

Coaching Effectiveness Self feedback report



Mary Sample

Saturday, January 26, 2002

Introduction

The following information is provided to help you to navigate the extensive information that is included in this Coaching Effectiveness output report.

1. Overall summary chart

The summary results chart provides a quick visual representation of your scores in seven categories that make up the Coaching Effectiveness profile. Scores upon which to most concentrate are above 3.5, which are considered to be strong and scores below 2.75, which may be in need of further development. Please note that these category scores are averages. Individual question scores can be viewed by clicking on the category label hyperlink.

2. Category description pages

This report contains three output pages for each of the seven categories. The first of these three pages explains the category, list average scores and then provides high and low score interpretation notes. The second page provides a graphical representation of individual question scores. The third page in the set provides broadly based improvement actions for those individuals wanting to develop their competencies in the overall category.

3. 10/10 Report

The 10/10 Report page provides the raw scores for the top 10 highest scoring questions and the bottom 10 lowest scoring questions out of the 84. It also identifies the categories to which these questions belong.

4. Course and Reading suggestions

This output report includes development suggestions for the two lowest scoring categories out of the seven. These suggestions include training courses that may prove helpful, as well as specific books that may provide some useful additional information.

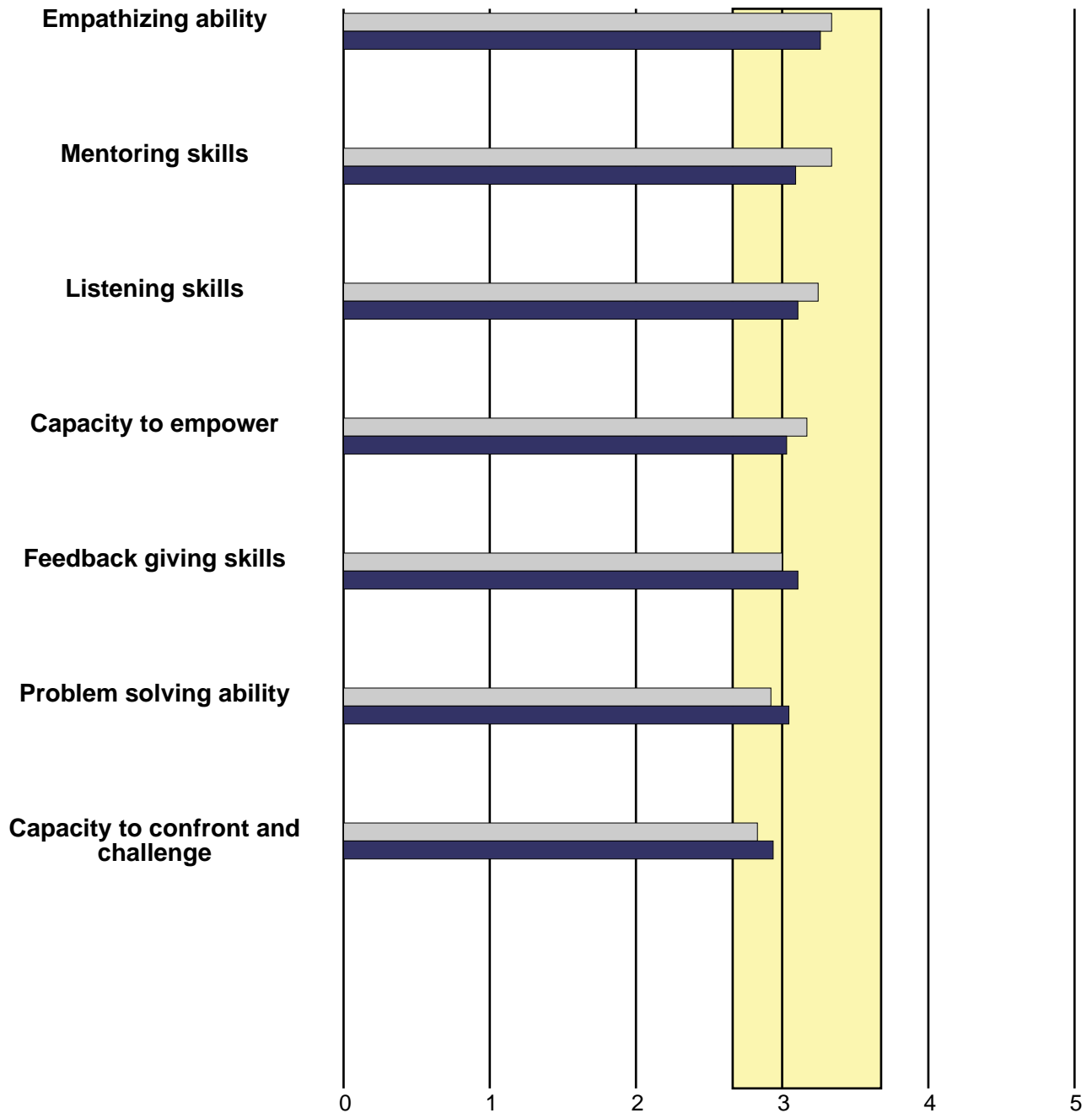
5. Development Plan

The development plan takes the five lowest scoring questions on aggregate and puts them into a single page template for individuals to record the specific actions that they plan to take as a result of their feedback during the forthcoming twelve month period. Individuals may draw upon any of the general guidance offered in their feedback report, or perhaps more usefully, draw upon the coaching tips ideas that are also included (see next section)

6. Coaching tips

The overall output report includes detailed coaching tips for the five lowest scoring questions on aggregate (consistent with the one page development plan). These coaching tips provide not only elaborative information about the particular questions but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

OVERALL SUMMARY



Self Norm

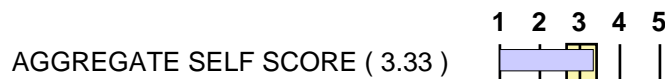
The above chart is sorted in descending order of summary scores. Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

Coaching Effectiveness Profile

EMPATHIZING ABILITY

Empathizing ability looks at the extent to which you create a positive climate for a coaching communication and demonstrate an understanding of the other person's viewpoint and feelings. This category asks the question "How well do you build a spirit of trust and sincerity in order for people to feel that you identify with them and their feelings and issues?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual is more 'cool' or aloof about other people's issues (and may even deliberately distance themselves from them). They may not easily appreciate when people need sincere advice or support, and even when they find themselves in a 'deeper' conversation, they may be oblivious to the depth of people's feelings or emotions about an issue.

