



# ***Linkage, Inc.***

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## ***Essential Coach Assessment Instrument***

### **Essential Coach 360° Assessment Profile**

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#### ***A. Sample***

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**Confidential Assessment Report**

# Introduction

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*“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.

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# Part I

## The Essential Coach™ Model

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# The Essential Coach™ Model

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# The Essential Coach™ Model

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## 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.

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# The Essential Coach™ Model

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## 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.

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# The Essential Coach™ Model

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## 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.

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# The Essential Coach™ Model

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## 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.

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# The Essential Coach™ Model

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## 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.

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# Part II

## Interpretive Guide

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## Reading and Interpreting Your Results

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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 = **Almost Never** demonstrates
- 2 = **Occasionally** demonstrates
- 3 = **Sometimes** demonstrates
- 4 = **Frequently** demonstrates
- 5 = **Almost Always** demonstrates

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).

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## Reading and Interpreting Your Results

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Specifically, there are several different tables that represent the four different approaches to data evaluation listed above. In order, the tables are:

| Part # | Table Title                                 | Purpose of Table   |
|--------|---|--|
| I      | Coaching Competencies–Summary               | To compare self and overall group competency scores.   |
| II     | Summary of Ratings by Rater Group           | To examine rater group scores across the eight coaching competencies.                                      |
| III    | Item Ratings By Rater Group                 | To examine rater group scores on each item and compare score differences across the coaching competencies. |
| IV     | Strengths and Opportunities for Development | To identify the top five high scoring behaviors and top five low scoring behaviors.                        |

Examining the full range of tables reveals a wide variety of information. In their totality, the tables offer information about how you perceive your own coaching behaviors, how others perceive those same behaviors, and which behaviors are particularly effective or ineffective.

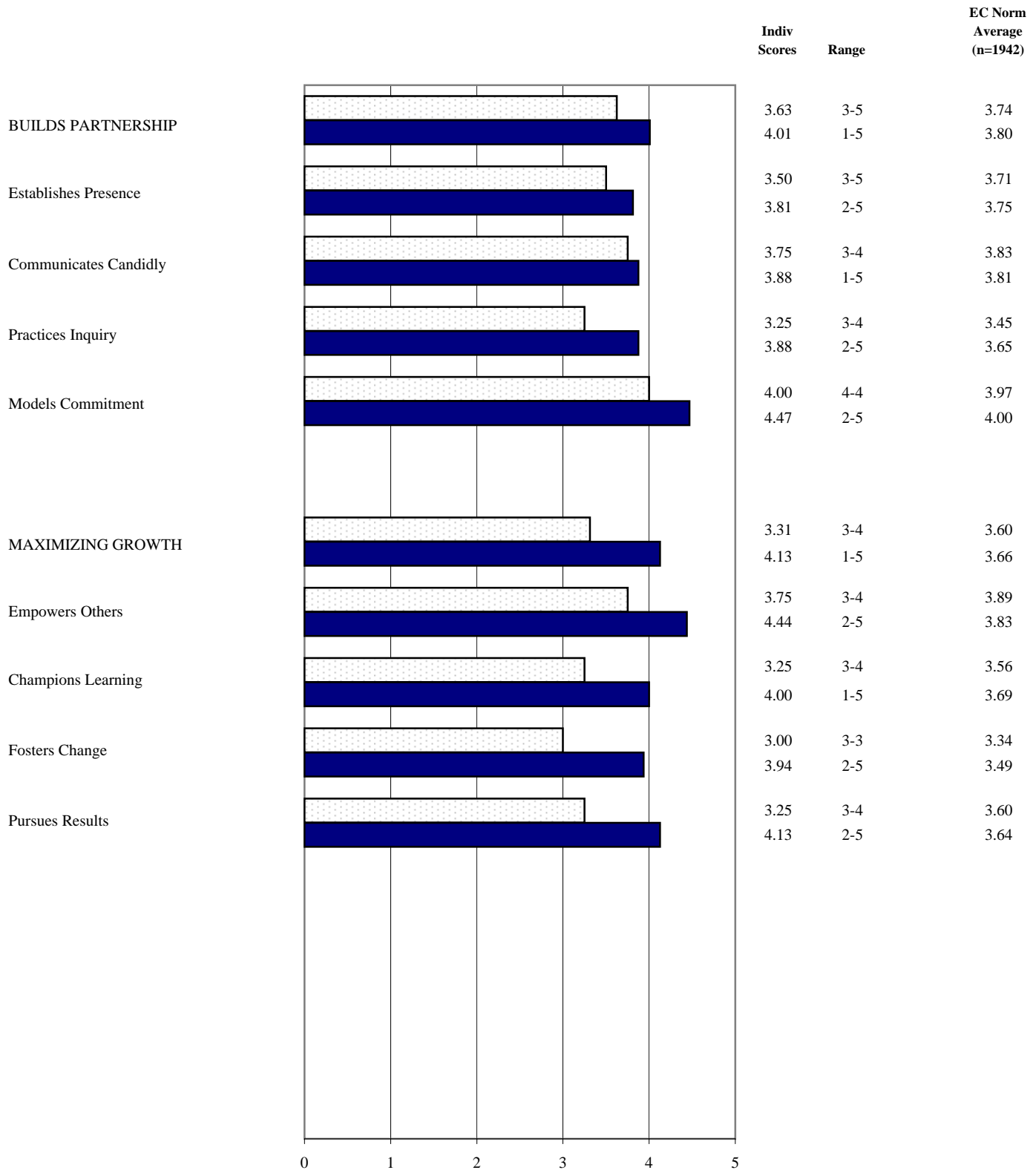
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Part III

Your Results:  
Coaching Competencies and  
Verbatim Comments

## Essential Coach 360° Assessment Profile for A. Sample

### Coaching Competencies: Summary



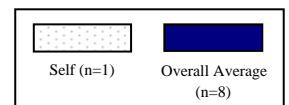
\* Overall average includes manager, direct reports, and peers (not self ratings, however).

A score of \*\* (0.00) indicates that an insufficient number of responses was received.

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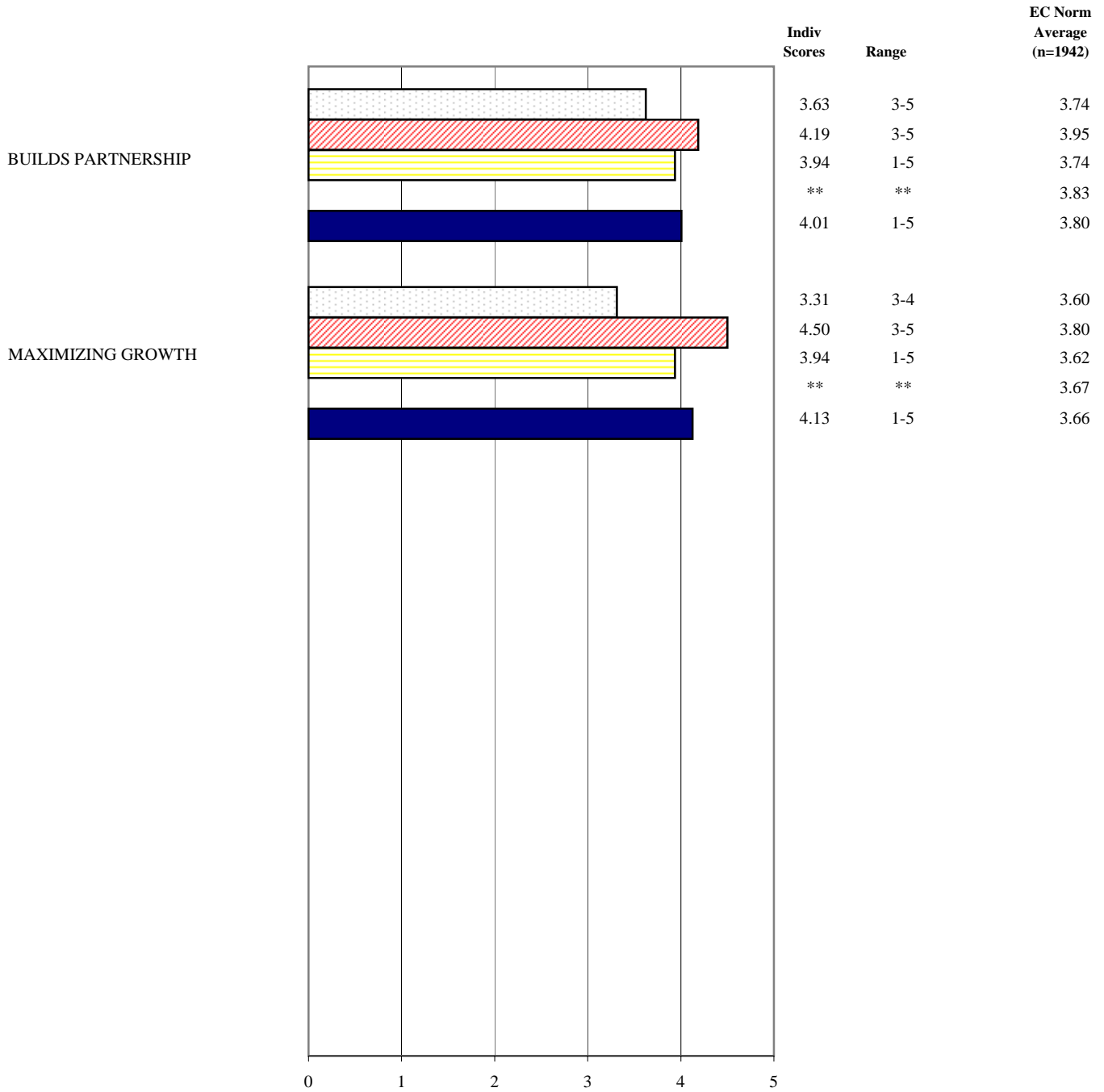
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## Essential Coach 360° Assessment Profile for A. Sample

### Summary of Ratings by Rater Group

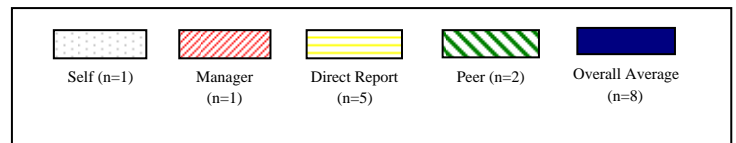


\* Overall average includes manager, direct reports, and peers (not self ratings, however).

