



Coaching Effectiveness Survey Feedback Report

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Graph Explanation

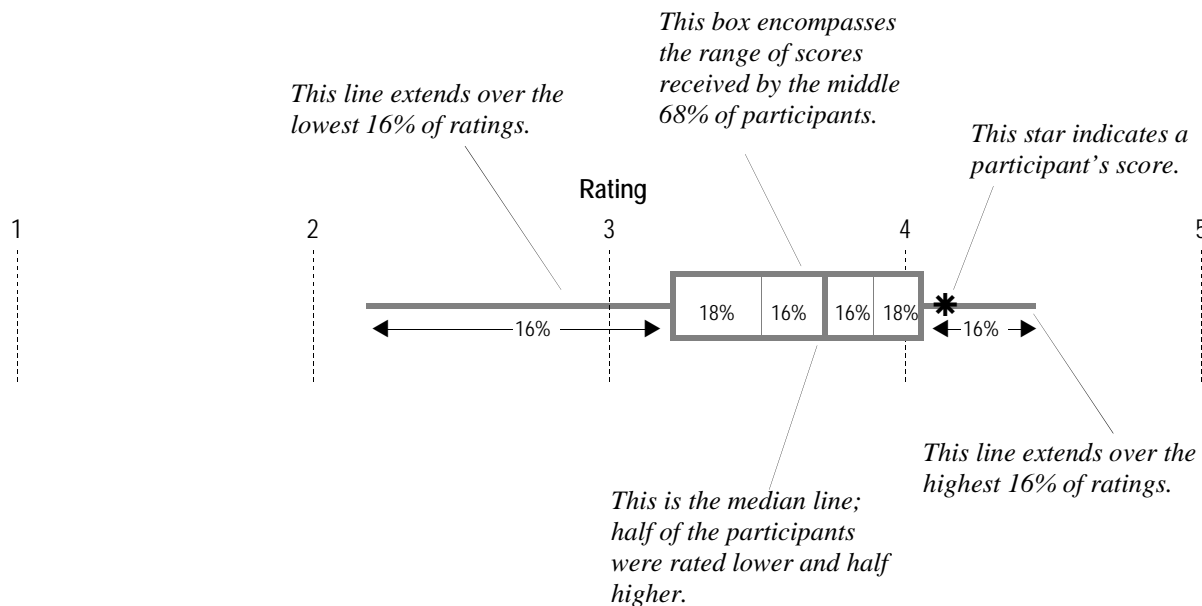
This page explains the graph this report uses to display results. The values shown are for illustration only and are not your actual results.

You should interpret your score as a combination of the position on the rating scale as well as the position relative to other scores in the distribution. The graph shows both types of information.

The first thing to notice is the location of the participant's score, marked with a *. If it is located inside the box, the score is in the middle two-thirds of all scores. If it is outside the box, the score is either in the highest 16% of all scores or the lowest 16%. Values outside the box should be considered significant.

If the score is to the right of the bold median line, it is in the upper 50% of all scores. Likewise, if the score is to the left of the median line, it is in the lower 50% of all scores. If the score is within the box and between the right end of the box and the first line to the right of the median line, it is approximately in the upper third of all scores. Similarly, if the score is inside the box and between the left side of the box and the first line to the left of the median, the score is in the lower third of all scores. In both of these cases, the results should be considered meaningful and worth attention.

Finally, you should examine where the plot is located on the original rating scale. The CES assessment uses a 5-point scale from 1—Strongly Disagree to 5—Strongly Agree. This scale has a midpoint of 3.0, so values above this are positive in an absolute sense.

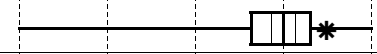
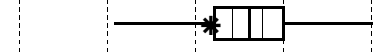
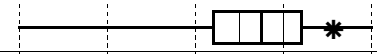
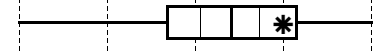
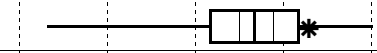
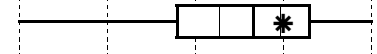
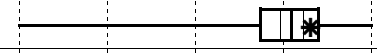
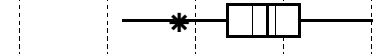
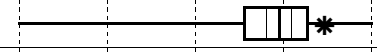
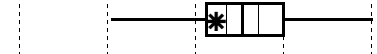
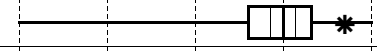
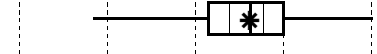


Summary Results

This report is based on your self-assessment and seven respondent assessments from your coachees.

