings an authentic sense of self to interactions while sustaining a high degree of focus, energy, and openness towards others.

### **Behaviors**

- Devotes unmixed attention to others during coaching interactions.
- Puts others at ease by managing his or her demeanor, e.g., body language and vocal tone.
- Demonstrates accessibility through regular contacts and/or quickness of response.
- Accurately interprets the emotions of others.

## **Communicates Candidly**

### **Definition**

Discloses personal thoughts, feelings, and organizational information in an accurate, timely, and frank manner to improve performance and/or working relationships.

### **Behaviors**

- Shares critical business information that impacts performance.
- Provides constructive feedback with detailed behavioral specifics.
- Clearly and candidly shares own thoughts, ideas, emotions, beliefs, values, and suggestions.
- Is honest with others about his or her needs and motivations.

## **Practices Inquiry**

### **Definition**

Seeks the other's perspective in recognizing his/her own limited perspective and acknowledging the other as a source of information, value, wisdom, insight, and unique experience.

### **Behaviors**

- Maintains a balance of questions and statements in coaching interactions.
- Asks "What if?" questions to challenge assumptions.
- Asks pointed questions to help others surface the beliefs and data underlying their positions.
- Uses questions to help others discover the answers or gain a new perspective.

## **Models Commitment**

### **Definition**

Consistently and reliably fulfills his or her responsibilities and promises to the organization and to others.

### **Behaviors**

- Practices "walking the talk" (works to be consistent in words and actions).
- Establishes clear and specific agreements on action steps and responsibilities.
- Follows through on promises made to others.
- Strives to achieve and maintain a standard of excellence in all of his or her work.

## **Empowers Others**

### **Definition**

Encourages others to increase control of their work and reach higher levels of performance.

### **Behaviors**

- Encourages others to pursue their own means to achieve the desired end result.
- Provides increasing levels of autonomy to individuals in proportion to their increasing performance capability.
- Gives others reasonable power to make decisions, initiate actions, and share responsibility.
- Provides whatever is needed, e.g., information, training, or expert resources, to help others take charge of their work.

## **Champions Learning**

### **Definition**

Promotes personal and professional learning and development, and the value of applying learning to new projects and work efforts.

### **Behaviors**

- Provides opportunities for others to apply new knowledge and skills.
- Demonstrates a personal commitment to learning and development.
- Encourages others to step back periodically to reflect on their work processes, actions, and personal development.
- Encourages reflection on best practices and lessons learned.

## **Fosters Change**

### **Definition**

Acts as a positive force for change in alignment with organizational priorities through challenging, encouraging, clarifying, and guiding new commitments, behaviors, and actions.

### **Behaviors**

- Helps others create realistic, personally compelling development plans.
- Helps others manage internal and external obstacles to professional growth.
- Helps others sustain their commitments to change in the face of adversity or setbacks.
- Encourages people to advance themselves by changing in alignment with organizational and industry changes.

## **Pursues Results**

### **Definition**

Focuses time and resources on activities that will yield the greatest value and most effective end result.

### **Behaviors**

- Helps others maintain a clear focus on critical performance objectives despite distractions, disruptions, or other factors that threaten to divert attention.
- Provides more frequent, targeted support to others on critical projects and initiatives.
- Leverages individual and team strengths to obtain maximum results.
- Challenges others to achieve more than they thought themselves capable of achieving.



## PART II

# Interpretative Guide

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## Rater Response

The numbers below represent the number of completed surveys submitted by each rater group prior to the deadline. Please note that these numbers do not necessarily reflect the number of responses you received on each item as some individuals may not have given you feedback on every item. These figures only represent completed, submitted assessments.

	<b>Report N</b>	<b>Nominated N</b>	<b>Response Rate</b>
<b>Self (Sample)</b>	1	1	100.00%
<b>Manager</b>	1	1	100.00%
<b>Direct Reports</b>	4	4	100.00%
<b>Peers</b>	3	3	100.00%
<b>TOTAL</b>	9	9	100.00%

For non-anonymous rater groups such as **Self, Manager**, ratings will be shown if at least one assessment has been submitted.

To preserve anonymity, our processing program will not display responses from anonymous rater groups (e.g., **Direct Reports, Peers**) with fewer than three submitted surveys. If fewer than three surveys have been received from a rater group, their ratings will be combined with those of another rater group. Your report will indicate which groups have been combined.

For any single item with fewer than three responses in a rater group, "Insufficient Responses" will appear for that item in lieu of data.

## Reading and Interpreting Your Results

Your Essential Coach™ report has been carefully designed to detail your results in a simple, easy-to-read fashion that offers an analysis of your coaching behaviors and competencies across several levels. Whether examining scores on a very specific or very general level, you should find that the results generalize to a variety of situations.

When examining your results, remember that your scores are represented in both graphic and numerical fashion with respect to each competency. The scale for each is 1 (lowest) to 5 (highest). More specifically, the scale indicated on the Essential Coach™ is as follows:

- 1 Rarely:** Demonstrate behavior less than 10% of the time.
- 2 Sometimes:** Demonstrate behavior 10% or more of the time but less than half of the time.
- 3 Often:** Demonstrate behavior about half of the time.
- 4 Very Often:** Demonstrate behavior more than half but less than 90% of the time.
- 5 Almost Always:** Demonstrate behavior 90% or more of the time.
- N/A:** Does not apply.

Most of the results pages will detail both the overall group rating and your own self-rating. The overall group rating averages the scores from your manager, peers, and direct reports, but does not include your self-rating. This comparison between self and group scores will enable you to evaluate your overall performance while highlighting gaps between the various groups' perceptions of your coaching behaviors.

Part III contains several different approaches for evaluating your coaching data. Each of the approaches offers a novel and useful perspective on your behaviors, components, and competencies. Generally speaking, you should pay attention to:

1. Overall scores (to gain perspective on your capabilities).
2. Score differences between self and average rater scores (to illustrate how others perceive you compared to how you perceive yourself).
3. Score differences between various rater groups (to illustrate how your behavior may change depending on with whom you interact).
4. The items on which you score particularly high or low (to illustrate particular development needs and strengths, or to illustrate how your behavior may change depending on with whom you interact).

## Report Sections

### ***PART III: Your Results***

#### **A Competency Summary**

This section averages all item ratings within a competency by the self and all rater responses. The N signifies the total number of responses received for all items in each respective competency.

#### **B Component Summary**

This section averages all item ratings within a component by the self and all rater responses. The N signifies the total number of responses received for all items in each respective component.

#### **C Item Results**

Graphical and numerical data regarding ratings for each specific item are depicted by rater group.

#### **D Comments**

Comments from your raters are categorized by rater group. Comments will not appear on aggregate reports.

### ***PART IV: Summary Results***

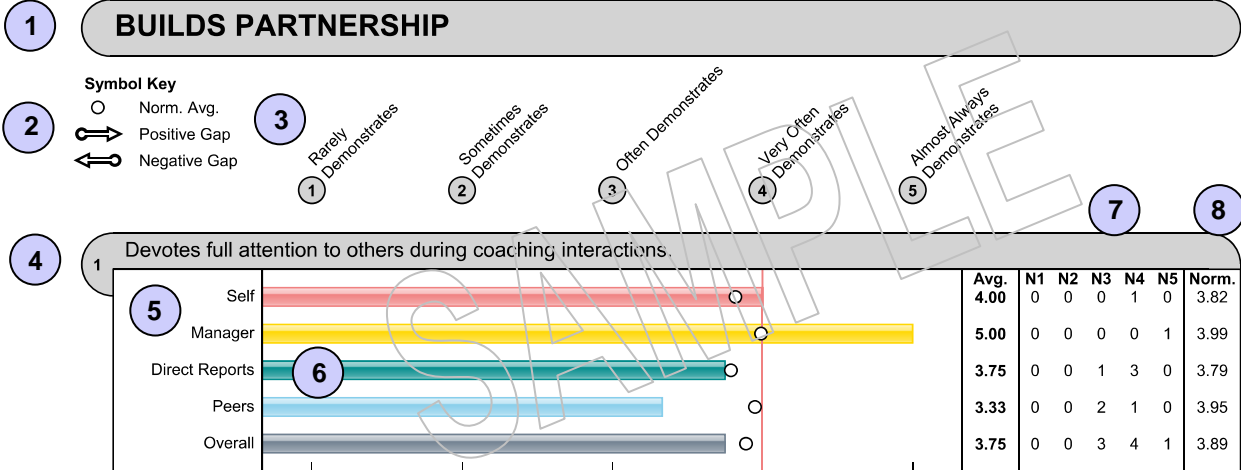
#### **E Highest and Lowest Rated Items**

The items with the highest and lowest ratings from all raters are provided in this section. The number of items listed is determined as a percentage of the total number of items in the assessment instrument. If the average is within the highest 20% of the scale, the item will not be displayed as a low rating. If the average is within the lowest 20%, the item will not be displayed as a high rating.