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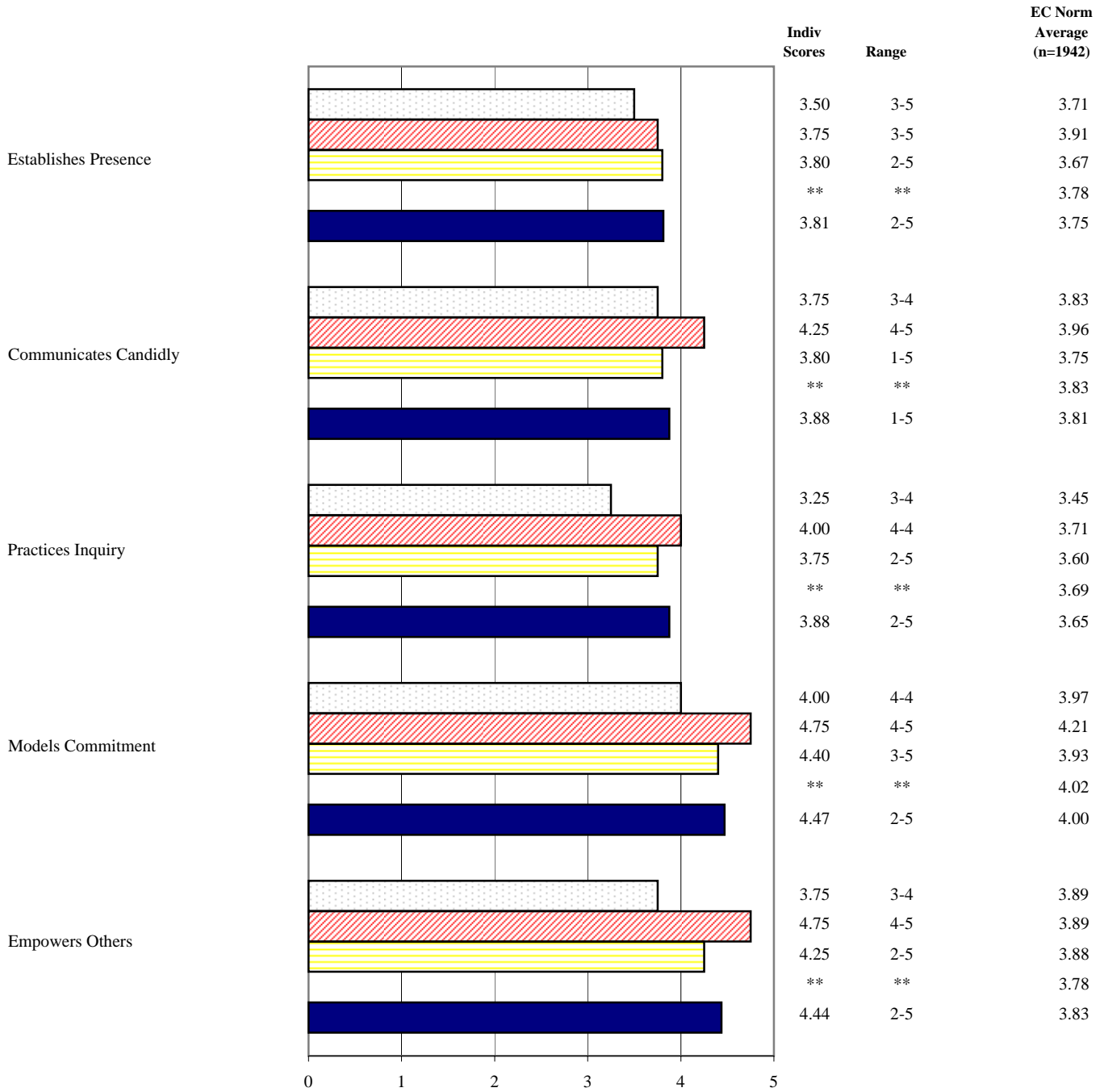
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## Essential Coach 360° Assessment Profile for A. Sample

### Component Ratings by Rater Group

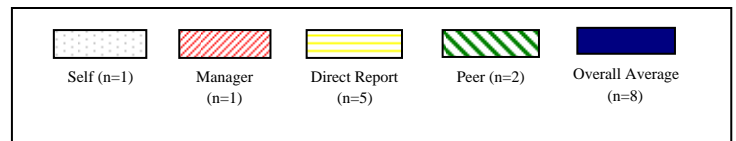


\* Overall average includes manager, direct reports, and peers (not self ratings, however).

A score of \*\* (0.00) indicates that an insufficient number of responses was received.

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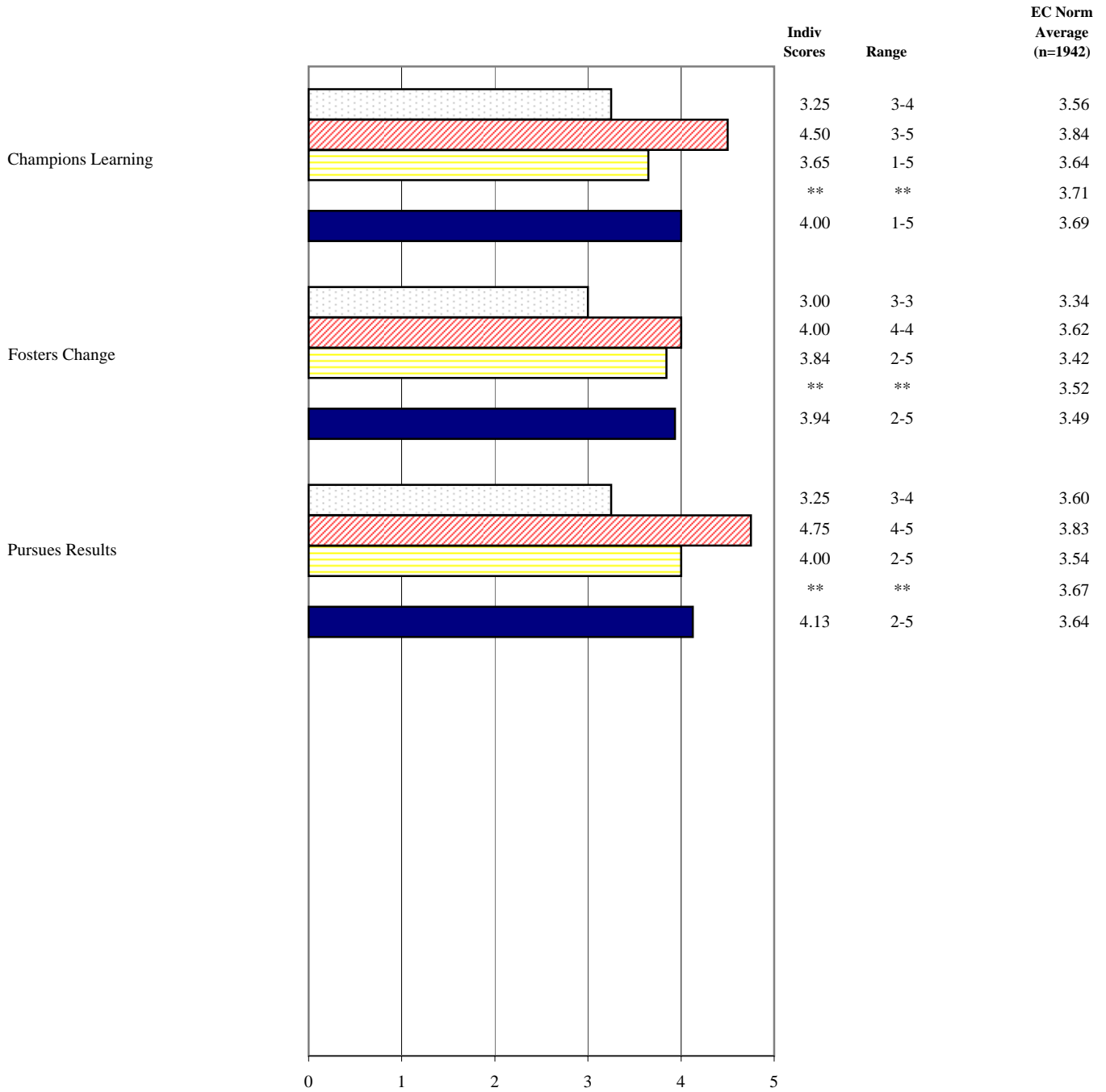
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## Essential Coach 360° Assessment Profile for A. Sample

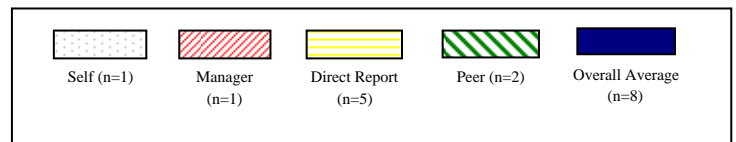
### Component Ratings by Rater Group (continued)



\* Overall average includes manager, direct reports, and peers (not self ratings, however).