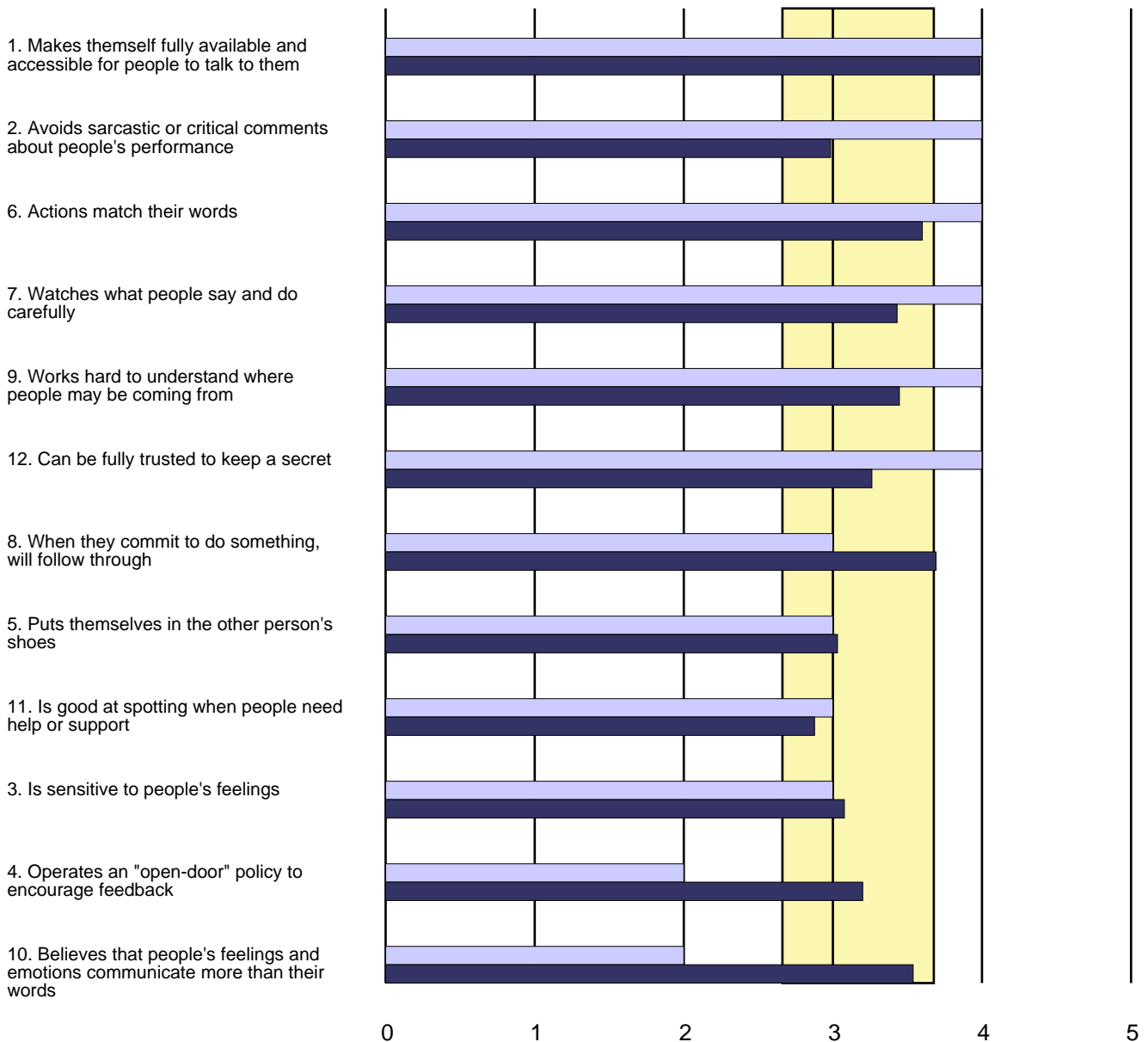
A low score person will be likely to find that people will not naturally seek them out as a useful 'sounding board' for their problems or concerns, preferring to go to others that they see to be 'warmer' and more accommodating. Low scorers may also send mixed or confused signals arising from differences in what they say and what they do. This may see people preferring to keep their relationship relatively shallow or restricted to mainly analytical issues.

HIGH (greater than 3.5)

"Scales predominantly in the 'fours and fives (almost always' and 'very frequently') are likely to mean that this individual typically likes people in general, and enjoys building strong and rewarding relationships through your conversations with them. They are also likely to look to sincerely understand other people's issues and challenges and to therefore, quickly "tune in" to their underlying feelings about a subject.

A high score person will be likely to quickly gain a reputation as someone to whom people can freely talk, trust their confidences and get helpful and patient guidance. High scorers are likely to be seen as good listeners, balanced, non-critical and highly reliable in terms of any commitment that they make.

Coaching Effectiveness Profile EMPATHIZING ABILITY



Self Norm

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Coaching Effectiveness Profile

EMPATHIZING ABILITY

Empathizing ability looks at the extent to which you create a positive climate for a coaching communication and demonstrate an understanding of the other person's viewpoint and feelings. This category asks the question "How well do you build a spirit of trust and sincerity in order for people to feel that you identify with them and their feelings and issues?"

Improvement actions

Low scorers need to develop their attentive listening skills and try not to judge what people say only in terms of what it would mean if they said or did this themselves. Although it is extremely difficult to do in the short term, low scorers need to think more deeply about how other people may be feeling and to reflect upon why this might be the case before offering any comment or response.

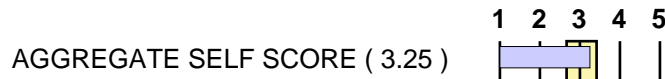
Empathizing ability	<ul style="list-style-type: none">- Aim to be as positive, sincere and open as possible in all your conversations with people that you meet- Be sensitive to people's feelings or emotions as well as their words.- Try to develop as much trust between yourself and the person you are coaching, by being as genuine and honest with them as you can- Make sure that you always meet any commitments you make.- Make sure that your deeds match your words even if it means putting yourself out.
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Coaching Effectiveness Profile

LISTENING SKILLS

Listening skills looks at the ability to both hear and understand other people, and to quickly discover their full communication or message. This category asks the question "How well and attentively do you listen to understand other people and help them to successfully transfer true meaning to you?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual may not give their full attention to people when they express their ideas or concerns to you, and may listen to reply rather than to understand. They may also select or live with an inappropriate listening climate, interrupt people before they finish speaking and let their mind wander off track.