#### **F Self Gaps**

Items in which the ratings between the **Self** rating and the average ratings of other groups are greater than 30% are listed here. The gaps are provided for each rater group.

# How to Read Your Report



- 1 Competency Heading** – This is the competency into which the items are grouped. In this example, “Builds Partnership” is shown.
- 2 Symbol Key** – This key will be useful in determining the meaning of different symbols used throughout the report. The triangle symbols indicate that this item is one of the highest/lowest rated items in the report from a rater group; the horizontal arrows indicate significant gaps, either positive or negative, between the **Self** rating and the average rating from any other rater group.
- 3 Scale** – In the above example, the rating scale used is a 5-point scale ranging from “Rarely Demonstrates” to “Almost Always Demonstrates.”
- 4 Item Results** – This graph shows the results by rater group for a specific item. This and other similar items create a category.
- 5 Rater Groups** – These titles depict the different rater groups that provided feedback. In this example, responses from the participant’s **Direct Reports**, **Peers**, **Direct Manager**, and the participant (labeled as **Self**) are shown. The **Overall** line is a combination of all groups except the self.
- 6 Mean Bar** – The bars graphically depict the average of the ratings for each rater group. In this example, the average of the ratings from **Direct Reports** is 3.75 for the item. The vertical line indicates the **Self** rating. This line is included so that participants can easily see the differences between their **Self** rating and the ratings of others.
- 7 Distribution** – The numbers above each mean bar show the number of ratings provided for each point on the rating scale for that particular rater group. In this example, four **Direct Reports** responded to the item. Of those, one provided a rating of “Often Demonstrates” and three a rating of “Very Often Demonstrates.”
- 8 Normative Average** – This column shows the normative average. This is provided to compare the participant’s average ratings to others who have participated in this assessment process, utilizing this survey.

# PART III

## Your Results

Coaching Competencies and Verbatim  
Comments

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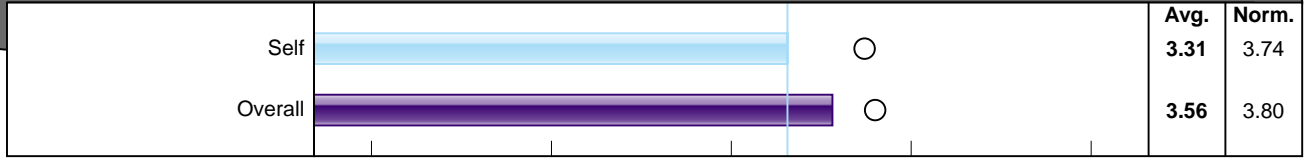
## Competency Summary

### Symbol Key

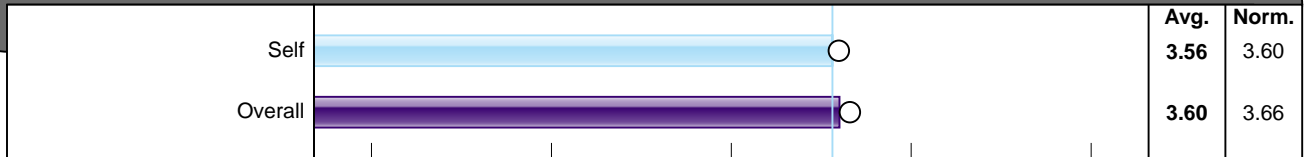
- Norm. Avg.
- ⇨ Positive Gap
- ⇩ Negative Gap

- ① Rarely Demonstrates
- ② Sometimes Demonstrates
- ③ Often Demonstrates
- ④ Very Often Demonstrates
- ⑤ Almost Always Demonstrates