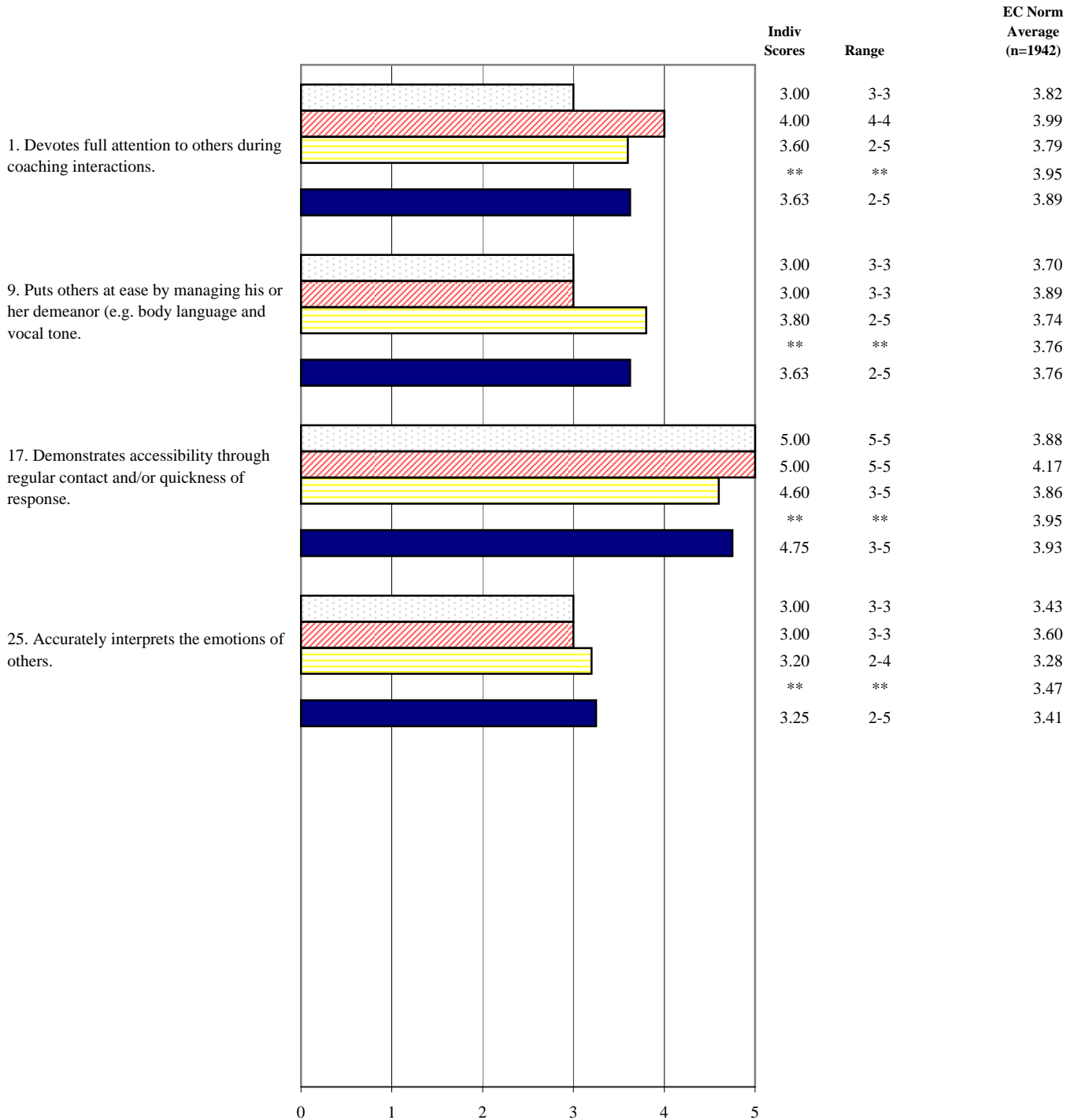
A score of \*\* (0.00) indicates that an insufficient number of responses was received.

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## Essential Coach 360° Assessment Profile for A. Sample

### Item Ratings by Rater Group: ESTABLISHES PRESENCE

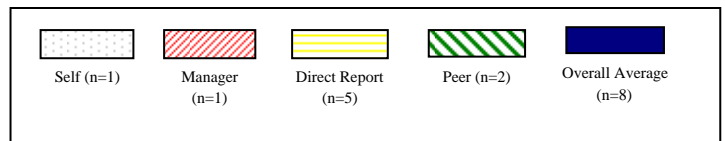


\* Overall average includes manager, direct reports, and peers (not self ratings, however).

A score of \*\* (0.00) indicates that an insufficient number of responses was received.

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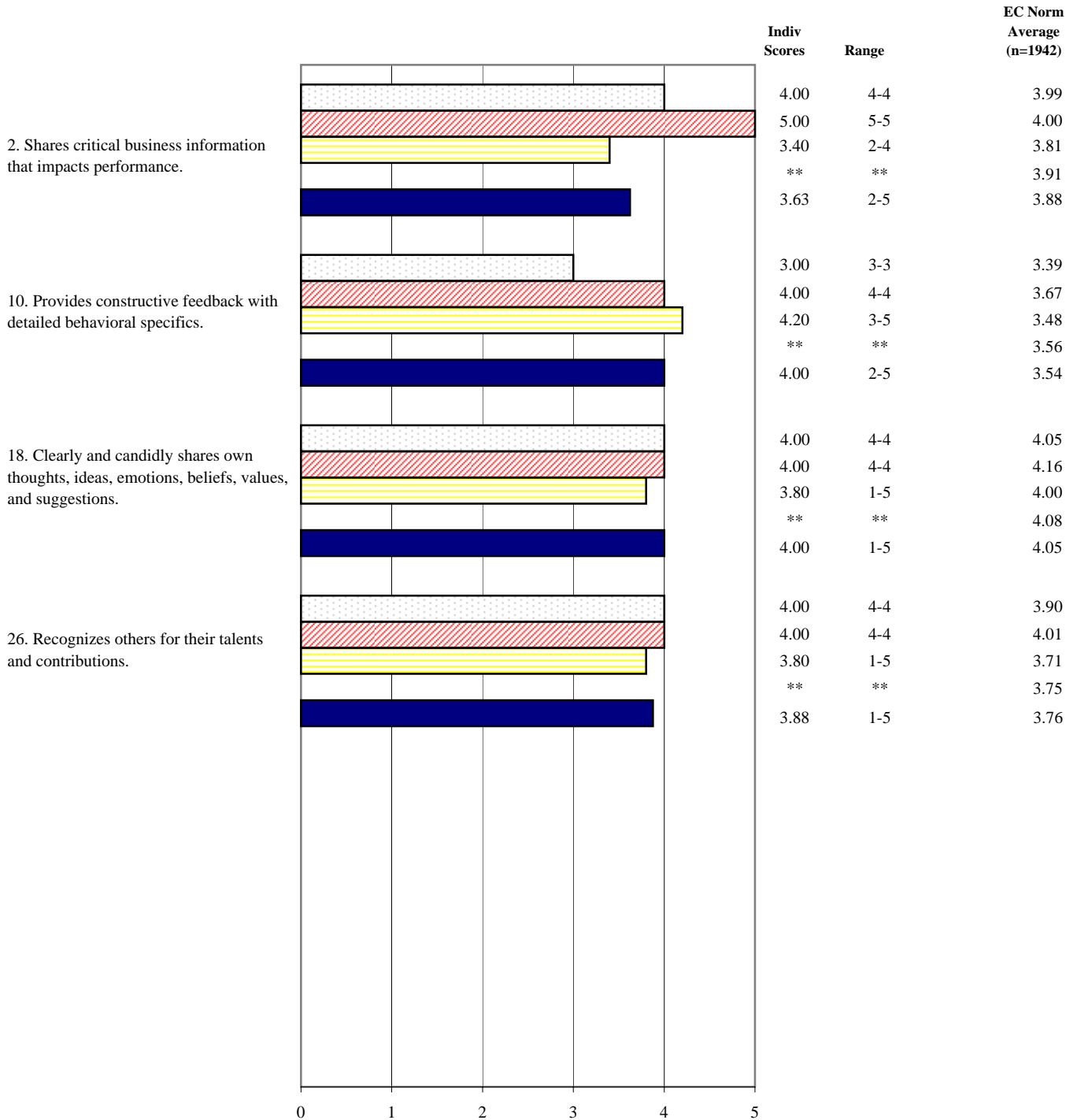
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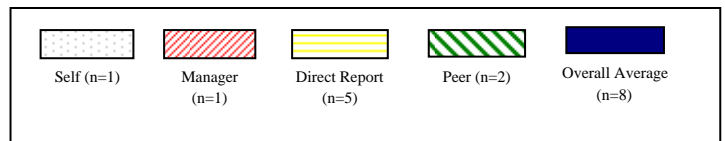
## Essential Coach 360° Assessment Profile for A. Sample

### Item Ratings by Rater Group: COMMUNICATES CANDIDLY



\* Overall average includes manager, direct reports, and peers (not self ratings, however).