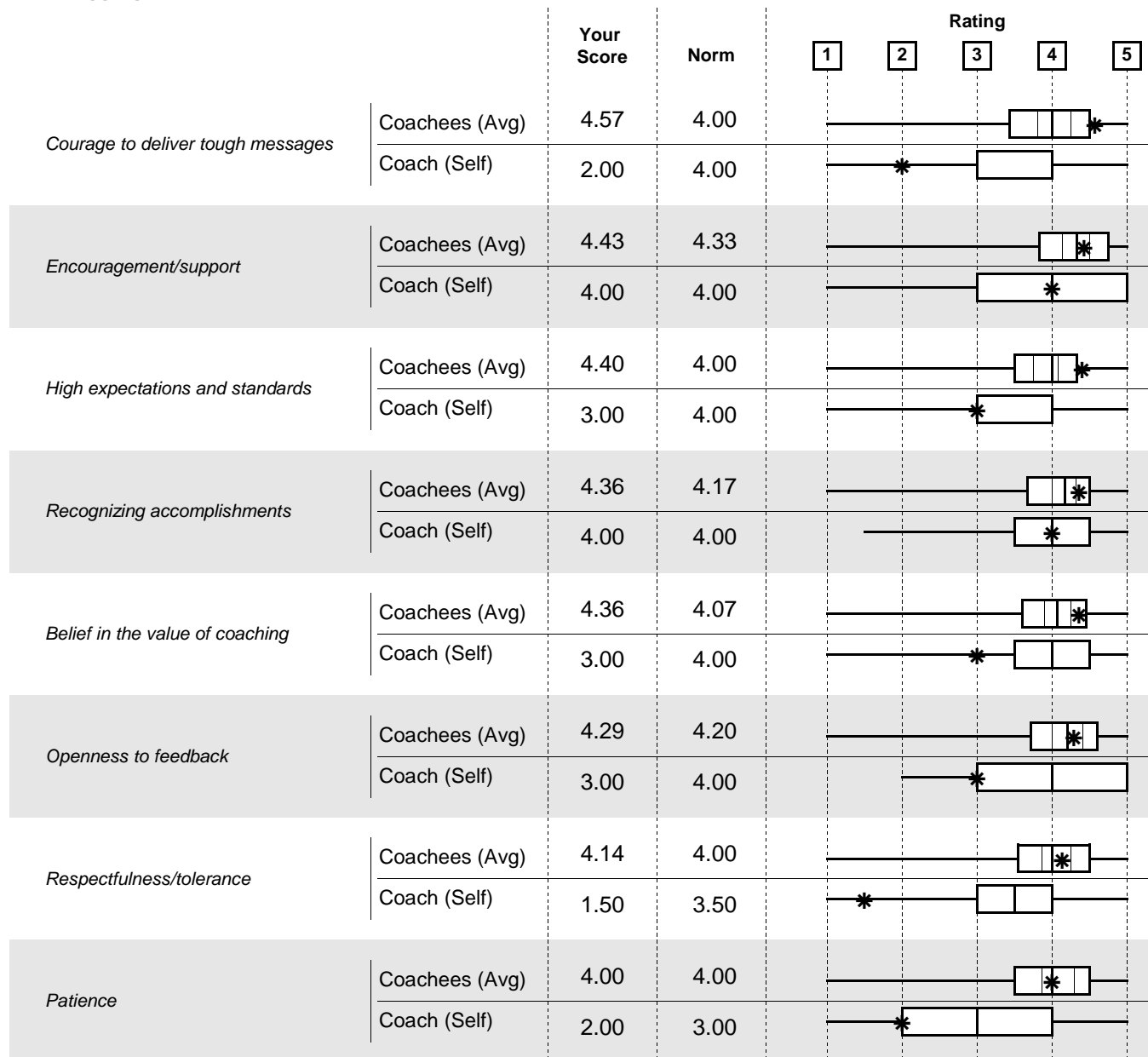
This page shows a summary of your results. The “Your Score” column shows averages from your respondents (coachees) with the average from your self-assessment (coach) below. The “Norm” column shows averages from all coachees and coaches that have completed the CES assessment.

The norms are median values based upon ratings from 2,683 participants and 14,690 respondents that have completed the CES assessment as of April 6, 2009. For a given item, the median is determined by arranging the average scores for all participants from lowest to highest, and then choosing the middle value.

		Your Score	Norm	Rating
				1 2 3 4 5
Overall Coaching Effectiveness <i>Items 1-33</i>	Coachees	4.49	4.00	
	Coach (Self)	3.18	3.61	
Comparative Effectiveness Rating <i>Item 44: "Compared to all other people you have known in a coaching role, how effective is this person as a coach?"</i>	Coachees	4.57	3.75	
	Coach (Self)	4.00	3.41	
Comparative Impact Rating <i>Item 45: "How much positive impact have coaching sessions with this person had on your work performance?"</i>	Coachees	4.29	3.67	
	Coach (Self)	4.00	3.66	
Effective Coaching Attitudes <i>11 items that assess coaching attitudes</i>	Coachees	4.31	4.09	
	Coach (Self)	2.82	3.82	
Coaching Process <i>17 items regarding the coaching process</i>	Coachees	4.47	3.96	
	Coach (Self)	3.24	3.53	
Effective Coaching Skills <i>13 items that evaluate coaching skills</i>	Coachees	4.70	4.00	
	Coach (Self)	3.62	3.62	