### BUILDS PARTNERSHIP



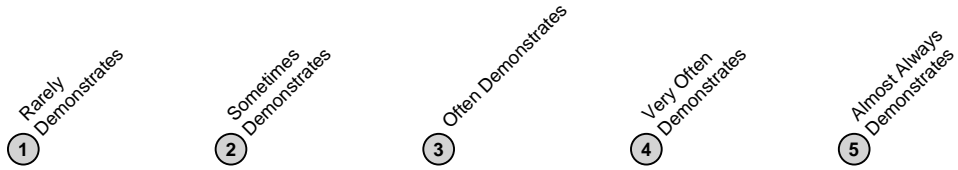
### MAXIMIZING GROWTH



## Component Summary

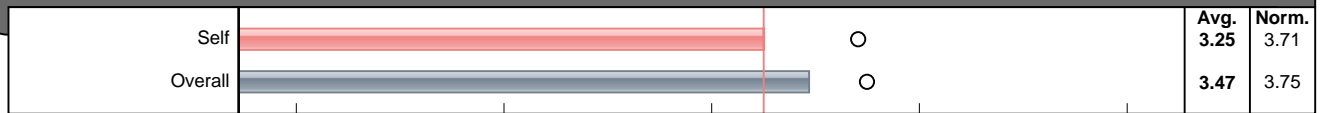
**Symbol Key**

- Norm. Avg.
- ➡ Positive Gap
- ⬅ Negative Gap

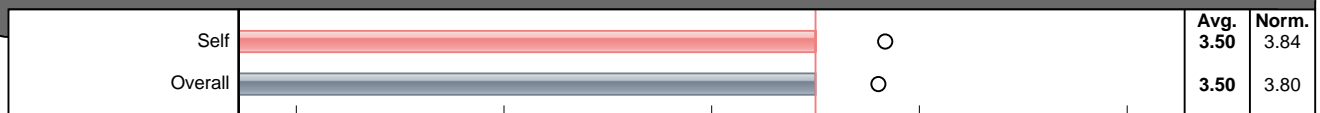


### BUILDS PARTNERSHIP

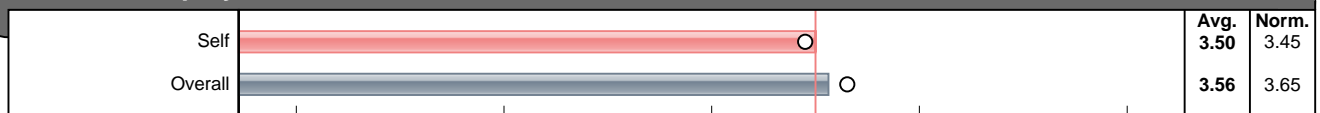
#### Establishes Presence



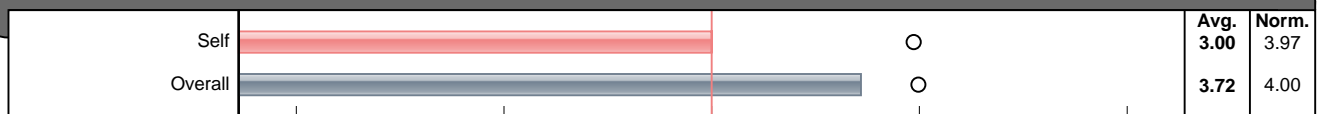
#### Communicates Candidly



#### Practices Inquiry

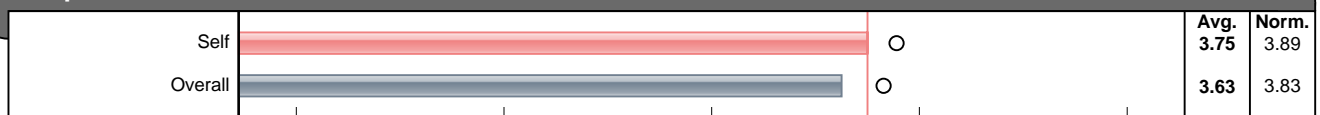


#### Models Commitment

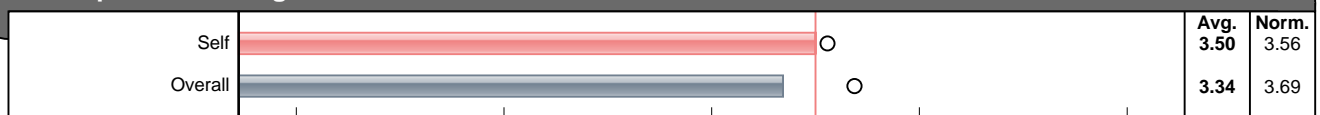


### MAXIMIZING GROWTH

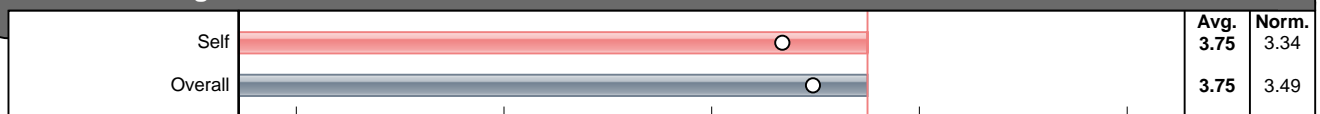
#### Empowers Others



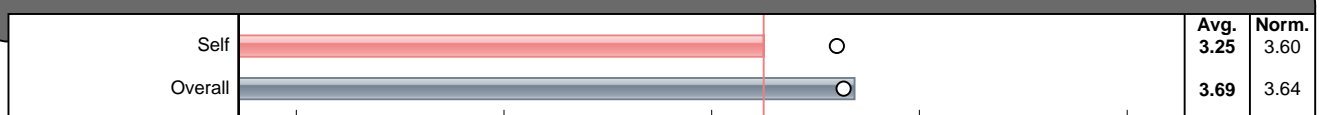
#### Champions Learning



#### Fosters Change



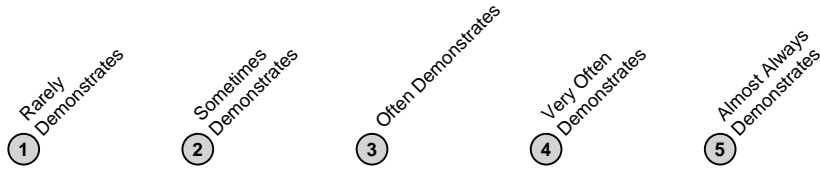
#### Pursues Results



## BUILDS PARTNERSHIP

**Symbol Key**

- Norm. Avg.
- ➡ Positive Gap
- ⬅ Negative Gap



### Component: Establishes Presence

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	3.25	0	2	0	1	1	3.71
Manager	3.50	0	1	1	1	1	3.90
Direct Reports	3.50	0	4	3	6	3	3.67
Peers	3.42	0	2	3	7	0	3.78
Overall	3.47	0	7	7	14	4	3.75

### 1 Devotes full attention to others during coaching interactions.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	4.00	0	0	0	1	0	3.82
Manager	5.00	0	0	0	0	1	3.99
Direct Reports	3.75	0	0	1	3	0	3.79
Peers	3.33	0	0	2	1	0	3.95
Overall	3.75	0	0	3	4	1	3.89

### 9 Puts others at ease by managing his or her demeanor (e.g. body language and vocal tone).

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	2.00	0	1	0	0	0	3.69
Manager	2.00	0	1	0	0	0	3.88
Direct Reports	3.75	0	1	0	2	1	3.75
Peers	3.67	0	0	1	2	0	3.76
Overall	3.50	0	2	1	4	1	3.76

### 17 Demonstrates accessibility through regular contact and/or quickness of response.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	2.00	0	1	0	0	0	3.88
Manager	3.00	0	0	1	0	0	4.15
Direct Reports	2.75	0	2	1	1	0	3.86
Peers	3.33	0	1	0	2	0	3.94
Overall	3.00	0	3	2	3	0	3.93

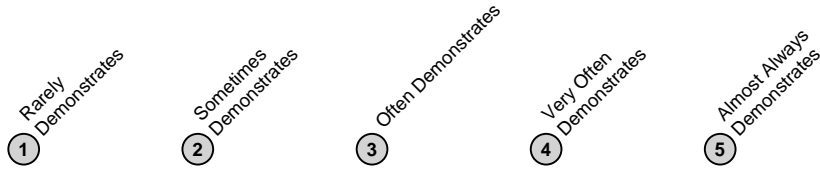
### 25 Accurately interprets the emotions of others.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	5.00	0	0	0	0	1	3.43
Manager	4.00	0	0	0	1	0	3.59
Direct Reports	3.75	0	1	1	0	2	3.29
Peers	3.33	0	1	0	2	0	3.47
Overall	3.63	0	2	1	3	2	3.41

## BUILDS PARTNERSHIP

**Symbol Key**

- Norm. Avg.
- ➡ Positive Gap
- ⬅ Negative Gap



### Component: Communicates Candidly

		Avg.	N1	N2	N3	N4	N5	Norm.
Self		3.50	0	1	1	1	1	3.84
Manager		3.75	0	1	1	0	2	3.96
Direct Reports		3.19	0	6	3	5	2	3.75
Peers		3.83	0	1	2	7	2	3.82
Overall		3.50	0	8	6	12	6	3.80

### 2 Shares critical business information that impacts performance.

		Avg.	N1	N2	N3	N4	N5	Norm.
Self		3.00	0	0	1	0	0	3.99
Manager		2.00	0	1	0	0	0	4.00
Direct Reports		2.25	0	3	1	0	0	3.80
Peers		4.33	0	0	0	2	1	3.91
Overall		3.00	0	4	1	2	1	3.87

### 10 Provides constructive feedback with detailed behavioral specifics.

		Avg.	N1	N2	N3	N4	N5	Norm.
Self		4.00	0	0	0	1	0	3.40
Manager		5.00	0	0	0	0	1	3.68
Direct Reports		4.25	0	0	1	1	2	3.48
Peers		3.33	0	0	2	1	0	3.55
Overall		4.00	0	0	3	2	3	3.53

### 18 Clearly and candidly shares own thoughts, ideas, emotions, beliefs, values, and suggestions.

		Avg.	N1	N2	N3	N4	N5	Norm.
Self		2.00	0	1	0	0	0	4.05
Manager		3.00	0	0	1	0	0	4.14
Direct Reports		2.50	0	3	0	1	0	4.00
Peers		3.33	0	1	0	2	0	4.07
Overall		2.88	0	4	1	3	0	4.05

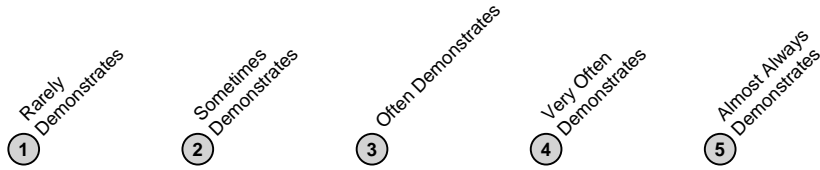
### 26 Recognizes others for their talents and contributions.

