

What are Your Client's Coaching Strengths?

Overview

Managers play a crucial role in developing and supporting their subordinates. Being an effective coach is essential for their own success and the success of their team. To assess their coaching abilities, managers can use two tools. The first tool is for the manager to complete, while the second is for their direct reports. Comparing the results will help identify areas for improvement and strengths to reinforce, leading to the development of an action plan.

Coaching Inventory: Self

The Coaching Inventory (Self) is designed to assist managers with evaluating their coaching activities, behaviours, and coaching philosophy adoption, as well as their ability to create a coaching-friendly environment. It serves as a tool for managers to gain a general understanding of their coaching practices but should not be relied upon as a completely accurate measurement tool. Managers can utilize the results, along with other sources of knowledge and experience, to identify areas of coaching that may require further attention.

The Coaching Inventory (Self) includes 35 statements about coaching. In Part I, please select the number that best represents your level of engagement with each statement on a three-point scale.

- I seldom engage this behaviour or activity.
- I occasionally participate in this behaviour or activity.
- I regularly participate in this behaviour or activity.

Part II provides a self-scoring key with instructions. Please complete this inventory and assign yourself a score. The plotted profile will indicate areas that may need improvement.

Please circle the number of the response that best represents your level of engagement in this activity or behaviour.

No	Question	Seldom	Occasional	Frequent
1	I dedicate time to support my employees in their professional and career development.	1	2	3
2	I engage in discussions with my employees to help them reach their fullest potential.	1	2	3
3	I assess my employees and identify skills or behaviours that can be further developed.	1	2	3

4	When giving feedback to an employee, I prefer to provide constructive criticism in a considerate manner.	3	2	1
5	When meeting with an employee, I prioritize privacy and uninterrupted time.	1	2	3
6	In a developmental meeting, I invite employees to provide comprehensive information about the issue at hand.	1	2	3
7	I review and adjust development plans based on prior agreements with the employee and offer additional coaching, as necessary.	1	2	3
8	I aim to retain my top employees and prevent them from pursuing other opportunities within the company.	3	2	1
9	During a formal performance appraisal or employee progress review, I discuss plans to improve performance.	1	2	3
10	I analyse and communicate the outcome of an employee not reaching their full potential.	1	2	3
11	During a performance or development discussion, I explain to the employee in detail what the desired performance or behaviour looks like.	1	2	3
12	During developmental or performance discussions, the focus is on my perspective rather than the employee's.	3	2	3
13	I promote open communication by seeking input from employees regarding areas for development or improvement.	1	2	1
14	I regularly evaluate employees' progress towards their established development goals.	1	2	3
15	I allocate time throughout the year, separate from performance appraisals and other formal processes, to discuss each employee's professional development and advancement.	1	2	3
16	I aim to create a work environment that fosters continuous growth and improvement in employee performance.	1	2	3
17	When identifying a development need for an employee, it is discussed with them without any formal advance planning for the meeting.	3	2	1
18	I provide feedback to the employee on their performance and development and offer suggestions for improvement.	1	2	3

19	During a development or performance discussion, I consider and consider the employee's perspective.	1	2	3
20	During meetings with employees, I sometimes become so focused on my own thoughts that I may not fully hear what the employee is saying.	3	2	1
21	I assess the growth of my employees and provide support for any improvement in skills.	1	2	3
22	During a formal performance appraisal or employee progress review, time is dedicated to discussing development and career advancement goals.	1	2	3
23	I only discuss performance during performance appraisal meetings.	3	2	1
24	Before conducting a developmental meeting with an employee, it is important to determine specific goals and reasons for desired changes.	1	2	3
25	During a developmental meeting, I assist employees in identifying barriers to their future development and strategizing ways to overcome them.	1	2	3
26	During employee meetings, I demonstrate my interest and attentiveness through nonverbal behaviours such as facing the employee directly and making eye contact.	1	2	3
27	I ensure comprehension by actively listening, summarizing, and confirming understanding of an employee's message.	1	2	3
28	I do not typically assist employees in implementing development plans, so they are mostly left to their own devices.	2	2	1
29	I assist my employees in understanding the expectations of our organizational culture and environment, and how it can affect their professional goals.	1	2	3
30	I consistently look for ways to improve individual employee performance.	1	2	3
31	When I identify a development need or opportunity for an employee, I carefully analyse the situation to determine the underlying causes and obstacles to improvement.	1	2	3
32	I provide objective feedback that helps employees gain insight into how their actions and performance are perceived within the organization.	1	2	3
33	During a coaching session, I maintain a positive attitude that demonstrates my confidence in the employee's ability to achieve mutually agreed-upon goals.	1	2	3

34	I seek additional information from an employee by using techniques such as focusing, restating, and confirming comprehension.	1	2	3
35	I track and assess the employee's utilization of a specific skill or behaviour that was identified for improvement in their job.	1	2	3

Part II: Scoring (Self)

Please transfer the numerical values you have assigned to each item to the corresponding spaces in the columns below. Make sure to accurately record each individual number, as some of the numerical values may vary within each column or category. Once completed, calculate the sum of the numbers in each column to obtain a total score for each category.