A score of \*\* (0.00) indicates that an insufficient number of responses was received.



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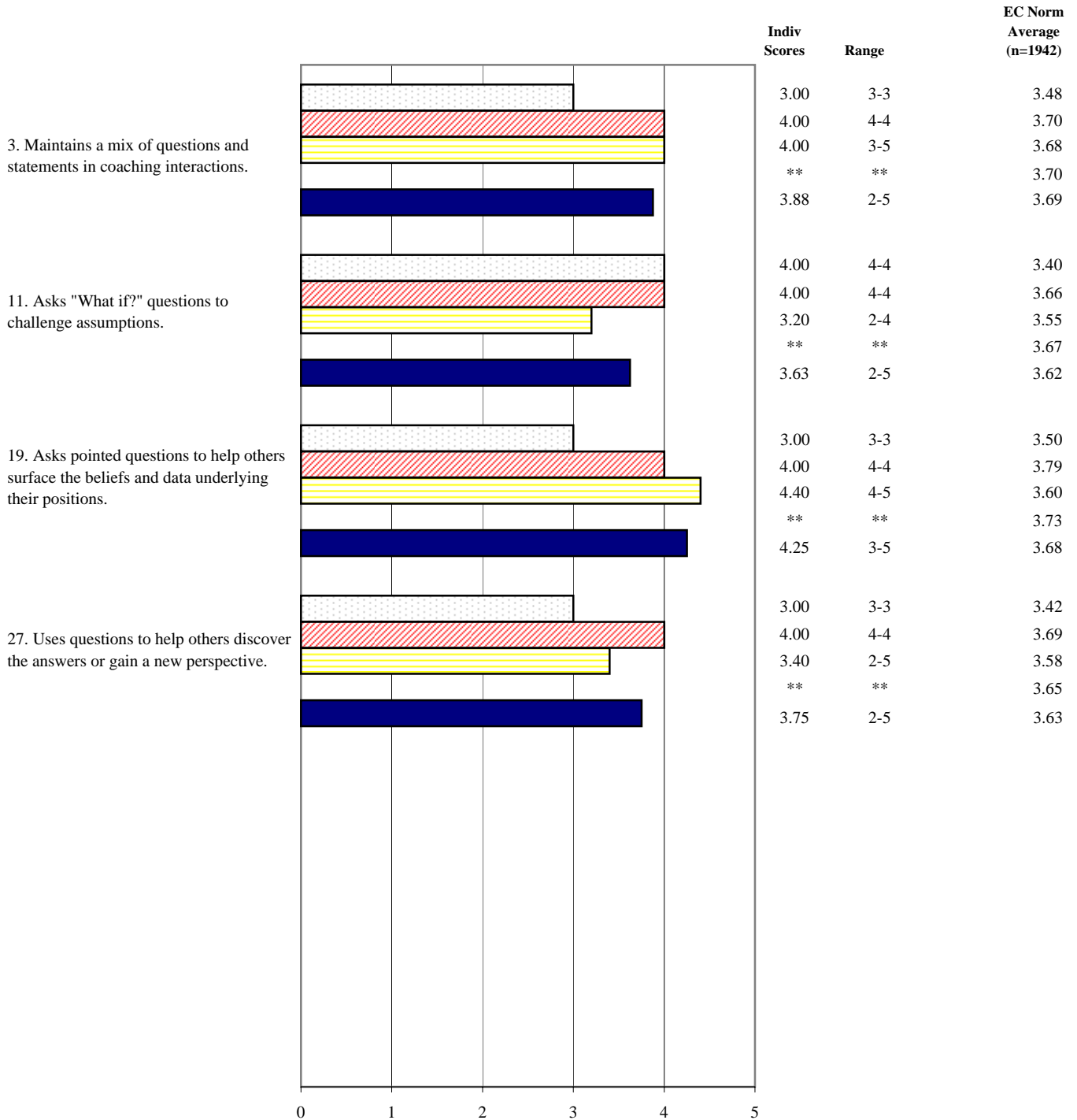
Run Date: 12/26/2008

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## Essential Coach 360° Assessment Profile for A. Sample

### Item Ratings by Rater Group: PRACTICES INQUIRY

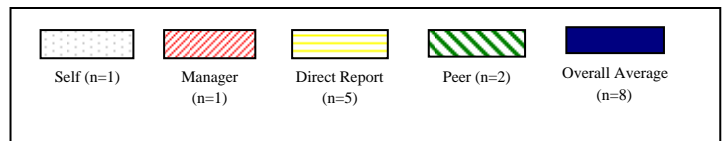


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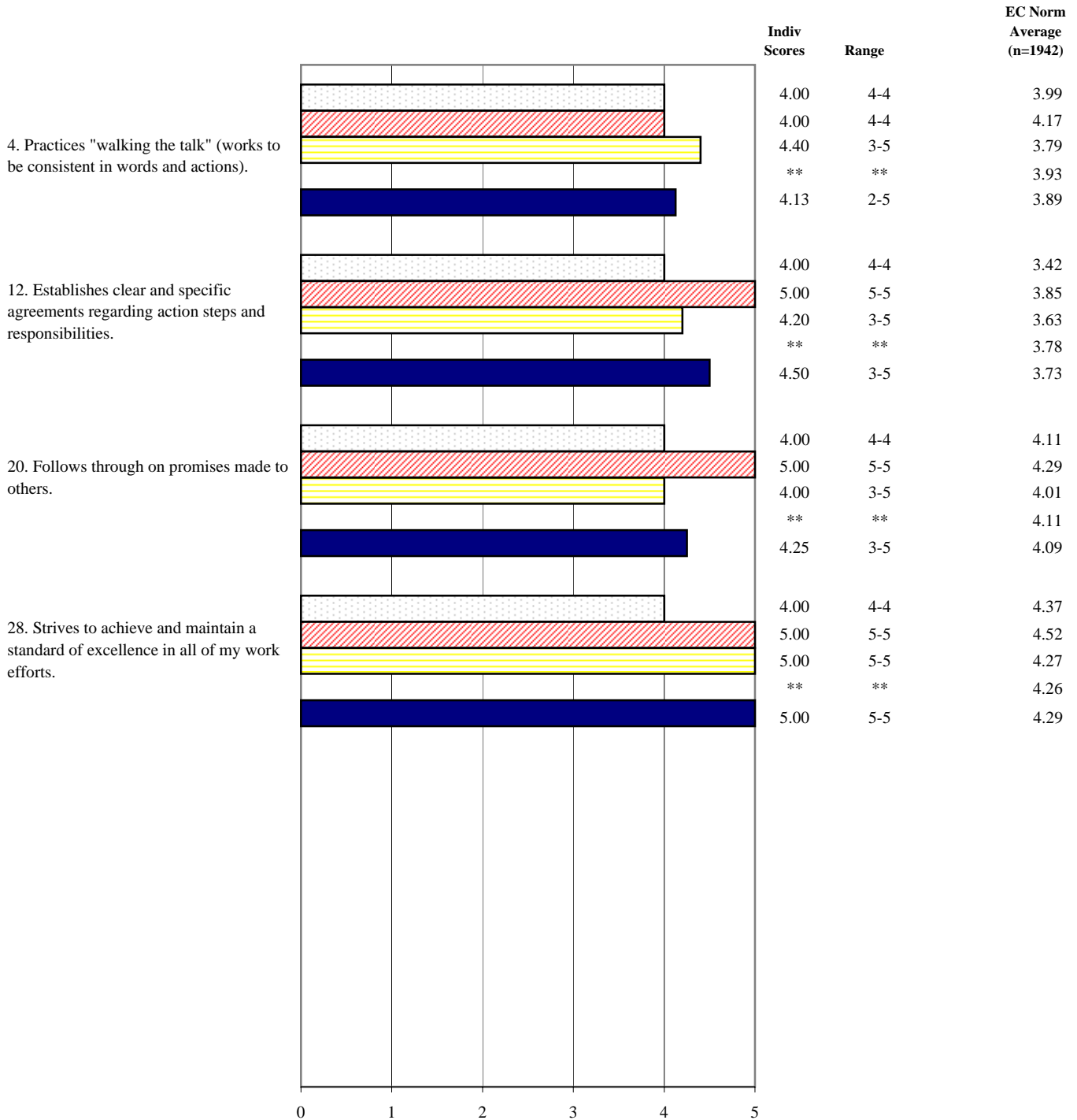
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## Essential Coach 360° Assessment Profile for A. Sample

### Item Ratings by Rater Group: MODELS COMMITMENT

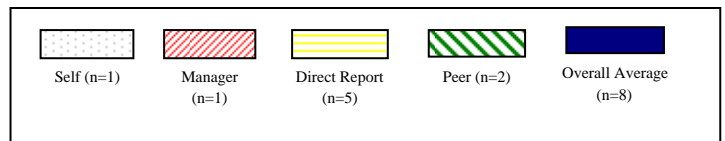


\* Overall average includes manager, direct reports, and peers (not self ratings, however).

A score of \*\* (0.00) indicates that an insufficient number of responses was received.