		Avg.	N1	N2	N3	N4	N5	Norm.
Self		5.00	0	0	0	0	1	3.90
Manager		5.00	0	0	0	0	1	4.01
Direct Reports		3.75	0	0	1	3	0	3.72
Peers		4.33	0	0	0	2	1	3.75
Overall		4.13	0	0	1	5	2	3.76

## BUILDS PARTNERSHIP

**Symbol Key**

- Norm. Avg.
- ➡ Positive Gap
- ⬅ Negative Gap



### Component: Practices Inquiry

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	3.50	0	1	0	3	0	3.45
Manager	2.75	0	1	3	0	0	3.71
Direct Reports	3.75	0	2	6	2	6	3.60
Peers	3.58	0	2	4	3	3	3.68
Overall	3.56	0	5	13	5	9	3.65

### 3 Maintains a mix of questions and statements in coaching interactions.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	4.00	0	0	0	1	0	3.48
Manager	3.00	0	0	1	0	0	3.70
Direct Reports	2.75	0	1	3	0	0	3.68
Peers	3.00	0	1	1	1	0	3.69
Overall	2.88	0	2	5	1	0	3.69

### 11 Asks "What if?" questions to challenge assumptions.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	4.00	0	0	0	1	0	3.40
Manager	3.00	0	0	1	0	0	3.66
Direct Reports	4.75	0	0	0	1	3	3.55
Peers	3.67	0	0	2	0	1	3.67
Overall	4.13	0	0	3	1	4	3.62

### 19 Asks pointed questions to help others surface the beliefs and data underlying their positions.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	4.00	0	0	0	1	0	3.50
Manager	2.00	0	1	0	0	0	3.78
Direct Reports	3.75	0	0	2	1	1	3.60
Peers	3.00	0	1	1	1	0	3.73
Overall	3.25	0	2	3	2	1	3.68

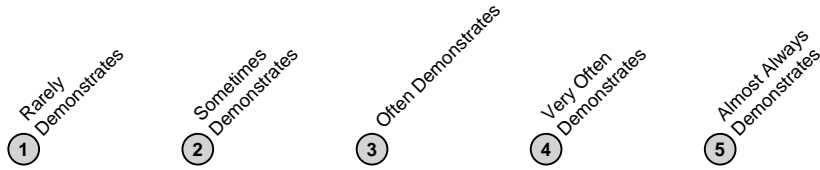
### 27 Uses questions to help others discover the answers or gain a new perspective.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	2.00	0	1	0	0	0	3.42
Manager	3.00	0	0	1	0	0	3.70
Direct Reports	3.75	0	1	1	0	2	3.58
Peers	4.67	0	0	0	1	2	3.64
Overall	4.00	0	1	2	1	4	3.62

## BUILDS PARTNERSHIP

**Symbol Key**

- Norm. Avg.
- ➡ Positive Gap
- ➡ Negative Gap



### Component: Models Commitment

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	3.00	0	2	0	2	0	3.97
Manager	3.75	0	1	0	2	1	4.19
Direct Reports	3.88	0	2	4	4	6	3.92
Peers	3.50	0	2	5	2	3	4.02
Overall	3.72	0	5	9	8	10	4.00

### 4 Practices "walking the talk" (works to be consistent in words and actions).

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	4.00	0	0	0	1	0	3.99
Manager	5.00	0	0	0	0	1	4.14
Direct Reports	4.75	0	0	0	1	3	3.79
Peers	3.33	0	0	2	1	0	3.92
Overall	4.25	0	0	2	2	4	3.89

### 12 Establishes clear and specific agreements regarding action steps and responsibilities.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	2.00	0	1	0	0	0	3.42
Manager	2.00	0	1	0	0	0	3.85
Direct Reports	3.00	0	2	1	0	1	3.63
Peers	4.33	0	0	1	0	2	3.78
Overall	3.38	0	3	2	0	3	3.73

### 20 Follows through on promises made to others.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	2.00	0	1	0	0	0	4.11
Manager	4.00	0	0	0	1	0	4.28
Direct Reports	4.00	0	0	1	2	1	4.01
Peers	4.00	0	0	1	1	1	4.10
Overall	4.00	0	0	2	4	2	4.08

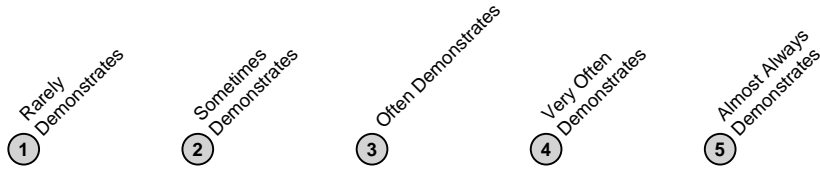
### 28 Strives to achieve and maintain a standard of excellence in all of my work efforts.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	4.00	0	0	0	1	0	4.37
Manager	4.00	0	0	0	1	0	4.50
Direct Reports	3.75	0	0	2	1	1	4.26
Peers	2.33	0	2	1	0	0	4.26
Overall	3.25	0	2	3	2	1	4.28

# MAXIMIZING GROWTH

**Symbol Key**

- Norm. Avg.
- ➡ Positive Gap
- ↔ Negative Gap



## Component: Empowers Others

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	3.75	0	0	2	1	1	3.89
Manager	4.50	0	0	0	2	2	3.89
Direct Reports	3.88	0	3	1	7	5	3.89
Peers	3.00	0	4	5	2	1	3.77
Overall	3.63	0	7	6	11	8	3.83

## 5 Encourages others to pursue their own tactics to achieve the desired end.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	3.00	0	0	1	0	0	3.82
Manager	5.00	0	0	0	0	1	3.77
Direct Reports	3.00	0	2	1	0	1	3.83
Peers	2.33	0	2	1	0	0	3.72
Overall	3.00	0	4	2	0	2	3.77

## 13 Provides increasing levels of autonomy to individuals in proportion to their increasing performance capability.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	3.00	0	0	1	0	0	3.98
Manager	5.00	0	0	0	0	1	3.90
Direct Reports	4.25	0	0	0	3	1	3.87
Peers	2.67	0	2	0	1	0	3.77
Overall	3.75	0	2	0	4	2	3.82

## 21 Gives others reasonable power to make decisions, initiate actions, and share responsibility.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	5.00	0	0	0	0	1	3.94
Manager	4.00	0	0	0	1	0	3.87
Direct Reports	4.75	0	0	0	1	3	4.03
Peers	3.67	0	0	2	0	1	3.76
Overall	4.25	0	0	2	2	4	3.88

## 29 Provides whatever is necessary (e.g. information, training, expert resources) to help others take charge of their work.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	4.00	0	0	0	1	0	3.82
Manager	4.00	0	0	0	1	0	4.02
Direct Reports	3.50	0	1	0	3	0	3.81
Peers	3.33	0	0	2	1	0	3.83
Overall	3.50	0	1	2	5	0	3.84

## MAXIMIZING GROWTH

**Symbol Key**

○ Norm. Avg.

➡ Positive Gap

➡ Negative Gap

1 Rarely Demonstrates

2 Sometimes Demonstrates

3 Often Demonstrates

4 Very Often Demonstrates

5 Almost Always Demonstrates

### Component: Champions Learning

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	3.50	0	1	1	1	1	3.56
Manager	3.00	0	2	0	2	0	3.83
Direct Reports	3.13	0	6	4	4	2	3.64
Peers	3.75	0	0	6	3	3	3.70
Overall	3.34	0	8	10	9	5	3.69

### 6 Provides opportunities for others to apply new knowledge and skills.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	5.00	0	0	0	0	1	3.73
Manager	4.00	0	0	0	1	0	3.94
Direct Reports	3.25	0	1	2	0	1	3.83
Peers	4.33	0	0	1	0	2	3.78
Overall	3.75	0	1	3	1	3	3.81

### 14 Demonstrates commitment to learning and development.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	2.00	0	1	0	0	0	3.89
Manager	2.00	0	1	0	0	0	4.20
Direct Reports	3.00	0	2	0	2	0	3.95
Peers	3.33	0	0	2	1	0	4.02
Overall	3.00	0	3	2	3	0	4.01

### 22 Encourages others to "step back" periodically to reflect on their work processes, actions, and personal development.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	4.00	0	0	0	1	0	3.11
Manager	4.00	0	0	0	1	0	3.33
Direct Reports	3.50	0	0	2	2	0	3.25
Peers	4.00	0	0	1	1	1	3.35
Overall	3.75	0	0	3	4	1	3.31

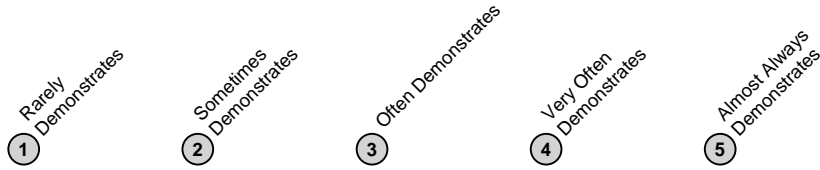
### 30 Encourages reflection on best practices and lessons learned.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	3.00	0	0	1	0	0	3.50
Manager	2.00	0	1	0	0	0	3.84
Direct Reports	2.75	0	3	0	0	1	3.53
Peers	3.33	0	0	2	1	0	3.65
Overall	2.88	0	4	2	1	1	3.62