Commitment toward Professional Development	Commitment toward Performance Development	Assessment, Diagnosis, and Planning
1.	2.	3.
8.	9.	10.
15.	16.	17.
22.	23.	24.
29.	30.	31.
Total:	Total:	Total:

Meeting Face-to-Face and Giving Feedback	Attending	Listening and responding	Implementation and Follow-Up
4.	5.	6.	7.
11.	12.	13.	14.
18.	19.	20.	21.
25.	26.	27.	28.
32.	33.	34.	35.
Total:	Total:	Total:	Total:

INTERPRETATION

Examine your scores in each category as a measure of how much you utilize or are dedicated to this coaching philosophy, behaviour, or skill. Scores between 12-15 points suggest a strong utilization or commitment in these coaching areas, while scores between 5-8 points indicate areas of coaching that may require more attention.

Plotting Your Profile

To assess your coaching strengths and areas for improvement, represent the scores from each of the seven categories on the graph provided. Connect the circled numbers to create a plot line.

	Commitment toward Professional Development	Commitment toward Performance Development	Assessment, Diagnosis, Planning	Meeting Face-to-Face, Giving Feed-back	Attending	Listening, Responding	Implementation Follow-Up
Most	15	15	15	15	15	15	15
	14	14	14	14	14	14	14
	13	13	13	13	13	13	13
	12	12	12	12	12	12	12
	11	11	11	11	11	11	11
	10	10	10	10	10	10	10
	9	9	9	9	9	9	9
Least	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
	5	5	5	5	5	5	5

You can also consider plotting your employees' scores (from the "Employee" inventories) on the graph in a different colour to compare them to your own scores.

Coaching Inventory: Employee

Name of Person Being Rated: _____ Your Name (optional): _____

The Coaching Inventory (Employee) has been developed to help your Coach or Manager to better assess, through your perceptions, the extent to which he or she engages in coaching activities and behaviours, embodies coaching philosophies, and creates a climate conducive to coaching. Coaches can use the results, along with other learning and experience (e.g., the Coaching Inventory, Self) to begin to determine what areas of coaching may need more of their attention. Please be candid in your responses to the following items to help ensure that your Coach or Manager obtains the maximum benefit from the inventory.

Directions: The Coaching Inventory (Employee) consists of 35 statements related to coaching. Please circle the number of the response that best identifies the extent to which the Coach or Manager engages in this activity or behaviour, according to the following three-point scale:

- Seldom engage this behaviour or activity.
- Occasionally participate in this behaviour or activity.
- Regularly participate in this behaviour or activity.

Part II is a self-scoring key with directions.

No	Question	Seldom	Occasional	Frequent
1	My manager invests time in my professional development and career growth.	1	2	3
2	My manager regularly meets with me to discuss ways to improve my performance.	1	2	3
3	My manager assesses my skills and behaviours for potential development areas.	1	2	3
4	When providing feedback, my manager prefers to be considerate of my feelings by using a gentler approach.	3	2	1
5	During meetings, my manager guarantees privacy and uninterrupted time.	1	2	3
6	During a developmental meeting, my manager requests that I provide them with as much information as possible regarding the issue.	1	2	3
7	My manager revises agreed-upon development plans as necessary and provides additional coaching.	1	2	3
8	My manager aims to retain their best employees and prevent them from pursuing opportunities within the company.	3	2	1
9	During a performance appraisal or employee progress review, my manager discusses plans to improve my performance.	1	2	3
10	My manager discusses the potential consequences of not developing to my full potential.	1	2	3
11	During a performance or development discussion, my manager provides me with a clear description of the ideal performance or behaviour.	1	2	3
12	During a developmental or performance discussion, my manager focuses more on their own perspective rather than considering mine.	3	2	1
13	My manager promotes open communication by seeking my input on areas that can be developed or improved.	1	2	3