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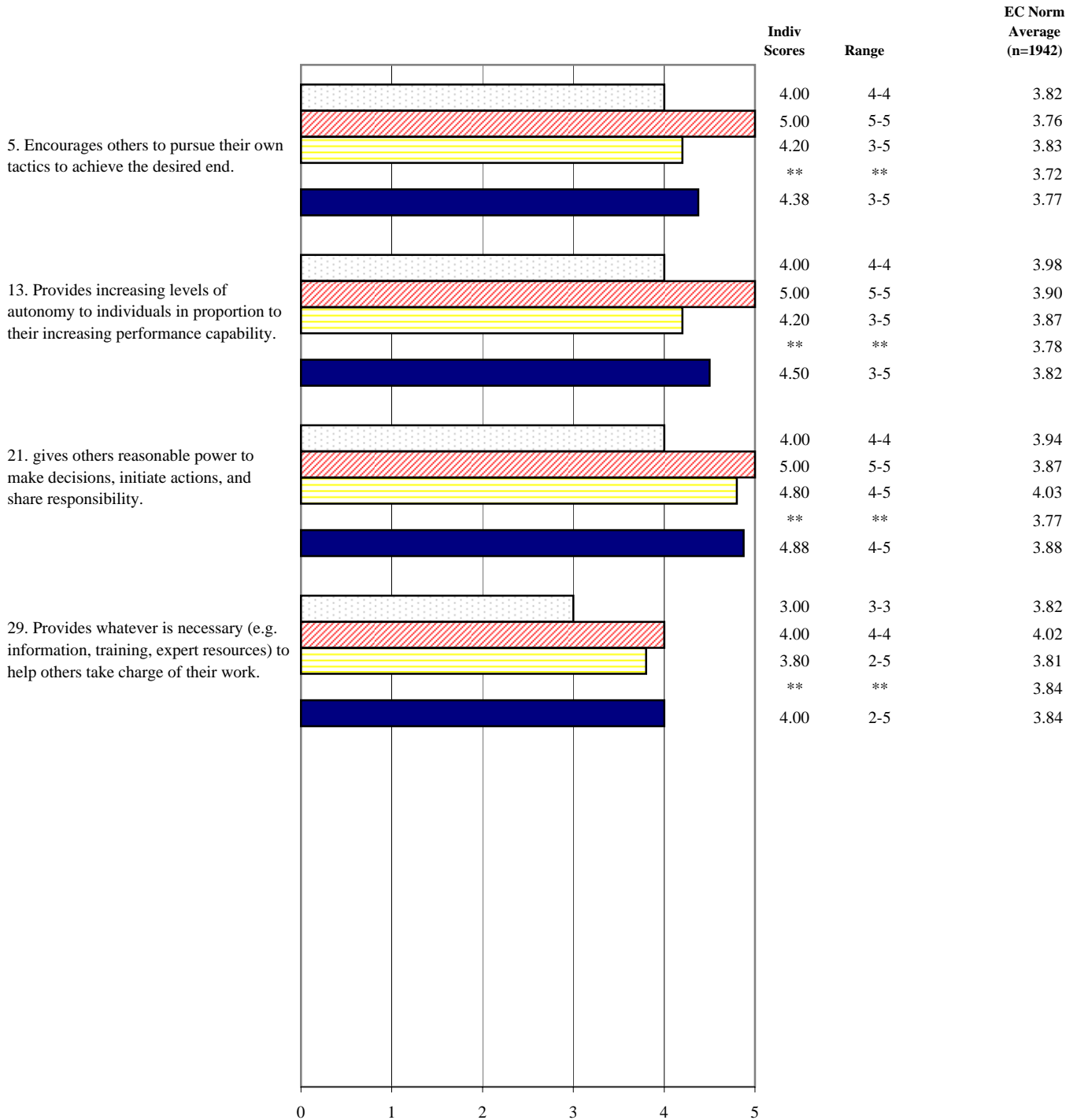
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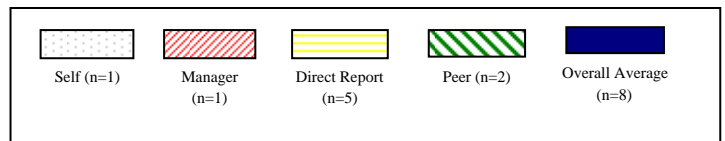
## Essential Coach 360° Assessment Profile for A. Sample

### Item Ratings by Rater Group: EMPOWERS OTHERS



\* Overall average includes manager, direct reports, and peers (not self ratings, however).

A score of \*\* (0.00) indicates that an insufficient number of responses was received.



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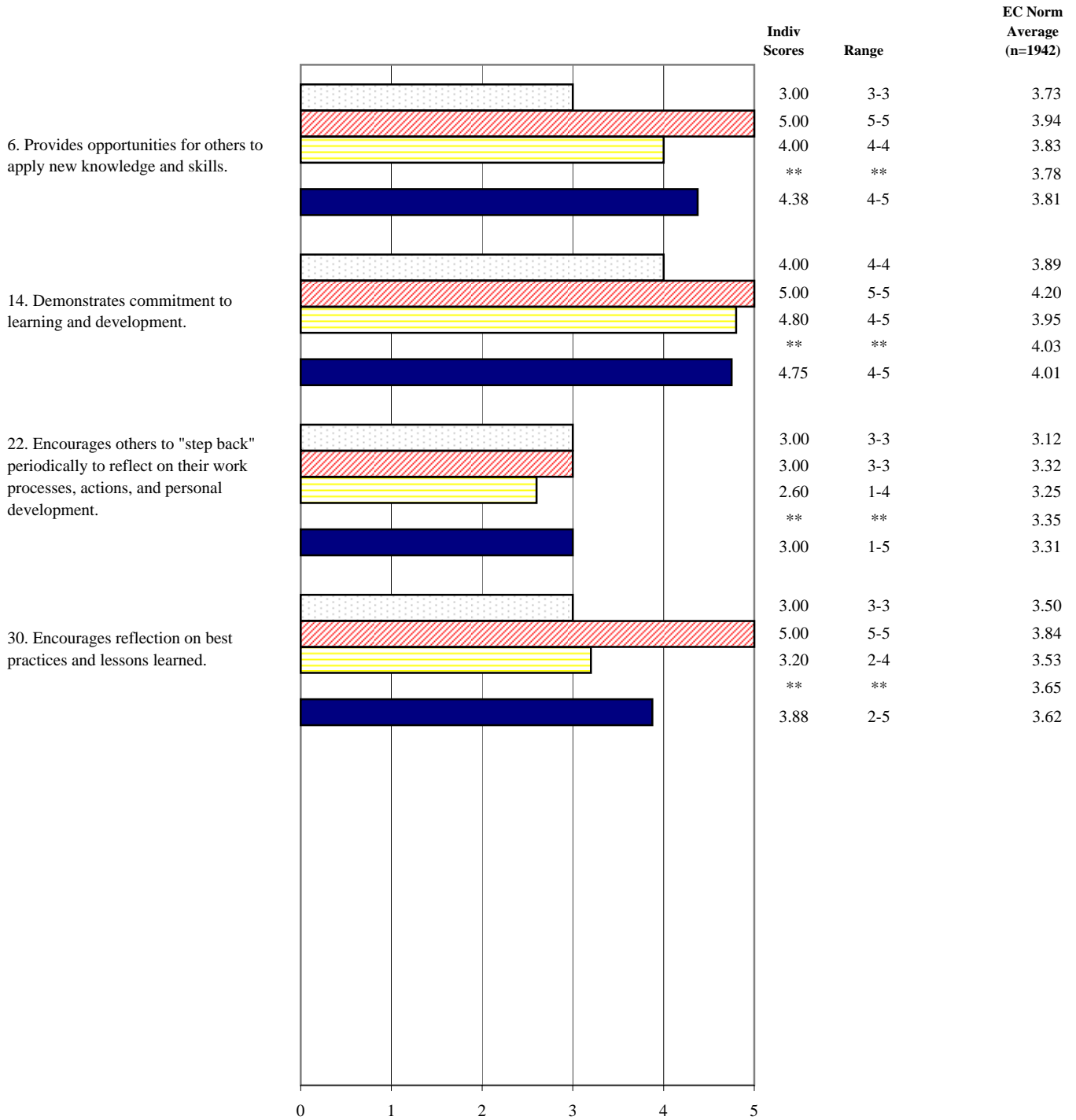
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## Essential Coach 360° Assessment Profile for A. Sample

### Item Ratings by Rater Group: CHAMPIONS LEARNING

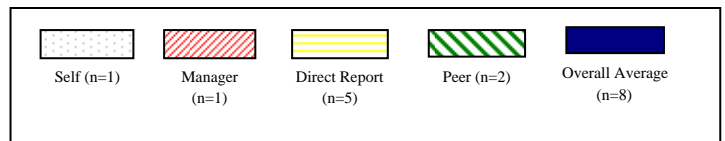


\* Overall average includes manager, direct reports, and peers (not self ratings, however).

A score of \*\* (0.00) indicates that an insufficient number of responses was received.