Detailed Results

Effective Coaching Attitudes Aggregate

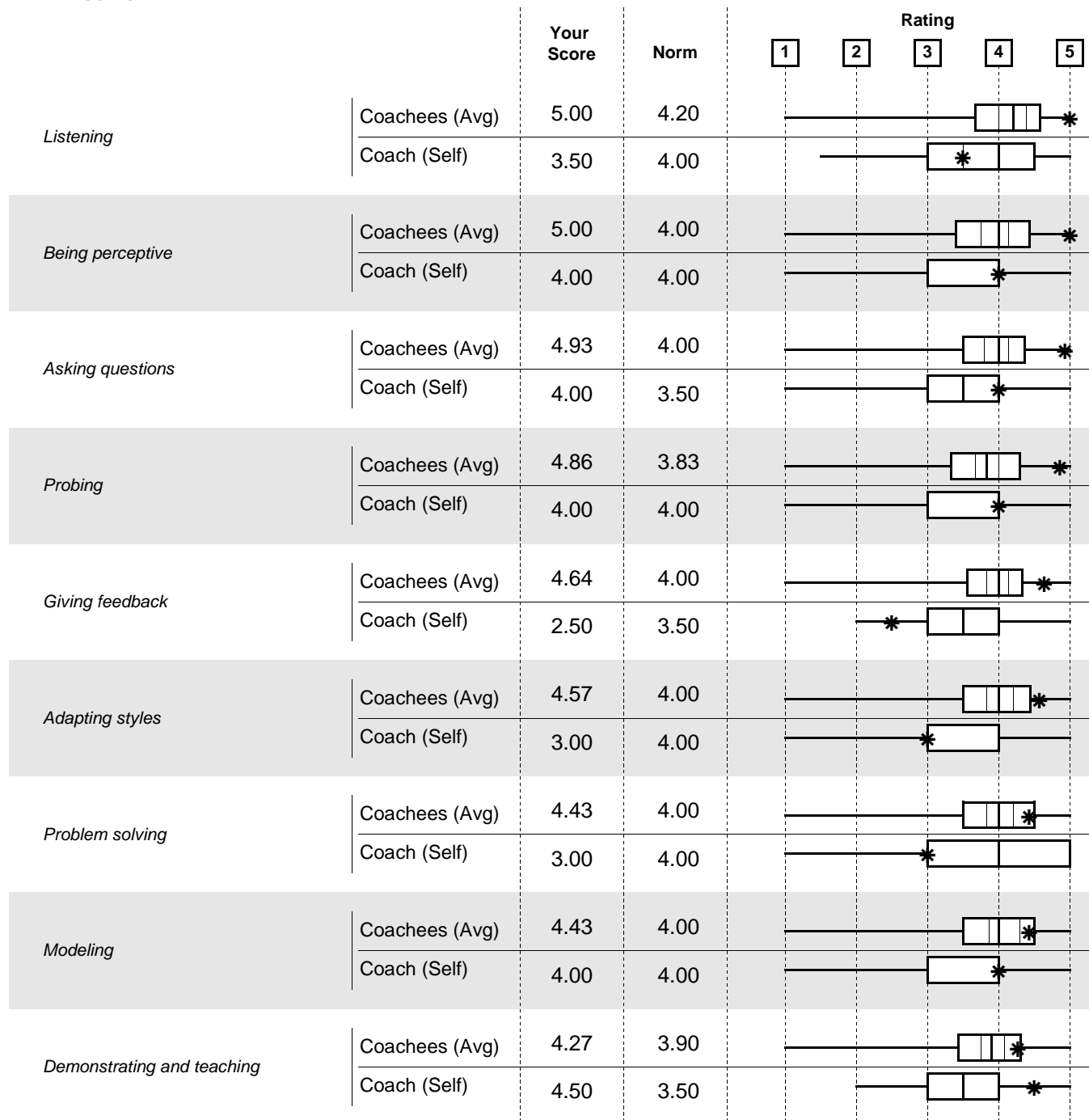


Detailed Results

Coaching Process		Your Score	Norm	Rating				
Aggregate				1	2	3	4	5
<i>Step 1d: The Underlying Need</i>	Coachees (Avg)	5.00	4.00					
	Coach (Self)	4.00	4.00					
<i>Step 1b: The Current Situation</i>	Coachees (Avg)	4.86	4.00					
	Coach (Self)	3.50	3.50					
<i>Step 1: Establishing the Real Need</i>	Coachees (Avg)	4.76	3.95					
	Coach (Self)	3.20	3.60					
<i>Step 2: Setting the Coaching Contract</i>	Coachees (Avg)	4.57	3.80					
	Coach (Self)	3.00	3.00					
<i>Step 1c: The Consequences of Not Changing</i>	Coachees (Avg)	4.57	4.00					
	Coach (Self)	2.00	4.00					
<i>Step 1a: The Change Need</i>	Coachees (Avg)	4.50	3.83					
	Coach (Self)	3.00	3.00					
<i>Step 3b: Identifying Options and Barriers</i>	Coachees (Avg)	4.41	3.90					
	Coach (Self)	3.20	3.40					
<i>Step 4: Follow-up and Encouragement</i>	Coachees (Avg)	4.37	4.11					
	Coach (Self)	3.75	4.00					
<i>Step 3: Motivating Action</i>	Coachees (Avg)	4.30	3.89					
	Coach (Self)	3.00	3.43					
<i>Step 3a: Setting The Goals</i>	Coachees (Avg)	4.17	3.90					
	Coach (Self)	3.00	3.00					
<i>Step 3c: Gaining Commitment to Action</i>	Coachees (Avg)	3.83	4.00					
	Coach (Self)	2.00	3.00					

Detailed Results

Effective Coaching Skills Aggregate



Coachee Recommendations

Each of your respondents was asked, “What could this person do to be more effective as a coach?” Here are their responses:

I have no suggestions at this time for developmental feedback but I would like to share some positive feedback. From my experiences, she is a very effective coach. She takes ample time to listen and gently encourages you to be your own expert (to come up with your own conclusions for how you can improve and grow). I find this technique to be the most effective for me because it allows me to take ownership of my issues (instead of the more passive approach of being spoon-fed advice from the coach).

She is a tremendously effective coach and if I had more time with her I believe my overall skills, and especially coaching skills would improve.

Gain more practical experience in a corporate workplace or other industrial or professional setting that is not in the academic realm.

She is one of the the best coaches I have since I have been arriving in the U.S.

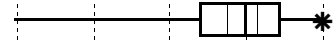

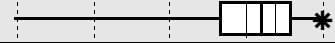

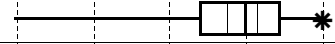

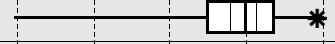

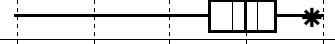
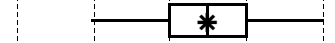
Key Strengths and Developmental Needs