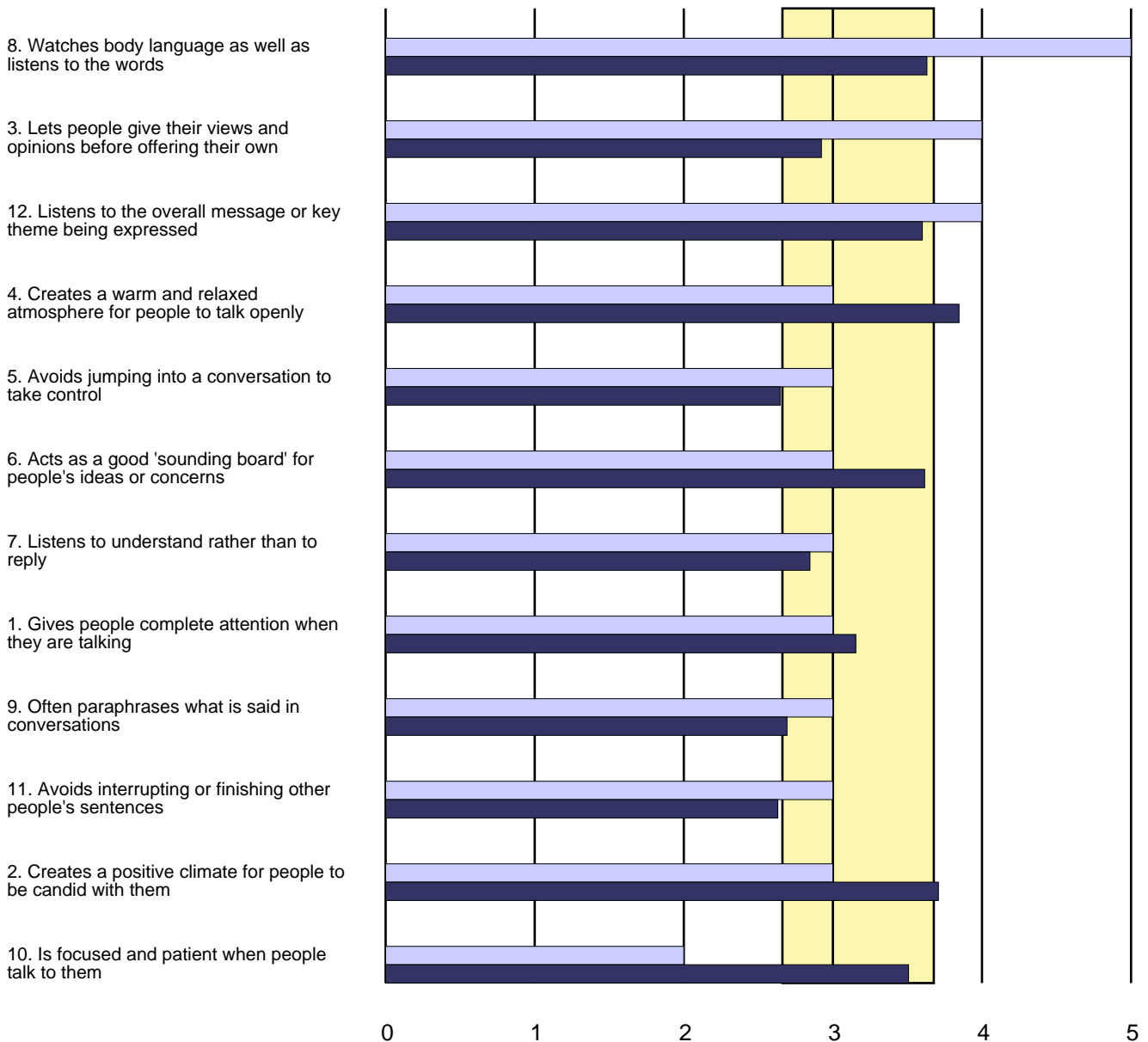
A low score person will be likely to find that people rarely seek them out for coaching directly because they do not believe that what they have to say will be fully valued or given sufficient attention to offer the best coaching guidance or advice. Low scorers also often indicate that they are impatient and distracted and therefore have only limited time to offer careful coaching or support."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual recognizes the value of highly attentive focus and concentration on what people are communicating when looking to provide appropriate coaching. They therefore usually tend to look for the best possible climate for people to talk, let them speak without interruption and look to carefully assess what people are saying as a whole.

A high score person will be likely to quickly demonstrate that they value what people have to say and that they have the patience and temperament to offer people the guidance that they may be seeking when they offer their ideas or concerns. By also looking to create a quiet, warm and easy atmosphere for conversation, high scorers create a reputation as being an excellent first port of call for coaching."

Coaching Effectiveness Profile LISTENING SKILLS



Self Norm

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Coaching Effectiveness Profile

LISTENING SKILLS

Listening skills looks at the ability to both hear and understand other people, and to quickly discover their full communication or message. This category asks the question "How well and attentively do you listen to understand other people and help them to successfully transfer true meaning to you?"

Improvement actions

Low scorers need to become more empathetic listeners by giving much more of their time and attention to people when they are talking to them in all but the shortest conversations. They can start to do this by maintaining good eye contact, avoiding interruption, paraphrasing and summarizing what they hear, and looking to discover the full meaning of what people are seeking to convey.

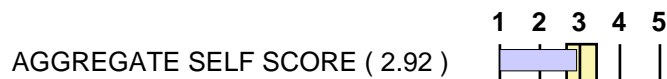
Listening skills	<ul style="list-style-type: none">-Find the right kind of climate to listen properly without distraction-Give people that you are seeking to coach your full time, attention and concentration-Focus on their needs and listen for as long as possible with minimal interruption.-Play back what you hear from time to time to demonstrate that you have heard properly and have not let your mind wander.-Learn how to read body language (your own and other people's) to enhance your listening skills.
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Coaching Effectiveness Profile

PROBLEM SOLVING ABILITY

Problem solving ability looks at your skills in finding appropriate methods and means to analyze people's concerns or situations and to suggest potential avenues to explore that may provide a solution. This category asks the question "How well do you provide people with a useful contextual framework to think about their problems and issues and guide them towards possible answers?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual rarely offers creative problem solving or problem analysis tools, techniques and methods when coaching individuals. They may also let individuals tolerate constraining rules or boundaries that inhibit their capacity to find a better solution or general way forward.