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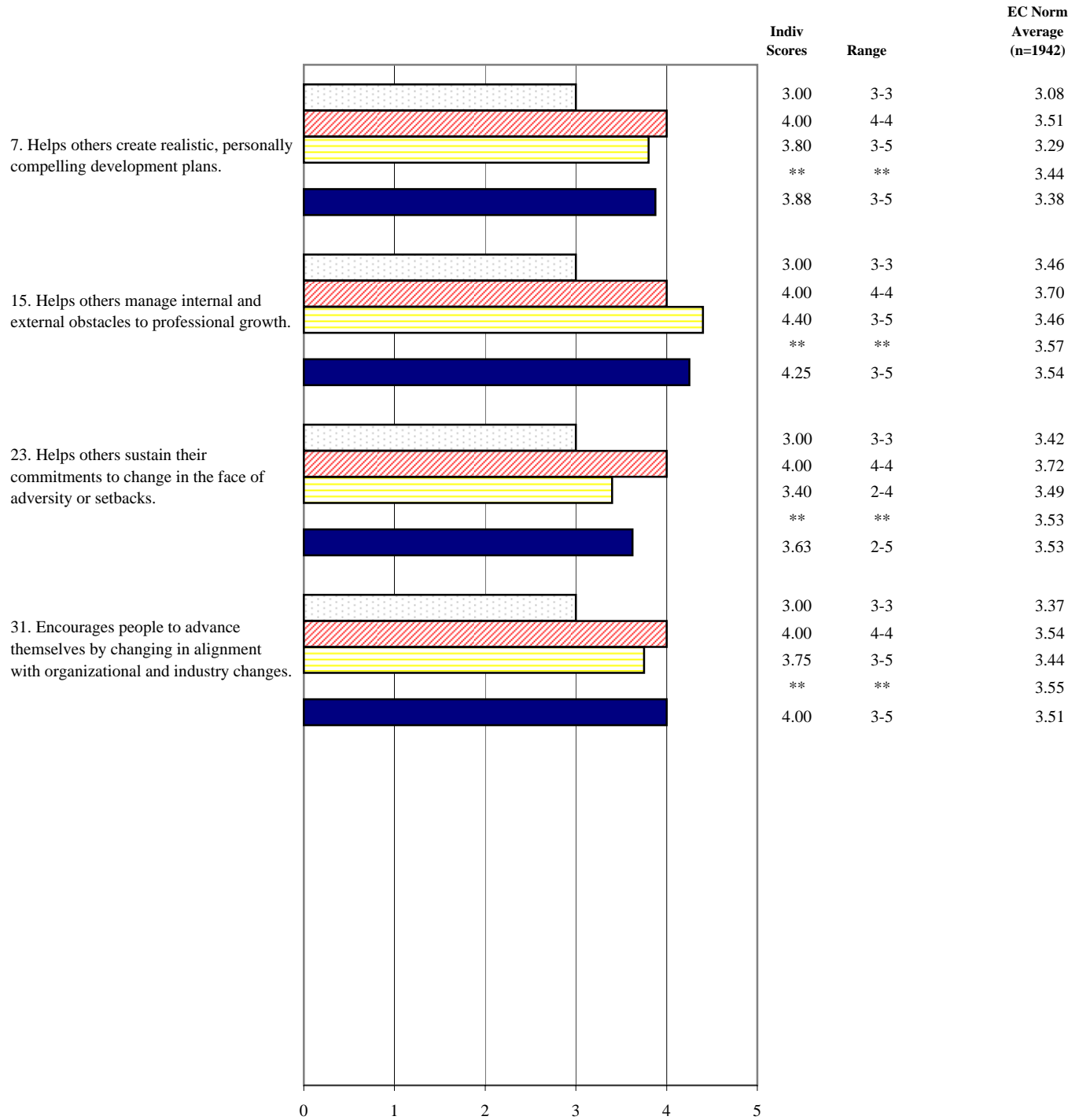
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## Essential Coach 360° Assessment Profile for A. Sample

### Item Ratings by Rater Group: FOSTERS CHANGE



\* Overall average includes manager, direct reports, and peers (not self ratings, however).

A score of \*\* (0.00) indicates that an insufficient number of responses was received.

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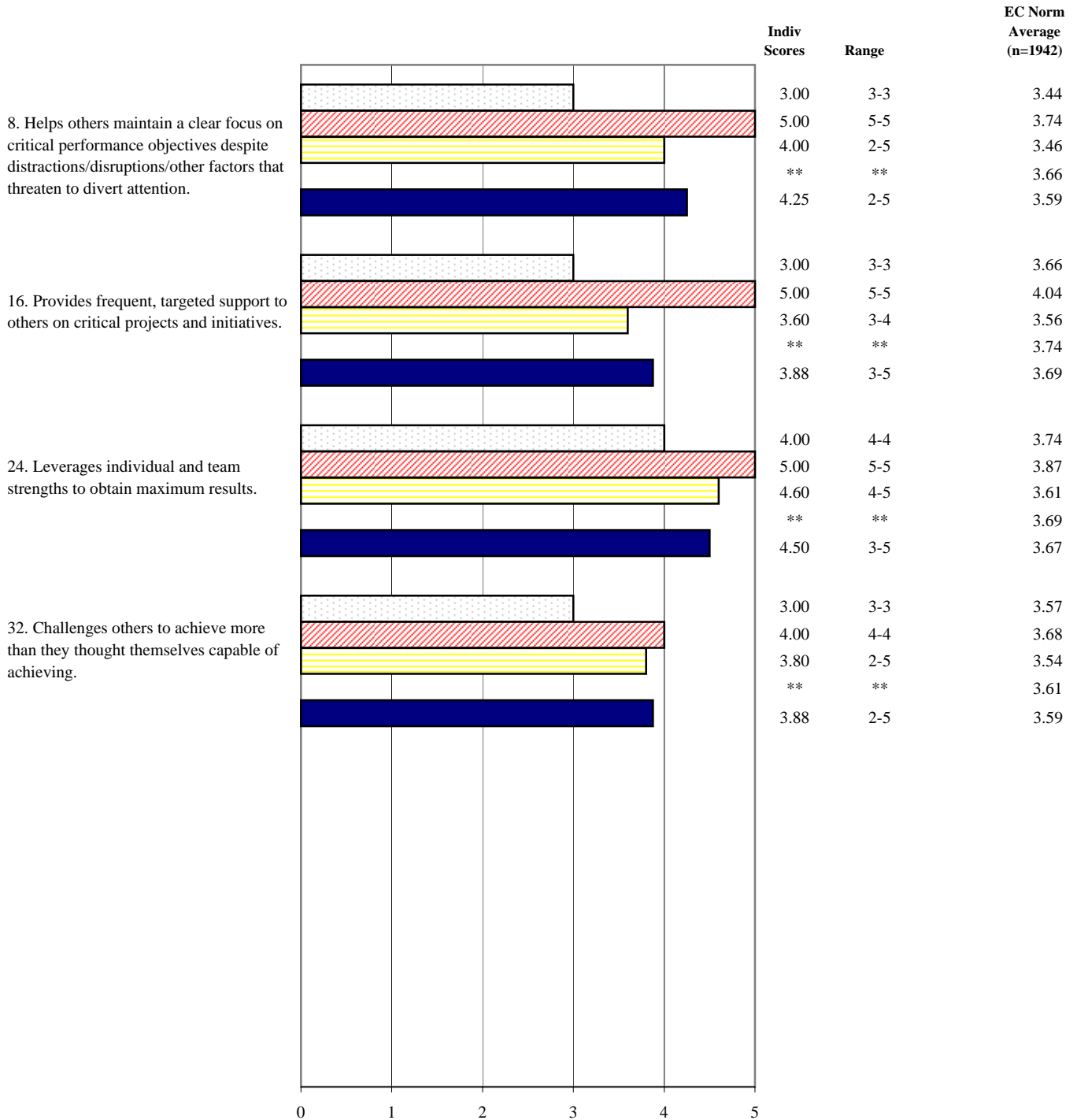
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## Essential Coach 360° Assessment Profile for A. Sample

### Item Ratings by Rater Group: PURSUES RESULTS



\* Overall average includes manager, direct reports, and peers (not self ratings, however).

A score of \*\* (0.00) indicates that an insufficient number of responses was received.

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## A. Sample

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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?

- I would encourage her to ask more open-ended questions. She is so good at what she does she may have a tendency to know the answer/outcome based on her years of experience, but should seek to draw on others.
- I would like to see Ms. Sample become more engaged in meetings and take the initiative to coach people. She is a very bright and capable individual, but it seems like she holds back when she has an opportunity to speak.
- Stay focused on the person you're coaching. Checking email and voicemail makes the coachee feel that you really don't have time for them.
- Step back from situations/conditions/experiences that inflame your senses. You have many great life experiences that make you “a step ahead” of the average person so remember your position with respect to how far others must still come.

## A. Sample

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

- She is very genuine in the fact that he strives for individuals to learn and be able to take things away from projects/tasks of which he delegates.
- She is almost always in a coaching mode and builds coaching into everyday activities. Whether it's bringing someone along to sit in on an executive meeting or presentation or simply sitting one on one with an executive, she is looking for ways to increase the exposure and development of his people. Ms. Sample is also good at providing candid feedback and delivering tough messages in a constructive way and it's balanced by lots of positive recognition and reinforcement.
- Ms. Sample has an uncanny talent for taking what might be an adverse situation in some arenas and turns it into a positive opportunity for development. She targets the specific event or item, explains how it might be perceived and suggests a different course that will produce a greater likelihood of the desired goal. This not only enhances the task at hand, but provides a learning base from which to draw in the future.
- Continue to go to bat for your employees, give them opportunities to grow and allow them to do their jobs. You provide a perspective that most people do not have, which challenges our thinking.
- Continue to be accessible, share information freely, encourage others to think out of the box, recognize people for their work.

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# Part IV

## Summary of Results

### Top and Bottom Competency Components

Purpose: To understand the areas that others view as your strengths and opportunities for development based on your overall average score and your average score by rating category.