This part of the report shows the five highest and lowest scores you received for coaching attitudes, process steps, and skills. The five highest scores are your key strengths; the five lowest, key developmental needs.

There are a total of 28 subcategories which cover attitudes, process steps, and skills. The key strengths are ranked from 1 to 5 based on the average scores you received from coachees, with the scores in descending order. Developmental needs are ranked from 28 to 24, with the scores in ascending order. Following the developmental needs are specific recommendations for building your skills.

Both strengths and developmental needs are cross-referenced to the coaching model by category (attitude, process, or skill). Refer to that category for a full description of the attitude, process, or skill.

Key Strengths

Category	Key Strength		Your Score	Norm Score	Rating				
					1	2	3	4	5
Process	<i>Step 1d: The Underlying Need</i>	Coachees (Avg)	5.00	4.00					
		Coach (Self)	4.00	4.00					
Skills	<i>Listening</i>	Coachees (Avg)	5.00	4.20					
		Coach (Self)	3.50	4.00					
Skills	<i>Being perceptive</i>	Coachees (Avg)	5.00	4.00					
		Coach (Self)	4.00	4.00					
Skills	<i>Asking questions</i>	Coachees (Avg)	4.93	4.00					
		Coach (Self)	4.00	3.50					
Process	<i>Step 1b: The Current Situation</i>	Coachees (Avg)	4.86	4.00					
		Coach (Self)	3.50	3.50					

Key Developmental Needs

Category	Key Developmental Need		Your Score	Norm Score	Rating				
					1	2	3	4	5
Process	<i>Step 3c: Gaining Commitment to Action</i>	Coachees (Avg)	3.83	4.00					
		Coach (Self)	2.00	3.00					
Attitudes	<i>Patience</i>	Coachees (Avg)	4.00	4.00					
		Coach (Self)	2.00	3.00					
Attitudes	<i>Respectfulness/tolerance</i>	Coachees (Avg)	4.14	4.00					
		Coach (Self)	1.50	3.50					
Process	<i>Step 3a: Setting The Goals</i>	Coachees (Avg)	4.17	3.90					
		Coach (Self)	3.00	3.00					
Skills	<i>Demonstrating and teaching</i>	Coachees (Avg)	4.27	3.90					
		Coach (Self)	4.50	3.50					

Recommendations

Step 3c: Gaining Commitment to Action

1. *After setting a goal, ask the coachee what he/she needs to do to achieve it. Let coachees suggest the actions; they'll be more inclined to commit to their own ideas. Express confidence that they'll succeed. Encourage the coachee to share their goals publicly.*
2. *Understand and appeal to their values. Learn what's important to your coachees, then point out how their goals and action plans relate to their values or support other goals to which they are already committed. Help them discover how they can "win" by doing things they don't really want to do.*
3. *Above all, be committed! Model unwavering commitment in everything you do. Show that you expect no less from yourself.*