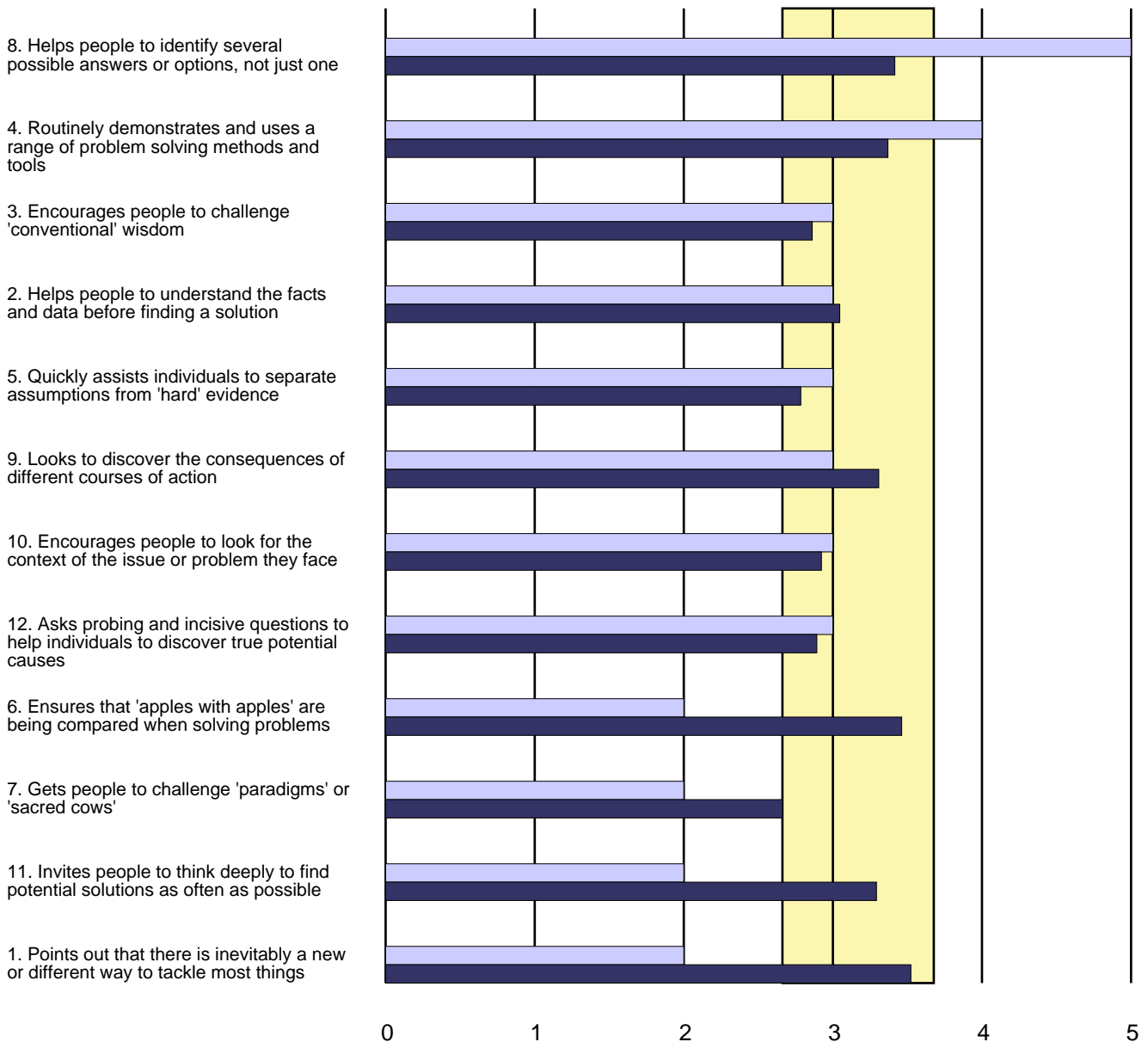
A low score person will be likely to have limited means to help people to look rigorously at the situations or circumstances that they face and (through careful sifting and analysis) to come up with possible future solutions. They may also be seen to lack knowledge or appropriate understanding to suggest the application of useful problem solving tools or approaches that may give new insights, or create a different contextual framework for a problem to be dealt with."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual encourages individuals to use different ways of looking at problems or issues and a range of different tools of analysis that they may use. They also will encourage them to generate several possible solutions and to carefully evaluate the best one, based on the evidence, to provide the best possible course of future action.

A high score person will be likely to be seen as appropriately knowledgeable and understanding of a range of problem solving approaches and capable of suggesting the most appropriate of these when the circumstances are right to do so. "

Coaching Effectiveness Profile PROBLEM SOLVING ABILITY



Self Norm

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Improvement actions

Low scorers need to research a range of problem solving methods that can be usefully suggested when seeking to coach others. They can also adopt a more incisive questioning approach and get people to look at their problems in new contexts or from different angles as often as possible.

Problem solving ability	<ul style="list-style-type: none">-Find ways to focus people you seek to coach on facts that they might have missed-Suggest tools and methods that might help their problem or issue analysis process.-Guide people towards challenging their assumptions and even the supposed inevitability of some of the outcomes they foresee.-Encourage people to challenge any fixed thinking paradigms that they might have.-Help individuals to broaden their horizons when looking to solve complex issues by getting them to think outside their most immediate or familiar experience.
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Coaching Effectiveness Profile

FEEDBACK GIVING SKILLS

Feedback giving skills looks at the extent to which you offer useful and constructive feedback on performance that is happily accepted and acted upon. This category asks the question "How well do you utilize a range of guidance counseling, coaching and instructional methods to help people to know how well they are progressing towards a particular goal or objective?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual is less communicative than they might be in looking to provide coaching to others, or uses feedback in a limited and less interesting way. They may also occasionally offer inappropriate feedback or criticize performance or individuals without having the evidence for their view (or having a suggested approach that the individual may take).