Recognizing your own strengths will help you build the same capabilities in others. Understanding your areas for development will help you target areas for growth.

The following analysis identifies the three competency components for which you received the highest and lowest scores by rating group: overall, manager, direct reports, and peer.

#### Overall (n=8)

#### Manager (n=1)

|                                      | <u>Self Score</u> | <u>Overall Average Score</u> |
|--------------------------------------|-------------------|------------------------------|
| <b>Strengths</b>                     |                   |                              |
| Models Commitment                    | 4.00              | 4.47                         |
| Empowers Others                      | 3.75              | 4.44                         |
| Pursues Results                      | 3.25              | 4.13                         |
| <b>Opportunities for Development</b> |                   |                              |
| Establishes Presence                 | 3.50              | 3.81                         |
| Practices Inquiry                    | 3.25              | 3.88                         |
| Communicates Candidly                | 3.75              | 3.88                         |

|                                      | <u>Self Score</u> | <u>Manager Score</u> |
|--------------------------------------|-------------------|----------------------|
| <b>Strengths</b>                     |                   |                      |
| Models Commitment                    | 4.0<br>~          | 4.7<br>~             |
| Empowers Others                      | 3.7<br>~          | 4.7                  |
| Pursues Results                      | 3.2<br>~          | 4.7<br>~             |
| <b>Opportunities for Development</b> |                   |                      |
| Establishes Presence                 | 3.5<br>^          | 3.7<br>~             |
| Fosters Change                       | 3.0<br>~          | 4.0<br>~             |
| Practices Inquiry                    | 3.2<br>~          | 4.0<br>^             |

#### Direct Report (n=5)

#### Peer (n=2)

|                                      | <u>Self Score</u> | <u>Direct Report (n=5) Score</u> |
|--------------------------------------|-------------------|----------------------------------|
| <b>Strengths</b>                     |                   |                                  |
| Models Commitment                    | 4.00              | 4.40                             |
| Empowers Others                      | 3.75              | 4.25                             |
| Pursues Results                      | 3.25              | 4.00                             |
| <b>Opportunities for Development</b> |                   |                                  |
| Champions Learning                   | 3.25              | 3.65                             |
| Practices Inquiry                    | 3.25              | 3.75                             |

|                                      | <u>Self Score</u>   | <u>Peer (n=2) Score</u> |
|--------------------------------------|---------------------|-------------------------|
| <b>Strengths</b>                     |                     |                         |
| Models Commitment                    | [Insufficient Data] | **                      |
| Empowers Others                      | [Insufficient Data] | **                      |
| Pursues Results                      | [Insufficient Data] | **                      |
| <b>Opportunities for Development</b> |                     |                         |
| Champions Learning                   | [Insufficient Data] | **                      |
| Practices Inquiry                    | [Insufficient Data] | **                      |

## Opportunities to Reach Common Ground

*Purpose: To examine differences in the perceptions of different rater groups. When reviewing your Profile, look for any patterns in the data amongst different groups. This will allow you to determine the manner in which others perceive you relative to your own perceptions of yourself.*

The following analysis refers to those areas showing the largest gaps (plus/minus) between your self rating and the ratings of others who rated you.

Please note that a negative number indicates that you rated yourself higher than the average of the individuals within the category. A positive number indicates that you rated yourself lower than the average of the individuals within a category.

### Self vs. Manager

|   | <u>Self</u><br><u>Score</u> | <u>Manager</u><br><u>Score</u> | <u>Gap</u><br><u>(+/-)</u> |
|---|-----------------------------|--------------------------------|----------------------------|
| Pursues Results   | 3.25                        | 4.75                           | 1.5<br>0                   |
| 8. Helps others maintain a clear focus on critical performance objectives despite distractions/disruptions/other factors that threaten to divert attention. | 3.00                        | 5.00                           | 2.0<br>0                   |
| 16. Provides frequent, targeted support to others on critical projects and initiatives.   | 3.00                        | 5.0<br>0                       | 2.0<br>0                   |
| 24. Leverages individual and team strengths to obtain maximum results.  | 4.00                        | 5.0<br>0                       | 1.0<br>0                   |
| <hr/>   |                             |                                |                            |
| Champions Learning  | 3.25                        | 4.5<br>0                       | 1.2<br>5                   |
| 6. Provides opportunities for others to apply new knowledge and skills.   | 3.00                        | 5.0<br>0                       | 2.0<br>0                   |
| 30. Encourages reflection on best practices and lessons learned.  | 3.00                        | 5.0<br>0                       | 2.0<br>0                   |
| 14. Demonstrates commitment to learning and development.  | 4.00                        | 5.0<br>0                       | 1.0<br>0                   |
| <hr/>   |                             |                                |                            |
| Empowers Others   | 3.75                        | 4.7<br>5                       | 1.0<br>0                   |
| 5. Encourages others to pursue their own tactics to achieve the desired end.  | 4.00                        | 5.0<br>0                       | 1.0<br>0                   |
| 13. Provides increasing levels of autonomy to individuals in proportion to their increasing performance capability.   | 4.00                        | 5.0<br>0                       | 1.0<br>0                   |
| 21. gives others reasonable power to make decisions, initiate actions, and share responsibility.  | 4.00                        | 5.0<br>0                       | 1.0<br>0                   |

### Opportunities to Reach Common Ground

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#### Self vs. Direct Report

|   | <u>Self Score</u> | <u>Direct Report Score</u> | <u>Gap (+/-)</u> |
|---|-------------------|----------------------------|------------------|
| Fosters Change  | 3.00              | 3.84                       | 0.84             |
| 15. Helps others manage internal and external obstacles to professional growth.   | 3.00              | 4.40                       | 1.40             |
| 7. Helps others create realistic, personally compelling development plans.  | 3.00              | 3.80                       | 0.80             |
| 31. Encourages people to advance themselves by changing in alignment with organizational and industry changes.  | 3.00              | 3.75                       | 0.75             |
| Pursues Results   | 3.25              | 4.00                       | 0.75             |
| 8. Helps others maintain a clear focus on critical performance objectives despite distractions/disruptions/other factors that threaten to divert attention. | 3.00              | 4.00                       | 1.00             |
| 32. Challenges others to achieve more than they thought themselves capable of achieving.  | 3.00              | 3.80                       | 0.80             |
| 16. Provides frequent, targeted support to others on critical projects and initiatives.   | 3.00              | 3.60                       | 0.60             |
| Practices Inquiry   | 3.25              | 3.75                       | 0.50             |
| 19. Asks pointed questions to help others surface the beliefs and data underlying their positions.  | 3.00              | 4.40                       | 1.40             |
| 3. Maintains a mix of questions and statements in coaching interactions.  | 3.00              | 4.00                       | 1.00             |
| 11. Asks "What if?" questions to challenge assumptions.   | 4.00              | 3.20                       | -0.80            |

**Opportunities to Reach Common Ground**

*Purpose: To examine differences in the perceptions of different rater groups. When reviewing your Profile, look for any patterns in the data amongst different groups. This will allow you to determine the manner in which others perceive you relative to your own perceptions of yourself.*

The following analysis refers to those areas showing the largest gaps (plus/minus) between your self rating and the ratings of others who rated you.

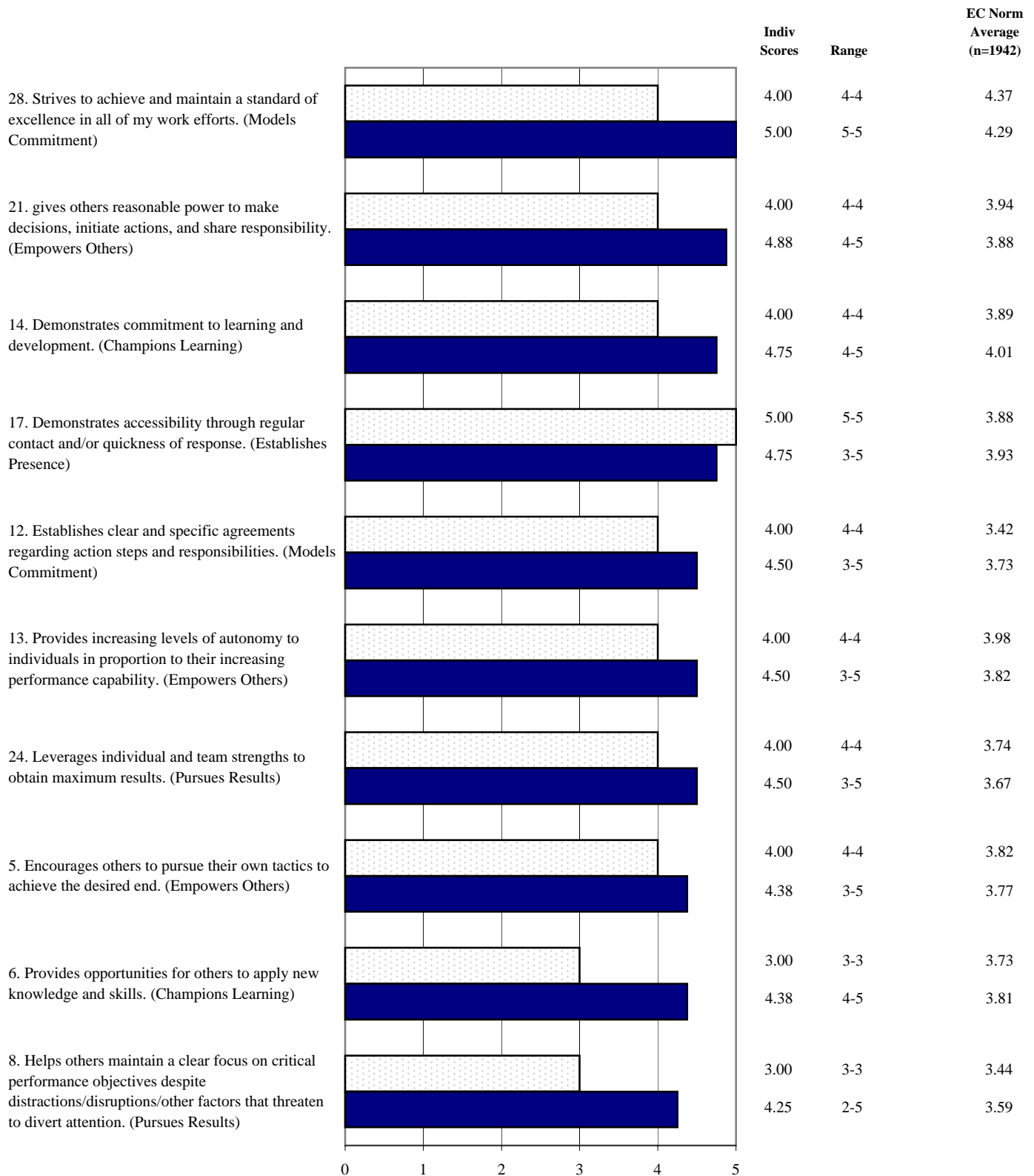
Please note that a negative number indicates that you rated yourself higher than the average of the individuals within the category. A positive number indicates that you rated yourself lower than the average of the individuals within a category.