Patience

1. *Patience is not a trait but more of a skill that can be learned and developed. It is vital to effective coaching. It involves suspending judgment, listening, and setting your own agenda aside. Spend more time just listening. Practice effective listening techniques like asking questions and paraphrasing to confirm your understanding of what coachees are saying.*
2. *You may be trying to teach too much at once. Some coachees may feel overwhelmed by this, especially if you tend to rush through large, complex tasks or subjects. Realize that some people learn better in bits and pieces. Try coaching them on the installment plan: one concept, one skill at a time. Have them do one thing, then come back for more instruction.*
3. *Don't expect everyone to learn as quickly or in the same way as you. Discover how each coachee learns best: by listening and watching or by doing, from big picture to details or from details to big picture, and make an effort to accommodate the individual.*
4. *Let coachees work at their own pace. Ask them how much time they need, then set mutually agreeable deadlines.*

Respectfulness/tolerance

1. *Make sure you fully understand anything you perceive as a weakness or a failing. Both coach and coachee could be operating on inaccurate/inadequate information, making the wrong assumptions, or misreading one another. Open a dialogue before passing judgment.*
2. *Focus on the business results and impacts of an individual's behavior or performance.*
3. *If you are an internal coach, try to convert performance problems into human resources. If someone is controlling, make them responsible for the system and let them run it. If someone tends to socialize, assign an important task that involves interacting with a lot of people. Communicate your expectations and set forth guidelines as needed, but try to meet the basic need that is causing the problem.*
4. *If others perceive you as very judgmental, do some self-reflection. Do you jump to conclusions? Do you have lots of strong opinions? Do you try to get others to conform to your ways and wishes? If this is true at times, examine your thoughts at moments you are most judgemental. Challenge your own thoughts and beliefs. How could you discover alternative perspectives or hidden issues?*
5. *Some people may naturally be more defensive than others. Try to depersonalize feedback by sharing perceptions and emphasizing that perceptions are valid whether a person agrees with them or not.*
6. *Be more selective in expressing your opinions. Before expressing one, stop and ask yourself whether in doing so you will be providing really valuable information that will affect the outcome and help others to understand you.*
7. *Allow other people to express their opinions, and recognize the validity of (rather than trying to change) opinions that disagree with yours.*

Step 3a: Setting the Goals

1. *Define priorities by assessing the business results and impacts of both real and improved performance. Ask "what if" questions. What if this much positive change occurs? Try to quantify the end result of the improvement in terms of dollars, relationships, customer satisfaction, or whatever. Set priorities based on potential results.*
2. *Make goals specific, measurable, and achievable.*
3. *Make them challenging, but not too challenging.*

Demonstrating and teaching

1. *Work on the things that make the most difference, and worry about the details later. Don't nitpick on the first try. Give them a chance to get the basics or the framework right. Many coachees will pick up and begin polishing the details by themselves.*
2. *Give coachees a choice: Should you give a verbal overview and then let them try it on their own? Walk them through it the first time? Let them observe someone else? Stand over their shoulder and watch? Or would they rather read about it first? Provide written instructions if necessary.*
3. *Tell about your experience how you once misunderstood or went off in the wrong direction, and what the results or consequences were. Be candid about your failures and why you feel you failed. People will be more likely to open up and take responsibility if you own your perceptions and observations rather than forcing them to own their problems.*
4. *Create an atmosphere of open discussion and exchange, where people think and talk about lots of relevant subjects. Share ideas and opinions. Listen to what other people have to say. Try to foster a learning culture.*
5. *Recognize and respect the expertise your coachees already have, and treat them collegially. Assume that they are capable and will eventually arrive at your level. Ask them what (if anything) they would like to see you model or demonstrate.*
6. *Learn your coachees' career and general interests so you can offer to teach them on a kind of "as-you-go" basis. When you run across a book or some information you think they'd be interested in, let them know about it.*

Your Coaching Style

This part of the report summarizes the responses to the survey questions dealing with coaching style preferences. The questions ask what you think your coaching style is, what your coachees think your style is, and how each coachee prefers to be coached.

Each set of 12 questions is designed to measure preferences along three dimensions: Directive-Nondirective, Programmatic-Circumstantial, Specific-Holistic. Each question has two possible responses, a or b. The "a" response indicates a preference for one side of the dimension; the "b" response indicates a preference for the other side. The responses are plotted on a graph that looks like this:

Directive	D	N	Nondirective
Programmatic	P	C	Circumstantial
Specific	S	H	Holistic

When a majority of responses indicate a preference, that side of the graph is shaded. When there are equal responses for both choices, the graph will show the preference to be directive, circumstantial, or specific. There are eight possible combinations of preferences representing eight basic coaching styles. These are explained in a separate document.