14	My manager regularly reviews my progress towards established development goals.	1	2	3
15	My manager schedules regular meetings to discuss my professional development and advancement outside of formal processes like performance appraisals.	1	2	3
16	My manager fosters a work environment that promotes growth and development in my performance over time.	1	2	3
17	When my manager identifies a development need for me, they simply discuss it with me without any formal advance planning for the meeting.	3	2	1
18	My manager provides feedback on performance and development, suggesting changes for improvement.	1	2	3
19	During development or performance discussions, my manager considers and values my perspective.	1	2	3
20	During meetings, my manager often focuses more on what they want to say rather than listening to what I am saying.	3	2	1
21	My manager assesses my growth and provides reinforcement for any improvement in skills.	1	2	3
22	During a performance appraisal or employee progress review, my manager discusses development and career advancement aspirations.	1	2	3
23	My manager only discusses performance during performance appraisal meetings.	3	2	1
24	Before conducting a developmental meeting, the manager determines the specific changes they want me to make and provides the reasons for them.	1	2	3
25	During a developmental meeting, my manager assists me in identifying barriers to future development and suggests ways to overcome them.	1	2	3
26	During meetings, my manager demonstrates their interest and attentiveness through nonverbal behaviours such as facing me directly and making eye contact.	1	2	3
27	My manager ensures they have comprehended everything I have said by exhibiting behaviours such as concentration, paraphrasing, and confirming understanding.	1	2	3
28	In implementing development plans, my manager tends to give employees a lot of autonomy.	3	2	1
29	My manager assists me in understanding the expectations of our organizational culture and environment, and their potential impact on my professional goals.	1	2	3

30	My manager identifies performance improvement opportunities for individual employees.	1	2	3
31	When my manager identifies a development need or opportunity, they take the time to analyse the situation and identify the root causes and barriers to improvement.	1	2	3
32	My manager provides feedback to help me understand how my behaviours and performance are perceived within the organization.	1	2	3
33	During coaching sessions, my manager maintains a positive attitude and demonstrates belief in my ability to achieve agreed-upon goals.	1	2	3
34	My manager seeks additional information from me by using behaviours such as concentration, paraphrasing, and checking for understanding.	1	2	3
35	My manager observes my use of a skill or behaviour that was targeted for improvement on the job.	1	2	3

Part II: Scoring (Employee)

Please transfer the numerical values you have assigned to each item to the corresponding spaces in the columns below. Make sure to record each number accurately, as some of the values may vary within each column or category. Calculate the total score for each category by adding the numbers in each column. Finally, return the inventory to your coach or manager.

Commitment toward Professional Development	Commitment toward Performance Development	Assessment, Diagnosis, and Planning
1.	2.	3.
8.	9.	10.
15.	16.	17.
22.	23.	24.
29.	30.	31.
Total:	Total:	Total:

Meeting Face-to-Face and Giving Feedback	Attending	Listening and responding	Implementation and Follow-Up
4.	5.	6.	7.
11.	12.	13.	14.
18.	19.	20.	21.

25.	26.	27.	28.
32.	33.	34.	35.
Total:	Total:	Total:	Total:

INTERPRETATION (FOR THE COACH/MANAGER)

Examine your scores in each category as a measure of how much you utilize or are dedicated to this coaching philosophy, behaviour, or skill. Scores between 12 and 15 indicate utilization or commitment to these coaching areas. Scores between 5 and 8 suggest areas of coaching that may require more attention.

Plotting Employee Scores

	Commitment toward Professional Development	Commitment toward Performance Development	Assessment, Diagnosis, Planning	Meeting Face-to-Face, Giving Feed-back	Attending	Listening, Responding	Implementation Follow-Up
Most	15	15	15	15	15	15	15
	14	14	14	14	14	14	14
	13	13	13	13	13	13	13
	12	12	12	12	12	12	12
	11	11	11	11	11	11	11
	10	10	10	10	10	10	10
	9	9	9	9	9	9	9
Least	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
	5	5	5	5	5	5	5

Include these scores on your Self profile graph too.

Personal Learning Journal: Coaching Insights

Please use this section to analyse the results of the Coaching Inventories to identify the coaching areas in which you would like to improve.

1. Review both the Coaching Inventory (Self) scores and the Coaching Inventory (Employee) scores. What information can be gathered from the score values (Self and Employee) and profile graph about each category below? Additionally, compare your own score to the scores of your employees and consider the potential reasons for any discrepancies.

1. Commitment toward Professional Development: This category pertains to your commitment to coaching employees for career advancement and growth within the organization.
2. Commitment toward Performance Development: This category pertains to your commitment to coaching employees towards achieving higher job performance.
3. Assessment, Diagnosis, and Planning: This category pertains to the skill of assessing and diagnosing the need for coaching for each employee, as well as planning for an upcoming coaching meeting.
4. Meeting Face-to-Face and Giving Feedback: This category pertains to participating in face-to-face coaching meetings with employees and effectively providing them with relevant and direct feedback.
5. Attending: This category pertains to the skill of addressing the employee's perspective, needs, and self-esteem during the coaching meeting.
6. Listening and Responding: This category pertains to the individual's ability to attentively listen to the employee and respond appropriately during the coaching meeting.
7. Implementation and Follow-Up: This category involves collaborating with the employee to create, execute, and oversee a development plan following the meeting.

2. Review the relative scores and plotted points from your inventories. Which categories require the most attention?