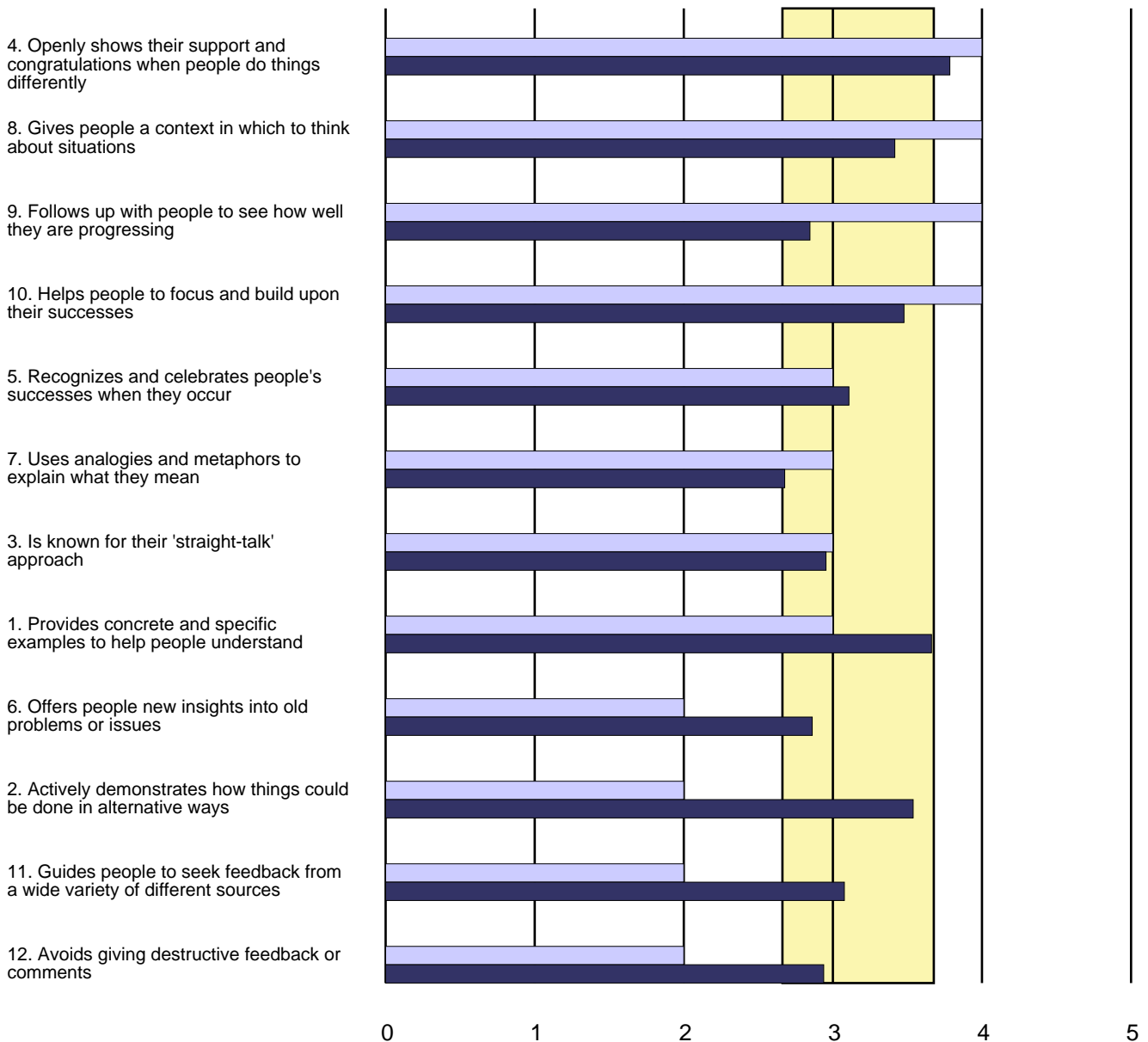
A low score person will be likely to either fail to offer feedback frequently enough, or to find that individuals do not accept their counseling or instructional approach. This arises because feedback is not offered in a variety of creative and different ways. In addition, even good performance is not recognized or congratulated sufficiently."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual uses positive two-way feedback as a primary means by which to offer instruction, training support or general coaching. They therefore adopt an open and flexible communication and listening style that allows them to watch what people do and to describe ways in which they might improve or be more successful.

A high score person will be likely to offer people 'positive strokes' for their successes and at the same time offer insights into how they may build upon or improve their efforts still further. To do this, they will point to specific areas that could be addressed and help individuals to identify strategies by which to do so."

Coaching Effectiveness Profile FEEDBACK GIVING SKILLS



Self Norm

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Improvement actions

Low scorers need to watch people carefully before offering a range of practical communication and feedback methods that give people praise for their achievements, where appropriate, and opportunities and insights on where they might improve when identified.

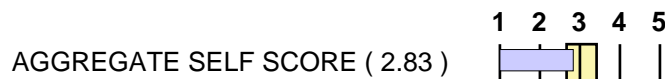
Feedback giving skills	<ul style="list-style-type: none">-Progressively build logical clear and concise appraisals of people's performance-Find suitable times and places to offer feedback genuinely and without unduly 'softening' it.-Use analogies, metaphors and examples to illustrate what you mean-Follow up to make sure your message has been understood.-Take account of people's feelings when offering feedback and only offer it if they are ready and willing to listen properly.
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Coaching Effectiveness Profile

CAPACITY TO CONFRONT AND CHALLENGE

Capacity to confront and challenge looks at the extent to which you help people to "face up" to their personal issues and/or problems as a means to starting their journey to dealing with them successfully. This category asks the question "How successfully do work with people to create an honest appraisal of their potential shortfalls and encourage new thinking and strategies to overcome them?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual rarely challenges people to think about issues they face in new or different ways or to reflect more deeply about performance shortfalls. They are also likely to be prone to tolerate mediocrity and allow others not to confront their 'average' performance or outcomes when they occur.

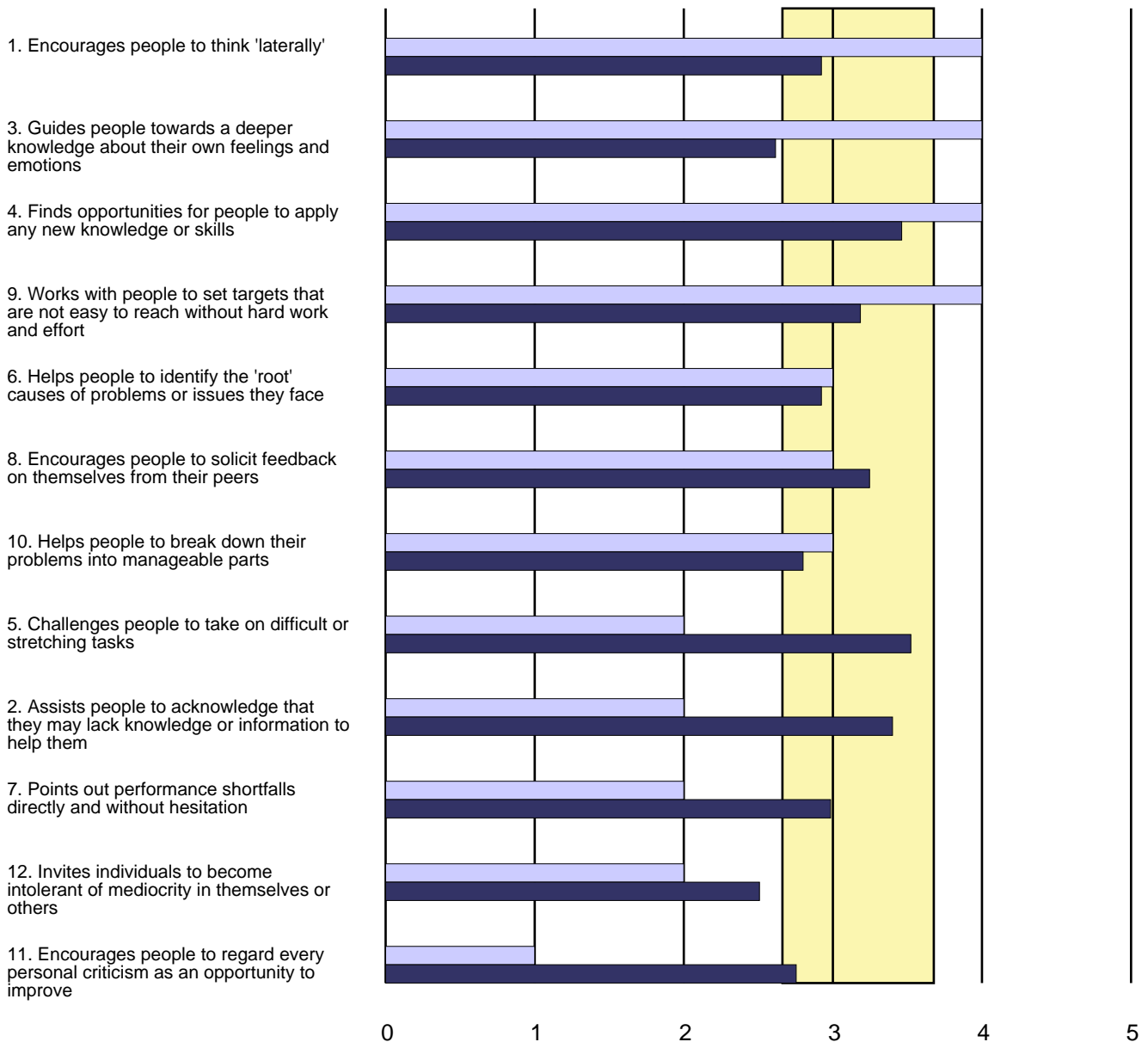
A low score person will be likely to find performance coaching more difficult because of a lack of willingness to get people to reflect on their poor or average performances really critically and to strive to reach higher or better goals. They may therefore hesitate in offering full and candid feedback, or even fear the negative impact that criticism may have on individuals when it is offered."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is effective at playing 'devils advocate' in a balanced and constructive way. They therefore get individuals to become less willing to accept that their difficulties and concerns should be tolerated, or seen as insoluble and create a healthy intolerance of average or mediocre performance or outcomes.