Your Perceptions vs. Theirs

Below are your results from this survey. The graph on the left shows your preferences; the two graphs on the right show your coachees' perceptions of your style and their actual preferences in the aggregate. The next few pages show the results for each individual.

How you see your coaching style

D	N
P	C
S	H

Colleague

How they see your coaching style

D	N
P	C
S	H

Counselor

How they prefer to be coached

D	N
P	C
S	H

Counselor

Your Style vs. Their Preferences

Below and on the following pages are the graphs showing how each coachee perceives your coaching style compared to his or her actual preferences.

Coachee 1

- Says **he/she is an Other**.
- Says you coach him/her **semiannually (twice a year)**.
- Rates your overall coaching effectiveness at **4**.
- Rates your impact on his/her work performance at **3**.

How this person sees your coaching style

D	N
P	C
S	H

Parent

How this person prefers to be coached

D	N
P	C
S	H

Mentor

Coachee 2

- Says **he/she is a peer or colleague**.
- Says you coach him/her **monthly**.
- Rates your overall coaching effectiveness at **4.22**.
- Rates your impact on his/her work performance at **4**.

How this person sees your coaching style

D	N
P	C
S	H

Mentor

How this person prefers to be coached

D	N
P	C
S	H

Counselor

Coachee 3

- Says **he/she is a peer or colleague.**
- Says you coach him/her **weekly.**
- Rates your overall coaching effectiveness at **4.82.**
- Rates your impact on his/her work performance at **5.**

How this person sees your coaching style

D	N
P	C
S	H

Counselor

How this person prefers to be coached

D	N
P	C
S	H

Counselor

Coachee 4

- Says **he/she is an Other.**
- Says you coach him/her **monthly.**
- Rates your overall coaching effectiveness at **4.28.**
- Rates your impact on his/her work performance at **4.**

How this person sees your coaching style

D	N
P	C
S	H

Philosopher

How this person prefers to be coached

D	N
P	C
S	H

Parent

Coachee 5

- Says **he/she is a peer or colleague.**
- Says you coach him/her **biweekly (every two weeks).**
- Rates your overall coaching effectiveness at **4.85.**
- Rates your impact on his/her work performance at **5.**

How this person sees your coaching style

D	N
P	C
S	H

Mentor

How this person prefers to be coached

D	N
P	C
S	H

Counselor

Coachee 6

- Says **he/she is a peer or colleague.**
- Says you coach him/her **daily.**
- Rates your overall coaching effectiveness at **4.73.**
- Rates your impact on his/her work performance at **5.**

How this person sees your coaching style

D	N
P	C
S	H

Colleague

How this person prefers to be coached

D	N
P	C
S	H

Counselor

Coachee 7

- Says **he/she is a peer or colleague.**
- Says you coach him/her **annually.**
- Rates your overall coaching effectiveness at **4.48.**
- Rates your impact on his/her work performance at **4.**

How this person sees your coaching style

D	N
P	C
S	H

Philosopher

How this person prefers to be coached

D	N
P	C
S	H

Mentor

Appendix A

Coaching Style Summary

Your Coaching Style

This section is based on the 10 survey items that asked you and your respondents about your coaching style.

Survey Items	Respondents	Coach
Directive-Nondirective		
a. Prefers to ask for my observations about my performance. (N)	100%	●
b. Prefers to give me feedback. (D)	0%	
a. Takes the lead—during coaching, we follow his/her agenda. (D)	43%	
b. Facilitates the process—during coaching, we follow my agenda. (N)	57%	●
a. Mostly asks questions and listens. (N)		
b. Mostly tells and advises. (D)		
Programmatic-Circumstantial		
a. Views coaching as part of a long-term development process. (P)	86%	●
b. Views coaching as a way to solve specific performance problems. (C)	14%	
a. Coaches me regularly, on an ongoing basis. (P)	29%	
b. Generally coaches only as part of a performance review process. (C)	71%	●
a. Coaches me only in special circumstances—when a specific incident or event indicates the need for coaching. (C)	0%	●
b. Coaches me regularly—as part of a program to help me build my skills. (P)	100%	
a. Is more focused on telling me what he/she thinks I should do. (C)	86%	●
b. Is more focused on helping me discover for myself what's best for me. (P)	14%	
Specific-Holistic		
a. Takes a more strategic view of my long-term growth needs. (H)	57%	
b. Takes a more tactical view of my need to solve particular performance problems. (S)	43%	●
a. Focuses more on helping me build specific skills. (S)	29%	●
b. Focuses more on helping me become more effective overall. (H)	71%	
a. Focuses on all aspects of my development. (H)	100%	●
b. Focuses mostly on technical skills and specific task-related issues. (S)	0%	

Their Coaching Preferences

This section is based on the nine survey items the asked your respondents how they prefer to be coached.