**Self vs. Peer**

|                     | <u>Self<br/>Score</u> | <u>Peer<br/>Score</u> | <u>Gap<br/>(+/-)</u> |
|---------------------|-----------------------|-----------------------|----------------------|
| [Insufficient Data] | **                    | **                    | **                   |
| [Insufficient Data] | **                    | **                    | **                   |
| [Insufficient Data] | **                    | **                    | **                   |
| [Insufficient Data] | **                    | **                    | **                   |
| <hr/>               |                       |                       |                      |
| [Insufficient Data] | **                    | **                    | **                   |
| [Insufficient Data] | **                    | **                    | **                   |
| [Insufficient Data] | **                    | **                    | **                   |
| [Insufficient Data] | **                    | **                    | **                   |
| <hr/>               |                       |                       |                      |
| [Insufficient Data] | **                    | **                    | **                   |
| [Insufficient Data] | **                    | **                    | **                   |
| [Insufficient Data] | **                    | **                    | **                   |
| [Insufficient Data] | **                    | **                    | **                   |

## Essential Coach 360° Assessment Profile for A. Sample

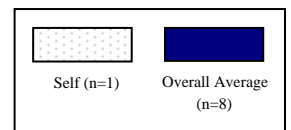
### Strengths



\* Overall average includes manager, direct reports, and peers (not self ratings, however).

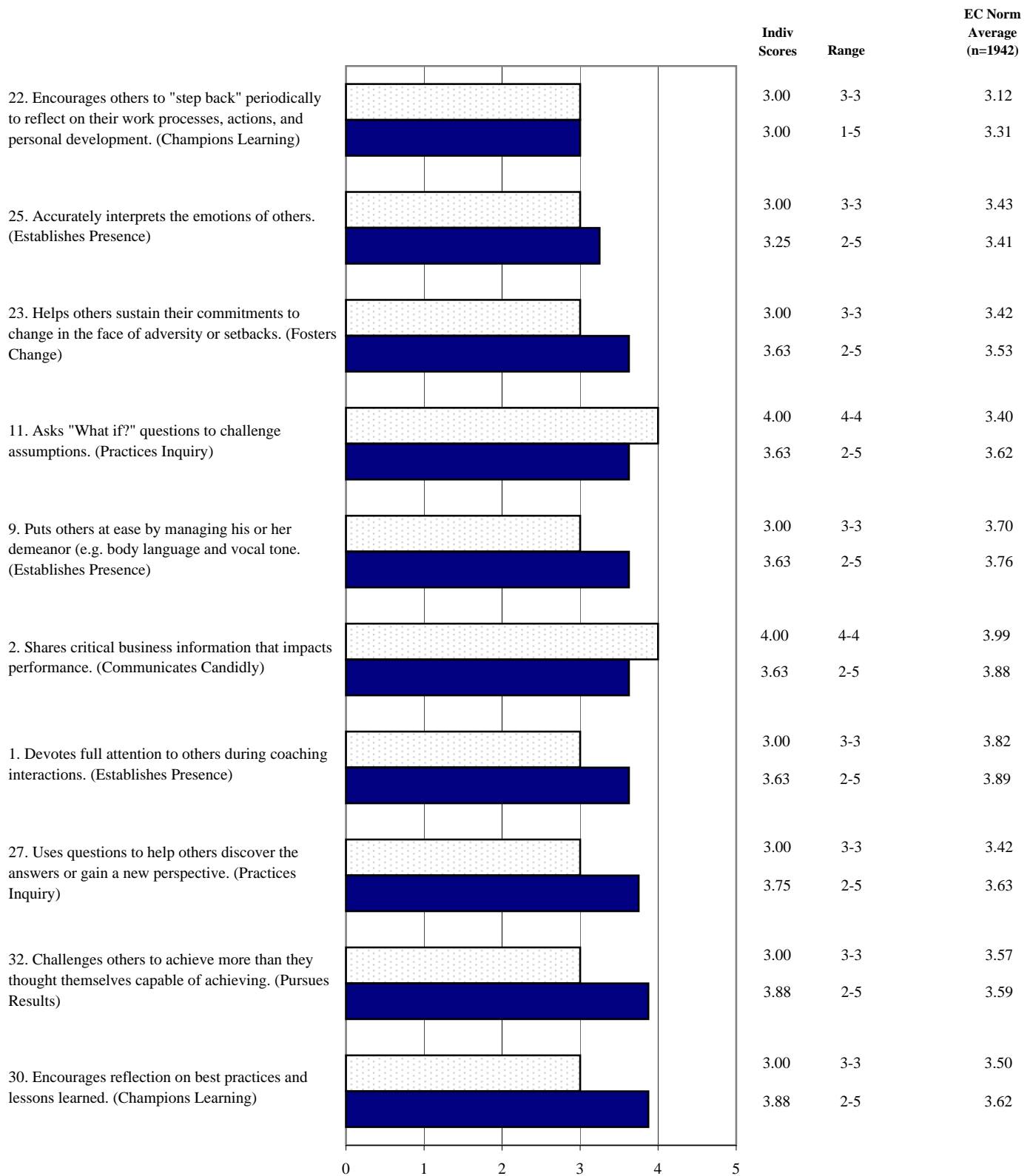
A score of \*\* (0.00) indicates that an insufficient number of responses was received.

ID: 1000



## Essential Coach 360° Assessment Profile for A. Sample

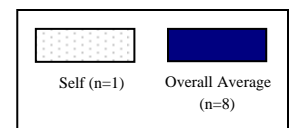
### Opportunities for Development



\* Overall average includes manager, direct reports, and peers (not self ratings, however).

A score of \*\* (0.00) indicates that an insufficient number of responses was received.

ID: 1000



# Part V

## Development Planning

# Development Planning

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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.

## Development Planning

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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><br/>Recognizes and encourages performance improvements.</p>   | To be known as a manager who excels at recognizing and acknowledging deserving individuals.                   | 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><b>What I'll do/change now:</b><br/>Start every monthly team meeting with words of recognition for one or more people.</p> <p><b>Other development activities (include completion date):</b><br/>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.</p> <p>Request minimal funds from Terry for small gifts and other awards.</p> |
| <p><b>Competency:</b> Communication</p> <p><b>Specific Behavioral Item:</b><br/>Conducts meetings with a clear agenda, minimal disruptions and by soliciting the questions and opinions of others.</p> | Improve my ability to understand the needs of my teammates by asking more questions and listening more fully. | 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><b>What I'll do/change now:</b><br/>Keep a log of team meetings. Make a conscious effort to let others speak and provide their opinions. Practice active listening.</p> <p><b>Other development activities (include completion date):</b><br/>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.</p> <p>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></p> <p><b>Other development activities (include completion date):</b></p>   |   |

| Obstacles to Achieving My Development Goals   | What I'll Do to Overcome the Obstacles   |
|---|--|
| <p>People may expect rewards as well as recognition.</p> <p>Time!- So much to get done in the next 3 months that 'better communication' and 'active listening' might fall off my plate.</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.</p> <p>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 |
|--|---------------------------|---------------------------|---|----------------------------|
| <b>Competency:</b><br><br><b>Specific Behavioral Item:</b> |                           |                           | <b>What I'll do/change now:</b><br><br>Other development activities (include completion date):        |                            |
| <b>Competency:</b><br><br><b>Specific Behavioral Item:</b> |                           |                           | <b>What I'll do/change now:</b><br><br>Other development activities (include completion date):        |                            |
| <b>Competency:</b><br><br><b>Specific Behavioral Item:</b> |                           |                           | <b>What I'll do/change now:</b><br><br><b>Other development activities (include completion date):</b> |                            |

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

## Appendix A: Following up with Others

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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>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> | <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> |