## MAXIMIZING GROWTH

**Symbol Key**

- Norm. Avg.
- ➡ Positive Gap
- ⬅ Negative Gap



### Component: Fosters Change

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	3.75	0	1	0	2	1	3.34
Manager	3.50	0	0	2	2	0	3.62
Direct Reports	3.81	0	1	5	6	4	3.42
Peers	3.75	0	2	2	5	3	3.52
Overall	3.75	0	3	9	13	7	3.49

### 7 Helps others create realistic, personally compelling development plans.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	5.00	0	0	0	0	1	3.09
Manager	4.00	0	0	0	1	0	3.51
Direct Reports	3.50	0	0	2	2	0	3.29
Peers	3.67	0	0	1	2	0	3.43
Overall	3.63	0	0	3	5	0	3.38

### 15 Helps others manage internal and external obstacles to professional growth.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	2.00	0	1	0	0	0	3.46
Manager	3.00	0	0	1	0	0	3.69
Direct Reports	4.00	0	0	0	4	0	3.46
Peers	3.00	0	1	1	1	0	3.57
Overall	3.50	0	1	2	5	0	3.54

### 23 Helps others sustain their commitments to change in the face of adversity or setbacks.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	4.00	0	0	0	1	0	3.43
Manager	4.00	0	0	0	1	0	3.72
Direct Reports	3.75	0	1	1	0	2	3.49
Peers	3.67	0	1	0	1	1	3.52
Overall	3.75	0	2	1	2	3	3.53

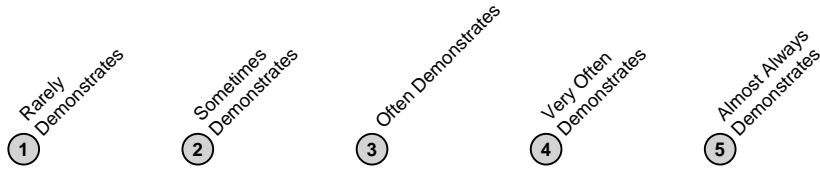
### 31 Encourages people to advance themselves by changing in alignment with organizational and industry changes.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	4.00	0	0	0	1	0	3.38
Manager	3.00	0	0	1	0	0	3.55
Direct Reports	4.00	0	0	2	0	2	3.45
Peers	4.67	0	0	0	1	2	3.54
Overall	4.13	0	0	3	1	4	3.50

## MAXIMIZING GROWTH

**Symbol Key**

- Norm. Avg.
- ➡ Positive Gap
- ↔ Negative Gap



### Component: Pursues Results

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	3.25	0	1	1	2	0	3.60
Manager	3.75	0	1	0	2	1	3.83
Direct Reports	3.69	0	2	3	9	2	3.55
Peers	3.67	0	2	2	6	2	3.67
Overall	3.69	0	5	5	17	5	3.64

8 Helps others maintain a clear focus on critical performance objectives despite distractions / disruptions / other factors that threaten to divert attention.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	3.00	0	0	1	0	0	3.44
Manager	5.00	0	0	0	0	1	3.74
Direct Reports	4.50	0	0	0	2	2	3.46
Peers	4.00	0	0	1	1	1	3.65
Overall	4.38	0	0	1	3	4	3.59

16 Provides frequent, targeted support to others on critical projects and initiatives.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	4.00	0	0	0	1	0	3.66
Manager	4.00	0	0	0	1	0	4.04
Direct Reports	3.50	0	0	2	2	0	3.56
Peers	3.67	0	0	1	2	0	3.73
Overall	3.63	0	0	3	5	0	3.69

24 Leverages individual and team strengths to obtain maximum results.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	4.00	0	0	0	1	0	3.74
Manager	2.00	0	1	0	0	0	3.86
Direct Reports	3.25	0	1	1	2	0	3.61
Peers	3.33	0	1	0	2	0	3.68
Overall	3.13	0	3	1	4	0	3.67

32 Challenges others to achieve more than they thought themselves capable of achieving.

	Avg.	N1	N2	N3	N4	N5	Norm.
Self	2.00	0	1	0	0	0	3.57
Manager	4.00	0	0	0	1	0	3.68
Direct Reports	3.50	0	1	0	3	0	3.55
Peers	3.67	0	1	0	1	1	3.60
Overall	3.63	0	2	0	5	1	3.59

## Comments

**C1** If you could give this person one piece of advice – one that would help him/her improve as a coach if followed – what would that advice be?

**Self**

- No comments submitted.

**Manager**

- No comments submitted.

**Direct Reports**

- No comments submitted.

**Peers**

- No comments submitted.

**C2** What does this person do well as an effective coach that s/he should continue to do?

**Self**

- No comments submitted.

**Manager**

- No comments submitted.

**Direct Reports**

- No comments submitted.

**Peers**

- No comments submitted.

# PART IV

## Summary of Results

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## Highest Items: Direct Reports

	Question	Component	Avg.	Self
11	Asks "What if?" questions to challenge assumptions.	<i>Practices Inquiry</i>	<b>4.75</b>	4.00
4	Practices "walking the talk" (works to be consistent in words and actions).	<i>Models Commitment</i>	<b>4.75</b>	4.00
21	Gives others reasonable power to make decisions, initiate actions, and share responsibility.	<i>Empowers Others</i>	<b>4.75</b>	5.00
8	Helps others maintain a clear focus on critical performance objectives despite distractions / disruptions / other factors that threaten to divert attention.	<i>Pursues Results</i>	<b>4.50</b>	3.00
10	Provides constructive feedback with detailed behavioral specifics.	<i>Communicates Candidly</i>	<b>4.25</b>	4.00
13	Provides increasing levels of autonomy to individuals in proportion to their increasing performance capability.	<i>Empowers Others</i>	<b>4.25</b>	3.00

## Lowest Items: Direct Reports

	Question	Component	Avg.	Self
2	Shares critical business information that impacts performance.	<i>Communicates Candidly</i>	<b>2.25</b>	3.00
18	Clearly and candidly shares own thoughts, ideas, emotions, beliefs, values, and suggestions.	<i>Communicates Candidly</i>	<b>2.50</b>	2.00
17	Demonstrates accessibility through regular contact and/or quickness of response.	<i>Establishes Presence</i>	<b>2.75</b>	2.00
3	Maintains a mix of questions and statements in coaching interactions.	<i>Practices Inquiry</i>	<b>2.75</b>	4.00
30	Encourages reflection on best practices and lessons learned.	<i>Champions Learning</i>	<b>2.75</b>	3.00
12	Establishes clear and specific agreements regarding action steps and responsibilities.	<i>Models Commitment</i>	<b>3.00</b>	2.00
5	Encourages others to pursue their own tactics to achieve the desired end.	<i>Empowers Others</i>	<b>3.00</b>	3.00

## Highest Items: Peers

	Question	Component	Avg.	Self
27	Uses questions to help others discover the answers or gain a new perspective.	<i>Practices Inquiry</i>	<b>4.67</b>	2.00
31	Encourages people to advance themselves by changing in alignment with organizational and industry changes.	<i>Fosters Change</i>	<b>4.67</b>	4.00
2	Shares critical business information that impacts performance.	<i>Communicates Candidly</i>	<b>4.33</b>	3.00
26	Recognizes others for their talents and contributions.	<i>Communicates Candidly</i>	<b>4.33</b>	5.00
12	Establishes clear and specific agreements regarding action steps and responsibilities.	<i>Models Commitment</i>	<b>4.33</b>	2.00
6	Provides opportunities for others to apply new knowledge and skills.	<i>Champions Learning</i>	<b>4.33</b>	5.00

**Lowest Items: Peers**

	Question	Component	Avg.	Self
28	Strives to achieve and maintain a standard of excellence in all of my work efforts.	<i>Models Commitment</i>	<b>2.33</b>	4.00
5	Encourages others to pursue their own tactics to achieve the desired end.	<i>Empowers Others</i>	<b>2.33</b>	3.00
13	Provides increasing levels of autonomy to individuals in proportion to their increasing performance capability.	<i>Empowers Others</i>	<b>2.67</b>	3.00
3	Maintains a mix of questions and statements in coaching interactions.	<i>Practices Inquiry</i>	<b>3.00</b>	4.00
19	Asks pointed questions to help others surface the beliefs and data underlying their positions.	<i>Practices Inquiry</i>	<b>3.00</b>	4.00
15	Helps others manage internal and external obstacles to professional growth.	<i>Fosters Change</i>	<b>3.00</b>	2.00