Survey Items	Respondents
Directive-Nondirective	
a. I prefer coaches who ask for my observations about my performance. (N)	71%
b. I prefer coaches who give me feedback. (D)	29%
a. During coaching, I want the coach to set the agenda. (D)	29%
b. During coaching, I want to set the agenda. (N)	71%
a. I prefer the coach to ask questions and help me explore the issues myself. (N)	100%
b. I prefer the coach to tell me what he/she thinks I should do. (D)	0%
Programmatic-Circumstantial	
a. I want to be coached as part of an ongoing program of professional development. (P)	71%
b. I want to be coached only when a specific need arises. (C)	29%
a. I want to be coached regularly, on an ongoing basis. (P)	71%
b. I want to be coached only as part of a performance review process. (C)	29%
a. I want to be coached only in special circumstances—when a specific incident or event indicates the need for coaching. (C)	29%
b. I want to be coached regularly—as part of a program to help me build my skills. (P)	71%
Specific-Holistic	
a. I want a coach who takes a more strategic view of my long-term growth needs. (H)	86%
b. I want a coach who takes a more tactical view of my need to solve particular performance problems. (S)	14%
a. I want coaching that helps me build specific skills. (S)	0%
b. I want coaching that helps me become more effective overall. (H)	100%
a. I prefer to be coached on all aspects of my development. (H)	100%
b. I prefer to be coached on technical skills and specific task-related issues. (S)	0%

Appendix B Results by Relationship Category

The following pages compare your perceptions to the perceptions of coachees. The survey questions are grouped as reflecting coaching attitudes, process, and skills.

Effective Coaching Attitudes

Aggregate

He/she always recognizes both excellent performance and superior effort, even if it fails.

	Your Score	Norm
Colleague	4.20	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.00	4.00
Self	4.00	4.00

If it's deserved, this coach always gives a "pat on the back."

Colleague	4.60	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.50	4.00
Self	4.00	4.14

He/she seems to genuinely respect me and is tolerant of any weaknesses and failings I might have.

Colleague	4.80	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.50	4.00
Self	2.00	3.89

He/she is always willing to coach and makes the time to do so.

Colleague	4.75	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.00	4.00
Self	3.00	3.86

He/she never seems impatient with me or in a hurry to finish coaching.

Colleague	4.20	4.00
Team Members		
Direct Reports		
Mentees		
Others	3.00	4.00
Self	2.00	3.44

Appendix B: Results by Relationship Category

He/she is very encouraging and supportive. He/she always has a positive and helpful attitude.

Colleague	4.60	4.33
Team Members		
Direct Reports		
Mentees		
Others	4.00	4.20
Self	4.00	4.06

He/she has the courage to deliver “tough” messages. I never get the sense that he/she is holding back.

Colleague	4.80	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.00	4.00
Self	2.00	3.52

He/she never seems judgmental.

Colleague	4.00	4.00
Team Members		
Direct Reports		
Mentees		
Others	2.50	4.00
Self	1.00	3.10

He/she sets high—but not unreasonable—standards. During coaching, I am always being asked to “raise the bar.”

Colleague	4.50	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.00	4.00
Self	3.00	3.74

He/she seems to believe that coaching is inherently valuable and coaches others without being required to as a function of his/her position or job responsibility.

Colleague	4.00	4.00
Team Members		
Direct Reports		
Mentees		
Others	5.00	4.00
Self	3.00	4.20

He/she is open to feedback and learning. When you have feedback for this person, he/she is very receptive to hearing it.

Colleague	4.20	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.50	4.00
Self	3.00	4.11

Coaching Process

Aggregate		Your Score	Norm
<p><i>At the beginning of coaching, he/she is good at clarifying my expectations and making the coaching process explicit. So I always know what to expect, and he/she always knows what I want and need.</i></p>	Colleague	4.80	4.00
	Team Members		
	Direct Reports		
	Mentees		
	Others	4.00	4.00
	Self	3.00	3.15
<p><i>He/she is very encouraging and supportive. He/she always has a positive and helpful attitude.</i></p>	Colleague	4.60	4.33
	Team Members		
	Direct Reports		
	Mentees		
	Others	4.00	4.20
	Self	4.00	4.06
<p><i>He/she always recognizes both excellent performance and superior effort, even if it fails.</i></p>	Colleague	4.20	4.00
	Team Members		
	Direct Reports		
	Mentees		
	Others	4.00	4.00
	Self	4.00	4.00
<p><i>He/she is superb at motivating me to commit to taking the actions I need to take.</i></p>	Colleague	4.25	4.00
	Team Members		
	Direct Reports		
	Mentees		
	Others	3.00	4.00
	Self	2.00	3.31
<p><i>He/she is excellent at helping me set specific action plans for change, so I always know specifically what I must do to accomplish my goals.</i></p>	Colleague	4.50	4.00
	Team Members		
	Direct Reports		
	Mentees		
	Others	4.00	4.00
	Self	2.00	3.31
<p><i>He/she is excellent at helping me establish specific areas where I need and intend to make changes.</i></p>	Colleague	4.75	4.00
	Team Members		
	Direct Reports		
	Mentees		
	Others	4.00	4.00
	Self	3.00	3.50

Appendix B: Results by Relationship Category

He/she consistently follows up after coaching and helps ensure that I'm making the progress I wanted to make.