A high score person will be likely to use a variety of different ways and means to help people to focus on their performance more critically, as a basic platform upon which they can set their own targets to improve. They are therefore likely to be seen as firm but fair in their dealings with people and solution focused in looking at future possible courses of action when coaching others."

Coaching Effectiveness Profile CAPACITY TO CONFRONT AND CHALLENGE



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Improvement actions

Low scorers need to become personally comfortable in giving people more direct and candid feedback to others about performance in ways that help individuals to want to stretch themselves to overcome poor or average performance. To do this, they should practice asking probing questions and challenge individuals to think deeply and creatively to look for new or different approaches they can take, as an alternative to accepting their current situation

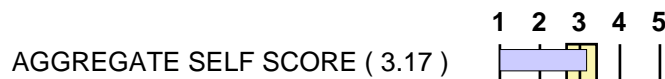
Capacity to confront and challenge	<ul style="list-style-type: none">-Develop a set of useful general questions that you can ask of people to help them reflect upon whether their current approach or actions represent the best they can achieve.-Use your questions to encourage people to solicit feedback on themselves from others so as to see this as a healthy part of personal growth and learning.-Challenge people to focus on their development needs honestly, and on what they plan to do to address them.-Encourage individuals you coach to look at the deeper root causes of their challenges or issues-Identify specific tasks or projects that can challenge and stretch people's skills or get them thinking in new directions.
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Coaching Effectiveness Profile

CAPACITY TO EMPOWER

Capacity to empower looks at the extent to which you give people the freedom or the room to determine how they might go about achieving a personal goal or challenge. This category asks the question "How well do you create a climate of trust in which people feel that they can take risks and make mistakes to learn to do things in a better or a different way?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual rarely gives people sufficient room or authority to take on tasks or projects that are at the 'edge' of their capability or skills. They may also over specify how things are to be done and even intervene personally when they feel that an individual has made a mistake or is going to fail.

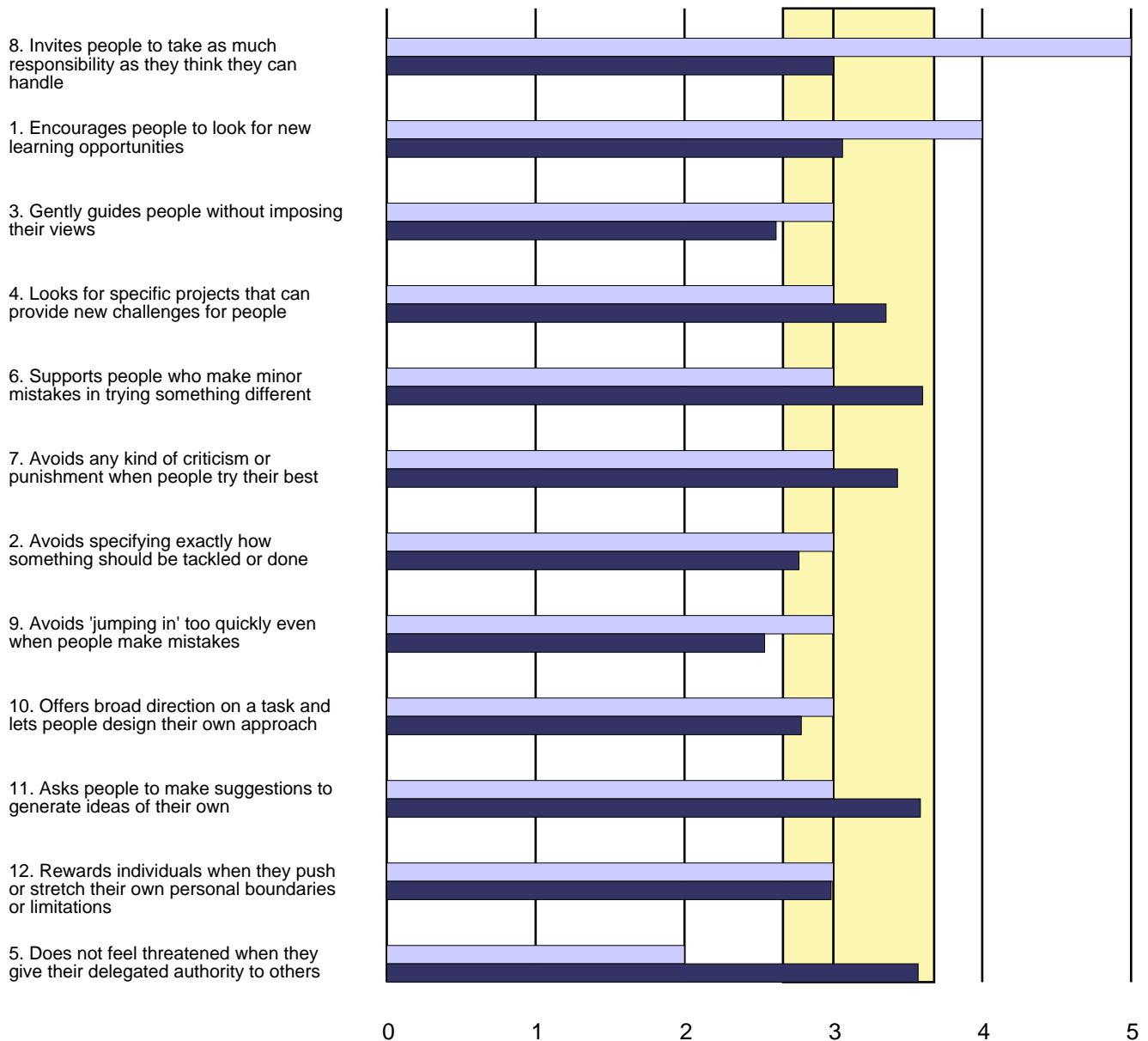
A low score person will be likely to take on too much by themselves or only offer low level or 'safe' tasks to others that can be supervised or have low levels of risk or consequence if things go wrong. They may also impose their opinions too regularly, and even take tasks and projects back from people that are not performing to their exacting standards.