## Highest Items: Overall

	Question	Component	Avg.	Self
8	Helps others maintain a clear focus on critical performance objectives despite distractions / disruptions / other factors that threaten to divert attention.	<i>Pursues Results</i>	<b>4.38</b>	3.00
4	Practices "walking the talk" (works to be consistent in words and actions).	<i>Models Commitment</i>	<b>4.25</b>	4.00
21	Gives others reasonable power to make decisions, initiate actions, and share responsibility.	<i>Empowers Others</i>	<b>4.25</b>	5.00
26	Recognizes others for their talents and contributions.	<i>Communicates Candidly</i>	<b>4.13</b>	5.00
11	Asks "What if?" questions to challenge assumptions.	<i>Practices Inquiry</i>	<b>4.13</b>	4.00
31	Encourages people to advance themselves by changing in alignment with organizational and industry changes.	<i>Fosters Change</i>	<b>4.13</b>	4.00

**Lowest Items: Overall**

	Question	Component	Avg.	Self
18	Clearly and candidly shares own thoughts, ideas, emotions, beliefs, values, and suggestions.	<i>Communicates Candidly</i>	<b>2.88</b>	2.00
3	Maintains a mix of questions and statements in coaching interactions.	<i>Practices Inquiry</i>	<b>2.88</b>	4.00
30	Encourages reflection on best practices and lessons learned.	<i>Champions Learning</i>	<b>2.88</b>	3.00
17	Demonstrates accessibility through regular contact and/or quickness of response.	<i>Establishes Presence</i>	<b>3.00</b>	2.00
2	Shares critical business information that impacts performance.	<i>Communicates Candidly</i>	<b>3.00</b>	3.00
5	Encourages others to pursue their own tactics to achieve the desired end.	<i>Empowers Others</i>	<b>3.00</b>	3.00
14	Demonstrates commitment to learning and development.	<i>Champions Learning</i>	<b>3.00</b>	2.00

**Positive Self Gaps: Manager**

○ Item appears in other high lists in this section

① Rarely Demonstrates  
② Sometimes Demonstrates  
③ Often Demonstrates  
④ Very Often Demonstrates  
⑤ Almost Always Demonstrates

			Avg.	Self	Gap
5	Encourages others to pursue their own tactics to achieve the desired end. [Empowers Others]		5.00	3.00	2.00
13	Provides increasing levels of autonomy to individuals in proportion to their increasing performance capability. [Empowers Others]		5.00	3.00	2.00
8	Helps others maintain a clear focus on critical performance objectives despite distractions / disruptions / other factors that threaten to divert attention. [Pursues Results]		5.00	3.00	2.00
20	Follows through on promises made to others. [Models Commitment]		4.00	2.00	2.00
32	Challenges others to achieve more than they thought themselves capable of achieving. [Pursues Results]		4.00	2.00	2.00

## Negative Self Gaps: Manager

○ Item appears in other low lists in this section

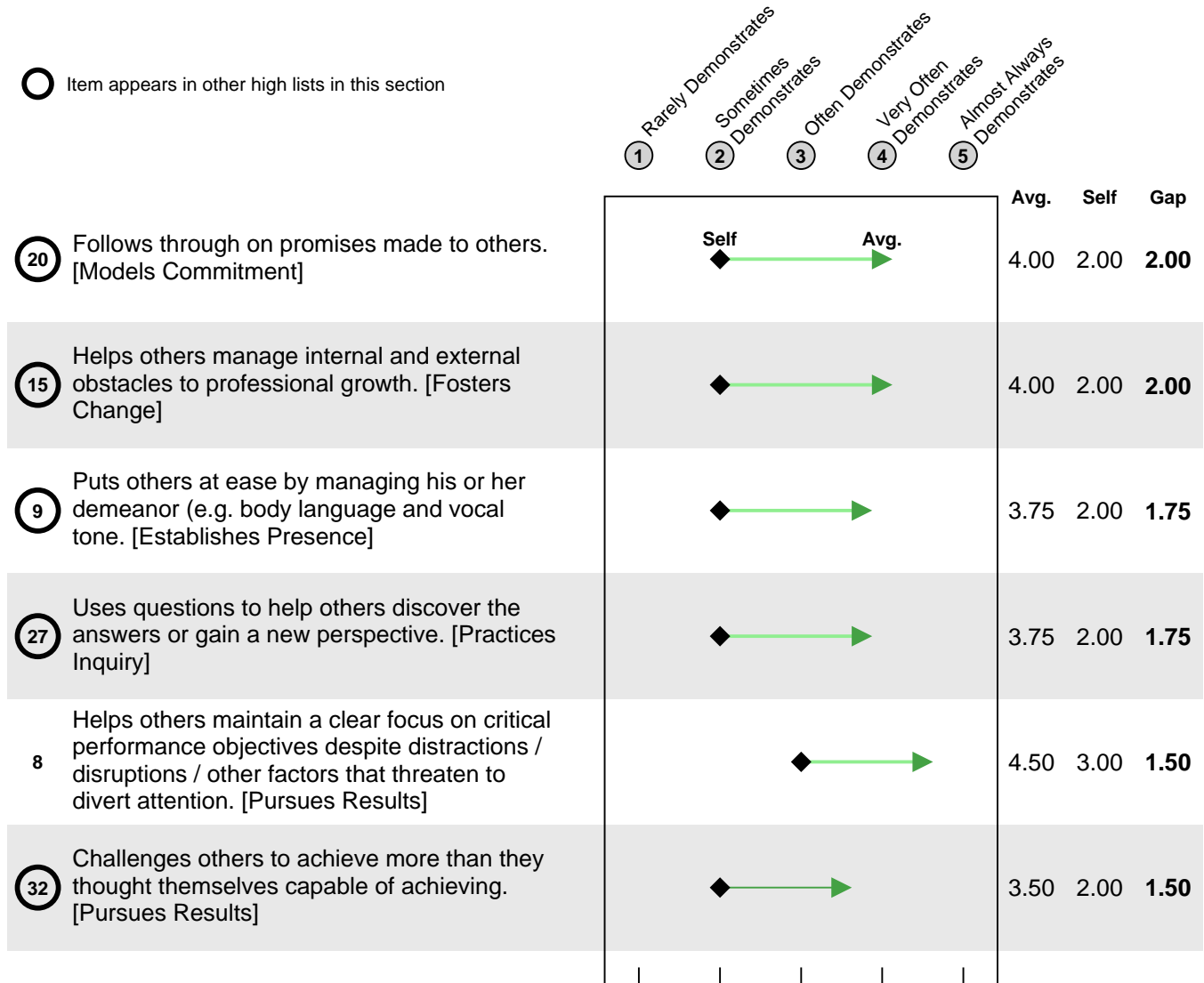
① Rarely Demonstrates  
 ② Sometimes Demonstrates  
 ③ Often Demonstrates  
 ④ Very Often Demonstrates  
 ⑤ Almost Always Demonstrates

		Avg.	Self	Gap
19	Asks pointed questions to help others surface the beliefs and data underlying their positions. [Practices Inquiry]	2.00	4.00	-2.00
24	Leverages individual and team strengths to obtain maximum results. [Pursues Results]	2.00	4.00	-2.00



## Positive Self Gaps: Direct Reports

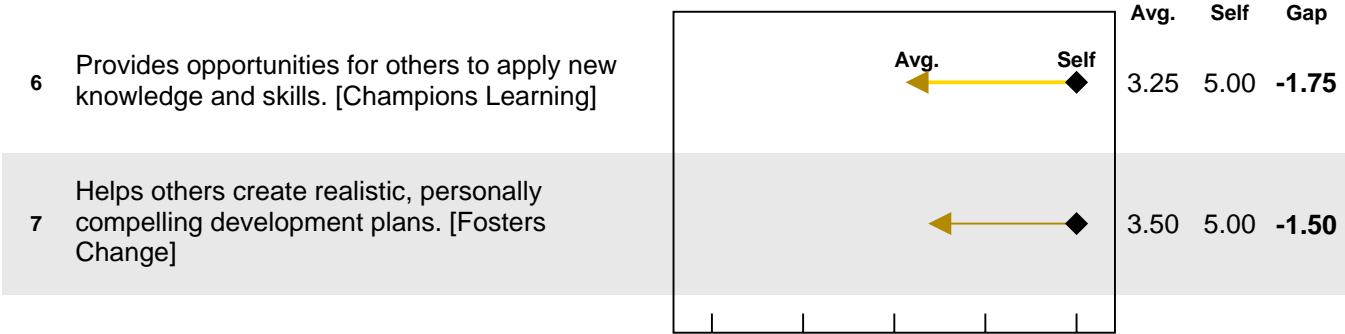
○ Item appears in other high lists in this section