Colleague	4.50	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.00	4.00
Self	3.00	3.34

He/she is excellent at identifying the barriers or situational constraints that interfere with my performance or my ability to change.

Colleague	4.60	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.00	4.00
Self	3.00	3.35

If it's deserved, this coach always gives a "pat on the back."

Colleague	4.60	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.50	4.00
Self	4.00	4.14

He/she is a keen observer of human behavior and is highly skilled at identifying my core issues and problems.

Colleague	5.00	4.00
Team Members		
Direct Reports		
Mentees		
Others	5.00	4.00
Self	4.00	3.63

He/she asks insightful questions that encourage me to explore my concerns and ideas further.

Colleague	5.00	4.00
Team Members		
Direct Reports		
Mentees		
Others	5.00	4.00
Self	4.00	3.56

He/she is excellent at giving constructive feedback.

Colleague	5.00	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.00	4.00
Self	3.00	3.54

Appendix B: Results by Relationship Category

<i>He/she is excellent at demonstrating the best way to do things.</i>	Colleague	4.67	4.00
	Team Members		
	Direct Reports		
	Mentees		
	Others	3.00	4.00
	Self	4.00	3.33
<i>When giving me feedback, he/she focuses on both actions and results. Consequently, it helps me better understand the impact of my actions.</i>	Colleague	4.80	4.00
	Team Members		
	Direct Reports		
	Mentees		
	Others	4.00	4.00
	Self	2.00	3.60
<i>He/she is a very creative problem solver. He/she is very capable at helping me identify options and “think outside the box.”</i>	Colleague	4.40	4.00
	Team Members		
	Direct Reports		
	Mentees		
	Others	4.50	4.00
	Self	3.00	3.74
<i>After determining what I need, he/she is superb at helping me identify and explore my options.</i>	Colleague	4.80	4.00
	Team Members		
	Direct Reports		
	Mentees		
	Others	4.50	4.00
	Self	4.00	3.42
<i>He/she is highly skilled at helping me set priorities for change and establish clear, specific performance goals.</i>	Colleague	4.25	4.00
	Team Members		
	Direct Reports		
	Mentees		
	Others	4.00	4.00
	Self	3.00	3.35

Effective Coaching Skills

Aggregate

He/she is a keen observer of human behavior and is highly skilled at identifying my core issues and problems.

	Your Score	Norm
Colleague	5.00	4.00
Team Members		
Direct Reports		
Mentees		
Others	5.00	4.00
Self	4.00	3.63

He/she is good at probing for both my ideas and my feelings.

Colleague	5.00	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.50	4.00
Self	4.00	3.56

He/she is a very creative problem solver. He/she is very capable at helping me identify options and “think outside the box.”

Colleague	4.40	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.50	4.00
Self	3.00	3.74

When giving me feedback, he/she focuses on both actions and results. Consequently, it helps me better understand the impact of my actions.

Colleague	4.80	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.00	4.00
Self	2.00	3.60

He/she is excellent at demonstrating the best way to do things.

Colleague	4.67	4.00
Team Members		
Direct Reports		
Mentees		
Others	3.00	4.00
Self	4.00	3.33

He/she is an excellent listener. He/she acknowledges my perspective and builds upon it in our discussions.

Colleague	5.00	4.00
Team Members		
Direct Reports		
Mentees		
Others	5.00	4.00
Self	4.00	3.66

Appendix B: Results by Relationship Category

He/she is excellent at giving constructive feedback.

Colleague	5.00	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.00	4.00
Self	3.00	3.54

He/she is an excellent role model—someone who “walks the talk” and always practices what he/she preaches.

Colleague	4.40	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.50	4.00
Self	4.00	3.74

He/she asks insightful questions that encourage me to explore my concerns and ideas further.

Colleague	5.00	4.00
Team Members		
Direct Reports		
Mentees		
Others	5.00	4.00
Self	4.00	3.56

He/she is highly skilled at asking open questions that encourage me to give lengthy, thoughtful responses.

Colleague	5.00	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.50	4.00
Self	4.00	3.30

He/she has a very flexible approach to coaching and is able to adapt his/her style to what works best for me.

Colleague	4.80	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.00	4.00
Self	3.00	3.84

He/she is highly effective at explaining and teaching how-to's, concepts, and techniques that I want to learn.

Colleague	4.60	4.00
Team Members		
Direct Reports		
Mentees		
Others	4.00	4.00
Self	5.00	3.57

Appendix B: Results by Relationship Category

When I'm speaking, he/she is always thoughtful and attentive. I always get the sense that I'm being heard.

Colleague	5.00	4.33
Team Members		
Direct Reports		
Mentees		
Others	5.00	4.00
Self	3.00	3.94