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual enjoys seeing people take on new and stretching tasks and personally grow by being given the room to take reasonable risks and different approaches by themselves. They delegate a lot of responsibility to people that they believe are capable and encourage people to take on personal challenges and goals.

A high score person will be likely to actively look for ways to empower individuals to take on responsibility and even to move the limits of their 'comfort zone' in handling new or different tasks. They will rarely feel uncomfortable about giving their authority to others and give people as much support as they need, even when mistakes or less than optimal paths are chosen.

Coaching Effectiveness Profile CAPACITY TO EMPOWER



Self Norm

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Coaching Effectiveness Profile

CAPACITY TO EMPOWER

Capacity to empower looks at the extent to which you give people the freedom or the room to determine how they might go about achieving a personal goal or challenge. This category asks the question "How well do you create a climate of trust in which people feel that they can take risks and make mistakes to learn to do things in a better or a different way?"

Improvement actions

Low scorers need to become less structured and distrusting of those around them to achieve results to at least the same standard that they could achieve themselves. As such, they should offer only broad directional guidance when delegating (or assigning a task) and look to avoid making any intervention unless it is absolutely critical or it is invited by the individual.

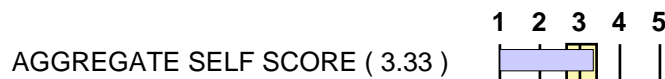
Capacity to empower	<ul style="list-style-type: none">-Look for a variety of new learning opportunities for people around you-Describe possible courses of action without specifying the exact approach and outcomes that could be taken.-Support people when they make minor or understandable mistakes-Reward hard work, innovation and effort to stretch personal boundaries.
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Coaching Effectiveness Profile

MENTORING SKILLS

Mentoring skills looks at the extent to which you provide coaching and assistance to people that may benefit from long term guidance from you or others, that have the skills and experience to assist them. This category asks the question "How well do you identify people that would benefit from mentoring and select the right way or the right people to establish a strong and mutually beneficial relationship?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual misses opportunities to mentor others personally or to engage other suitable people to mentor individuals that would benefit from a long term one to one relationship. At the most extreme end of the scale, they may offer little or no counseling support to people and leave them entirely to their own devices.

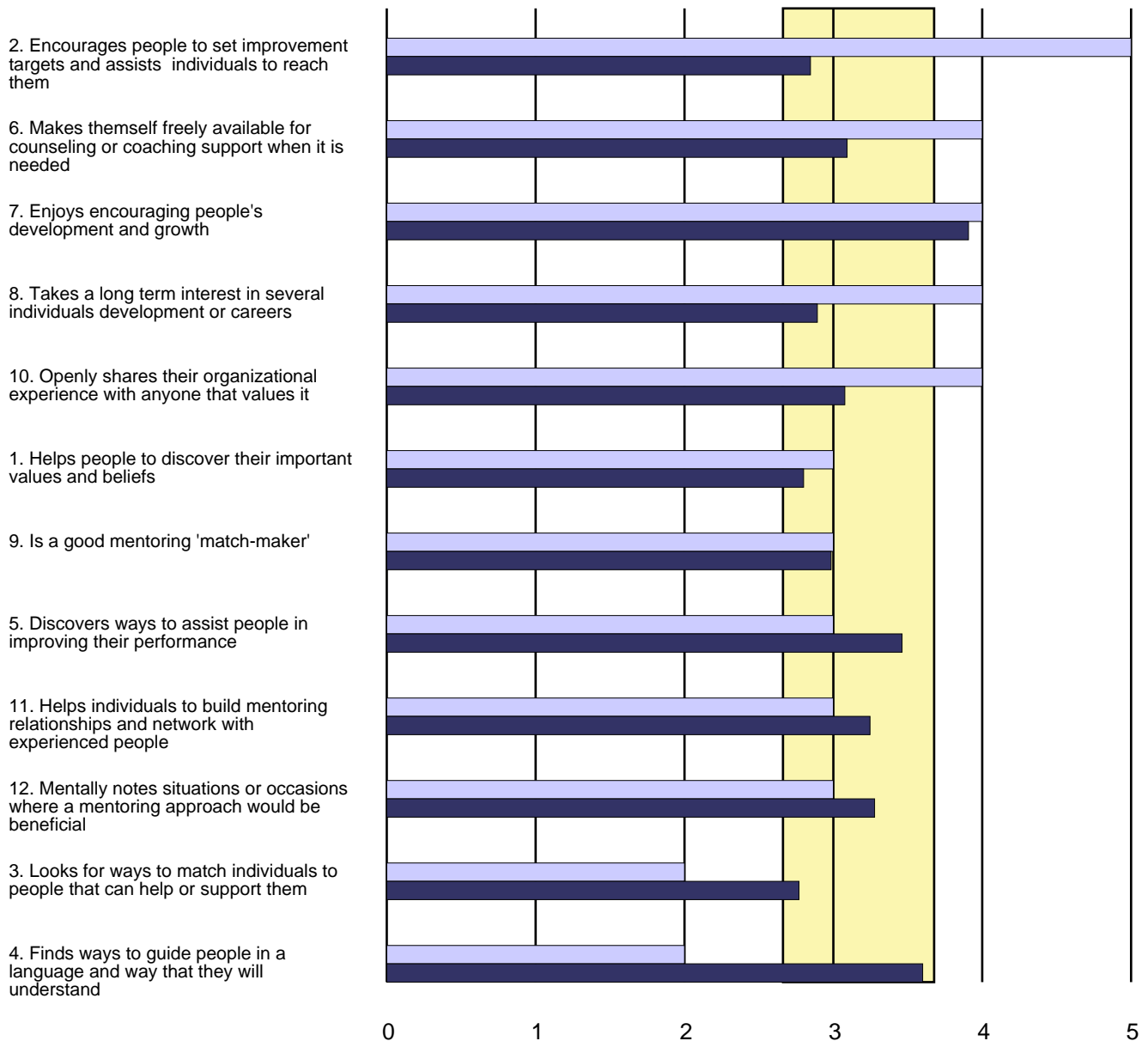
A low score person will be likely to only offer or promote mentoring (if it is available) as part of a structured program. They may also fail to identify people that would value a mentor (unless they identify themselves) and trust too much to luck or good fortune to match up people with needs and people with the skills or experience to help."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is almost naturally aware of those that would benefit from mentoring and is able to identify individuals (including themselves) that are or would be highly effective mentors to others. They will therefore be adept at matching individuals to their most useful and helpful mentors, taking account of individual styles and personality.