## Negative Self Gaps: Direct Reports

○ Item appears in other low lists in this section

① Rarely Demonstrates  
② Sometimes Demonstrates  
③ Often Demonstrates  
④ Very Often Demonstrates  
⑤ Almost Always Demonstrates



## Positive Self Gaps: Peers

○ Item appears in other high lists in this section

① Rarely Demonstrates  
② Sometimes Demonstrates  
③ Often Demonstrates  
④ Very Often Demonstrates  
⑤ Almost Always Demonstrates

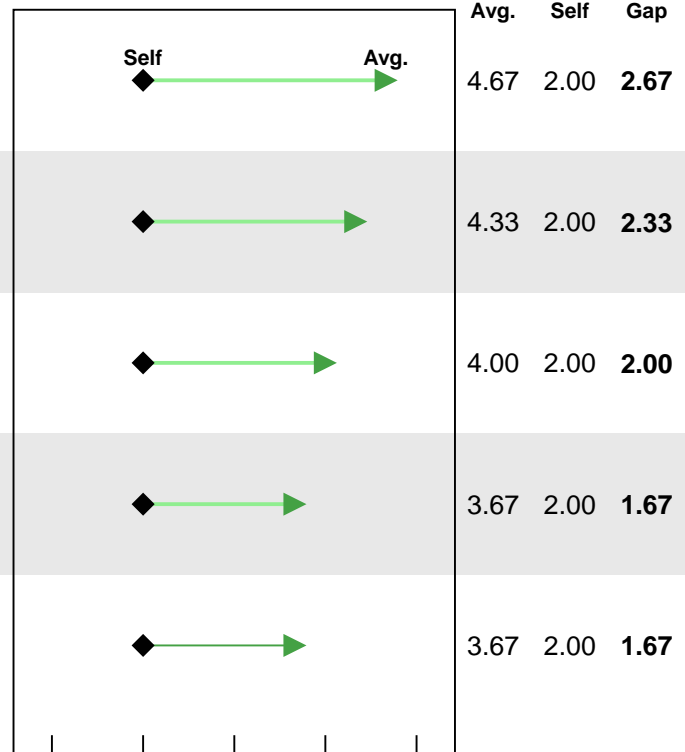
②7 Uses questions to help others discover the answers or gain a new perspective. [Practices Inquiry]

12 Establishes clear and specific agreements regarding action steps and responsibilities. [Models Commitment]

②0 Follows through on promises made to others. [Models Commitment]

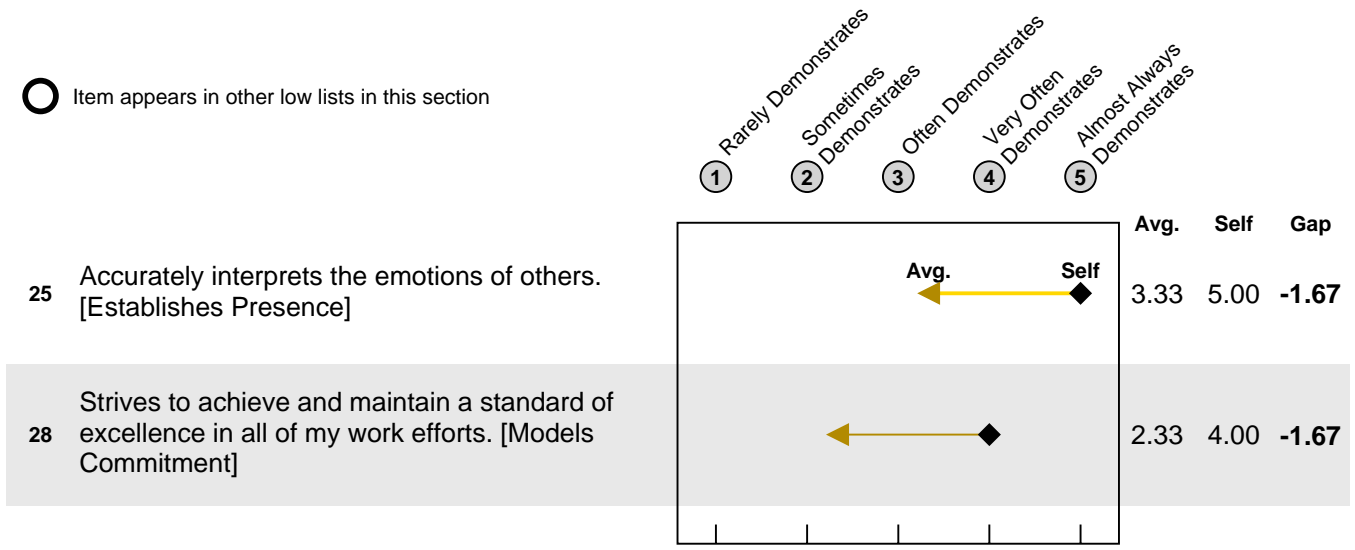
⑨ Puts others at ease by managing his or her demeanor (e.g. body language and vocal tone). [Establishes Presence]

③2 Challenges others to achieve more than they thought themselves capable of achieving. [Pursues Results]