A high score person will be likely to seek out inexperienced individuals or people that could benefit from some longer term one to one coaching or guidance and intervene directly in trying to find the most appropriate match, including putting themselves forward, if appropriate."

Coaching Effectiveness Profile MENTORING SKILLS



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Improvement actions

Low scorers need to take a serious interest in people that are new to a team or organization, people in new jobs or people that seem to be facing special or difficult challenges, and engage themselves in finding out what needs they may have and who in the organization may be able to provide long term assistance or guidance.

Mentoring skills	<ul style="list-style-type: none">-Learn as much as you can about individuals, including their beliefs, prejudices, stronger opinions and values.-Gently discover whether mentoring might assist them.-Look to create well matched mentoring relationship by drawing on your own experience or the experience of others that would provide good guidance and support for the individual in question.-Follow up with people regularly to ensure that individuals have given quality personal time and effort to stretching themselves and growing
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THE '10/10' REPORT

Top 10 development needs

		scores
Capacity to confront and challenge	11. Encourages people to regard every personal criticism as an opportunity to improve	1.0
Capacity to confront and challenge	12. Invites individuals to become intolerant of mediocrity in themselves or others	2.0
Capacity to empower	5. Does not feel threatened when they give their delegated authority to others	2.0
Feedback giving skills	11. Guides people to seek feedback from a wide variety of different sources	2.0
Feedback giving skills	12. Avoids giving destructive feedback or comments	2.0
Capacity to confront and challenge	2. Assists people to acknowledge that they may lack knowledge or information to help them	2.0
Capacity to confront and challenge	5. Challenges people to take on difficult or stretching tasks	2.0
Capacity to confront and challenge	7. Points out performance shortfalls directly and without hesitation	2.0
Mentoring skills	3. Looks for ways to match individuals to people that can help or support them	2.0
Mentoring skills	4. Finds ways to guide people in a language and way that they will understand	2.0

Top 10 strengths

Listening skills	8. Watches body language as well as listens to the words	5.0
Problem solving ability	8. Helps people to identify several possible answers or options, not just one	5.0
Capacity to empower	8. Invites people to take as much responsibility as they think they can handle	5.0
Mentoring skills	2. Encourages people to set improvement targets and assists individuals to reach them	5.0
Mentoring skills	10. Openly shares their organizational experience with anyone that values it	4.0
Mentoring skills	6. Makes themselves freely available for counseling or coaching support when it is needed	4.0
Mentoring skills	7. Enjoys encouraging people's development and growth	4.0
Mentoring skills	8. Takes a long term interest in several individuals development or careers	4.0
Feedback giving skills	8. Gives people a context in which to think about situations	4.0
Feedback giving skills	9. Follows up with people to see how well they are progressing	4.0

COURSE AND READING SUGGESTIONS

The following are general reading and course suggestions that may help you to better understand the two categories in which your scores were the lowest and to assist you in writing your development plan.

Capacity to confront and challenge

Capacity to confront and challenge looks at the extent to which you help people to "face up" to their personal issues and/or problems as a means to starting their journey to dealing with them successfully. This category asks the question "How successfully do work with people to create an honest appraisal of their potential shortfalls and encourage new thinking and strategies to overcome them?"

Course Suggestions

- Effective coaching skills
- Feedback giving and receiving
- Creativity and innovation
- Problem solving and decision making
- Assertiveness
- Conflict resolution

Reading Suggestions

- The Official Criticism Manual, Deborah, Dr. Bright. (1997)
- Catalytic Coaching : The End of the Performance Review, Garold L. Markle. 2000
- Coaching: Realising the potential, P. Kallnauckas and H. King, 1994
- Effective Coaching (Briefcase Books Series), Marshall J. Cook. 1998
- Leader As Coach : Strategies for Coaching & Developing Others, David B. Peterson, Mary Dee Hicks. 1996

Other Suggestions

- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

COURSE AND READING SUGGESTIONS

Problem solving ability

Problem solving ability looks at your skills in finding appropriate methods and means to analyze people's concerns or situations and to suggest potential avenues to explore that may provide a solution. This category asks the question "How well do you provide people with a useful contextual framework to think about their problems and issues and guide them towards possible answers?"

Course Suggestions

- Problem solving tools and methods
- Problem solving skills
- Creativity and innovation
- Contextual/Critical thinking
- Coaching skills

Reading Suggestions

- Managing Performance : Goals, Feedback, Coaching Recognition, Jenny Hill.1997
- Coaching, Counseling & Mentoring : How to Choose & Use the Right Tool to Boost Employee Performance, Florence M. Stone. 1998
- Self Coaching : How to Solve Executive Coaching Issues, Ron Muchnick, 2000
- Action Coaching: How to Leverage Individual Performance for Company Success, David L. Dotlich, Peter C. Cairo. 1999
- The Tao of coaching, M.Landsberg, 1996
- Coaching for Leadership: How the World's Greatest Coaches Help Leaders Learn, Marshall Goldsmith (Editor), Laurence Lyons (Editor), Alyssa Freas (Editor), 2000
- Masterful Coaching : Extraordinary Results by Impacting People and the Way They Think and Work Together, Robert Hargrove, 1995
- Masterful Coaching Fieldbook, Robert Hargrove, 1999

Other Suggestions

- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report and ideas that are suggested in the attached coaching tips.

Development Area: Encourages people to regard every personal criticism as an opportunity to improve		1.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Invites individuals to become intolerant of mediocrity in themselves or others		2.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Does not feel threatened when they give their delegated authority to others		2.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Guides people to seek feedback from a wide variety of different sources		2.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Avoids giving destructive feedback or comments		2.0	N/A	N/A
Action to Take:	Target Date:			