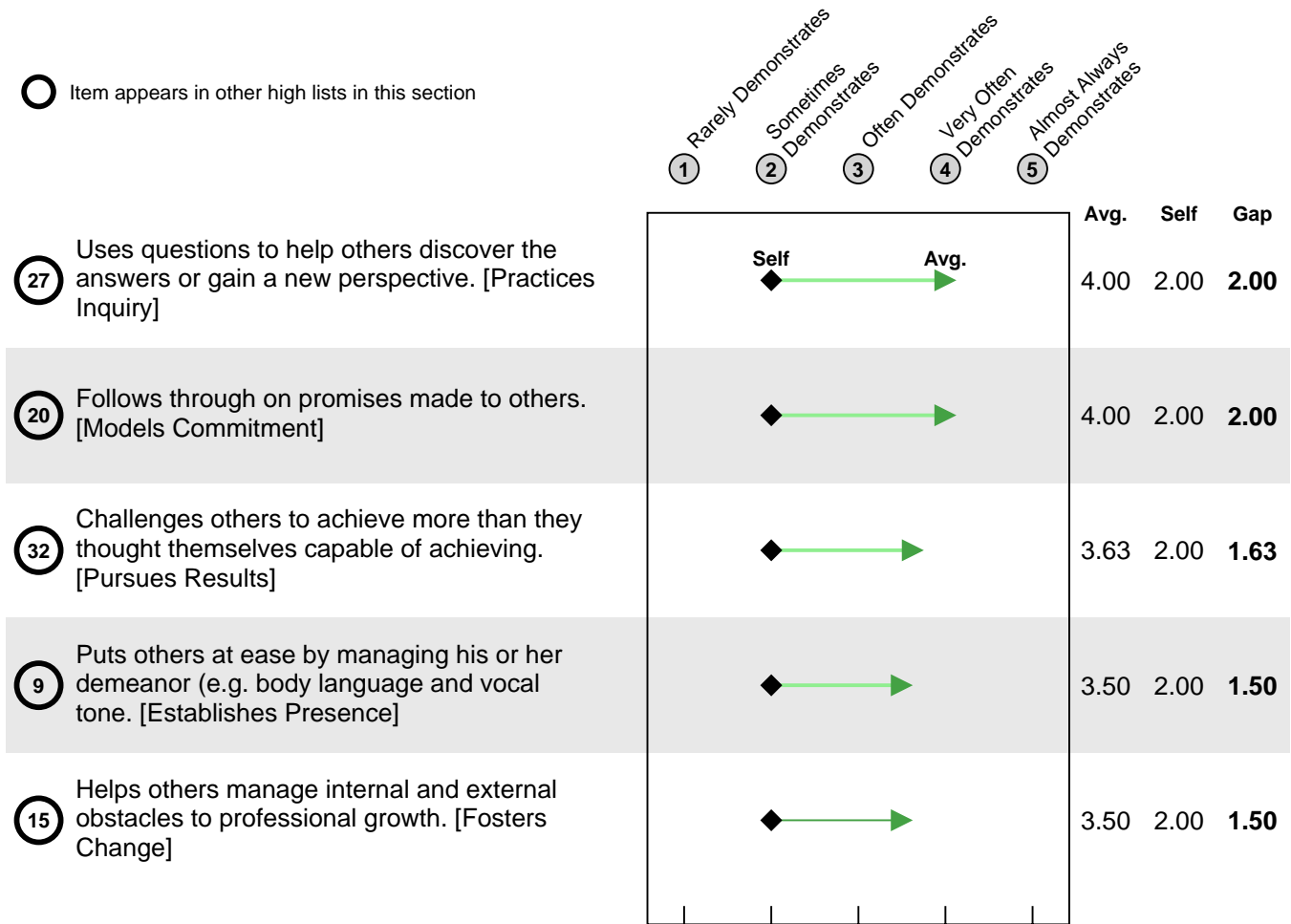
## Negative Self Gaps: Peers

○ Item appears in other low lists in this section



## Positive Self Gaps: Overall

Item appears in other high lists in this section



**Negative Self Gaps: Overall**

**No items meet criteria.**



# PART V

## Development Planning

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## Development Planning

Development planning will ensure that your current insights will actually help you to further develop as a coach. This final step will allow you to build on what you've learned in this self-assessment process to complete a robust Coach's Development Plan for yourself.

Use the directions below to complete the Coach's Development Plan form that follows.

### Directions:

1. **In the first column**, record the two or three coaching competencies you want to develop based on what you learned in Step 3. Target no more than three competencies to develop, since more than three may hinder your ability to focus on all of them. Beneath each competency, record one or two behavioral items that spell out a specific behavior that you'd like to demonstrate more often and/or more effectively.
2. **In the second column**, craft a specific development goal based on the competencies. The more specific you can be, the better. For example, "Start every monthly team meeting with words of recognition for one or more people" is far more useful than "Improve my coaching skills."
3. **In the third column**, explain why each goal is important to you. Forge a connection to your personal and professional goals and/or to what you know about the present challenges that you face as a coach and manager. Having a clear sense of why your goals are important to you should help you maintain your focus on achieving them.
4. **In the fourth column**, explain the actions you will take to achieve each goal.

***What you'll do/change now.*** The specific things you can do or start *immediately* to begin achieving your development goals. They may, for example, involve further self-awareness exercises or resolutions to immediately change specific behaviors.

***Other development activities:*** These are the longer-term activities and changes that you plan to make. They may, for example, involve books to read, courses to take, projects to attempt, or coaching you would like to receive.

5. **In the fifth column**, explain what time, resources, commitments, and/or other support you need from others. What specifically will you ask for?

Note: Having a coach for yourself—one you trust and respect—may be the single most important factor in achieving your development goals. A coach can support you with regular check-in meetings or periodic feedback on an as-needed basis. He or she may also be able to provide such resources as time off for training, access to experts, and so on. The coach may be your manager or someone else with whom you have a good relationship and who can help you reach your development goals.

6. **Finally**, think about the obstacles you will encounter in reaching your goals and what you can do to avoid or overcome them. The obstacle managers most commonly cite is the lack of time to improve their coaching. However, this may be a self-imposed obstacle. The truth is that most coaching behaviors can be exercised “real time” during your daily interactions. *Awareness*, then, of what you want to work on as you head into coaching encounters may be the most critical issue.

# Coach's Development Plan

Coaching Competency to Target	Specific Development Goal	Why the Goal Is Important	What I'll Do to Get There	How Others Will Support Me
<p><b>Competency:</b> Coaching</p> <p><b>Specific Behavioral Item:</b> Recognizes and encourages performance improvements.</p>	<p>To be known as a manager who excels at recognizing and acknowledging deserving individuals.</p>	<p>Acknowledgment and recognition are proven motivators. Also, there will be lots of difficult change accompanying the acquisition. Rewarding and recognizing will be important to sustain morale.</p>	<p><b>What I'll do/change now:</b> Start every monthly team meeting with words of recognition for one or more people. <b>Other development activities (include completion date):</b> Send my first "Job well done" email note tomorrow (to Tina). Make it a weekly habit.</p>	<p>Call Charlie and talk through the possibility of a Q4 Team Recognition Dinner. Request minimal funds from Terry for small gifts and other awards.</p>
<p><b>Competency:</b> Communication</p> <p><b>Specific Behavioral Item:</b> Conducts meetings with a clear agenda, minimal disruptions and by soliciting the questions and opinions of others.</p>	<p>Improve my ability to understand the needs of my teammates by asking more questions and listening more fully.</p>	<p>Communication is a key foundation of any organization. Focusing on how to improve communication with others will make me better able to correctly identify situations and more efficiently address problems/issues.</p>	<p><b>What I'll do/change now:</b> Keep a log of team meetings. Make a conscious effort to let others speak and provide their opinions. Practice active listening. <b>Other development activities (include completion date):</b> Make it a point to discuss ways to improve communication throughout the organization by month's end. Present two of the best ideas at a team meeting and discuss the feasibility of implementation.</p>	<p>Announce my development goals to team members. Request their candid, ongoing feedback to help me improve.</p>
<p><b>Competency:</b></p> <p><b>Specific Behavioral Item:</b></p>			<p><b>What I'll do/change now:</b> <b>Other development activities (include completion date):</b></p>	
<p><b>Obstacles to Achieving My Development Goals</b></p> <p>People may expect rewards as well as recognition. Time!- So much to get done in the next 3 months that 'better communication' and 'active listening' might fall off my plate.</p>				
<p><b>What I'll Do to Overcome the Obstacles</b></p> <p>Be creative: e.g., calls to local businesses might yield a few free gift certificates or a reduced fee for a group dinner. Keep in mind: I'm driving a lot of change. Failure to communicate and understand others' needs will slow or stall change in the long run.</p>				

# Coach's Development Plan

Coaching Competency to Target	Specific Development Goal	Why the Goal Is Important	What I'll Do to Get There	How Others Will Support Me
Competency: Specific Behavioral Item:			What I'll do/change <i>now</i> : Other development activities (include completion date):	
Competency: Specific Behavioral Item:			What I'll do/change <i>now</i> : Other development activities (include completion date):	
Competency: Specific Behavioral Item:			What I'll do/change <i>now</i> : Other development activities (include completion date):	

Obstacles to Achieving My Development Goals	What I'll Do to Overcome the Obstacles

## Appendix A: Following up with Others

So far, everything you've done is based on your own perceptions of your coaching behaviors. At this point, it may be helpful to explore with others the issues you've uncovered. Speak with people you trust and respect, and with whom you are able to give and receive feedback.

It is essential that these conversations focus on your specific coaching behaviors, rather than on vague generalities. To keep focused, follow these simple steps:

1. Share your conclusions about your coaching strengths and/or development opportunities.
2. Explain the specific evidence and reasoning on which you base the conclusion.
3. Invite the other person to assess your reasoning in light of their own evidence.

**Consider the example below.**

Do . . .	Don't . . .
<p>1. <i>State your hypothesis.</i></p> <p>"Based on my coaching assessment results, I think I may tend to focus most of my energy on customer attentiveness while tending to focus less on creating a positive team environment."</p>	<p>Ask questions that ignore data or ask for broad generic answers.</p> <p>"I have lousy team skills, and I don't know what to do about it. What do you think? Do I ignore the team environment?"</p>
<p>2. <i>Explain the specific evidence and reasoning.</i></p> <p>"I scored uniformly high on behaviors associated with 'Customer Attentiveness,' but I scored relatively low on the behaviors around 'Team Environment.' Specifically I received low ratings on items 7 and 31, which look at how well I value and respect individual differences and demonstrate openness and sincerity in hearing the ideas of the team. This seems to fit with what's been going on recently; I've been so focused on customer service and haven't had much time for talking things through with my people."</p>	
<p>3. <i>Invite the other person to assess your reasoning.</i></p> <p>"How accurate does this seem to you, in light of how I've acted over the last few months?"</p>	

