

Coaching Effectiveness Evaluator™

By Steven J. Stowell, Ph.D. and the CMOE Development Team

Being less of a boss and more of a coach to employees is the cornerstone of many employee involvement and empowerment initiatives. In coaching situations, senior leaders and managers play a major role in influencing the values and standards imparted to employees. Take the following evaluator to assess the basic values you bring to coaching situations in your organization.



Instructions:

Answer the following assessment questions by clicking the box next to the answer that best describes what you would do. Don't look ahead to the answers. Your totals will automatically be scored at the end and you will have a better understanding and more insight regarding your level of skill as a coach and the areas where you can improve.

1

Your employees' performance varies from excellent to sub-standard. When coaching employees, you:

- A. Get around to it when, and if, you can find a convenient time.
- B. Only spend time coaching employees with problems or issues.
- C. Attempt to divide your coaching time equally between problem and average employees.
- D. Concentrate on coaching problem and average employees, coaching your high performers if time allows.
- E. Devote equal time to all employees because everyone can benefit from coaching sessions.

2

One of your leaders is really struggling with a new and challenging assignment. You are confident that he/she has the capability to execute well on this task, but you believe that he/she lacks self-confidence. You should:

- A. Stay out of the assignment, but work with the employee to develop independence to better meet his/her responsibilities.
- B. Help with the assignment, but only when the employee requests assistance.
- C. Take responsibility for the critical aspects of the assignment.
- D. Take the lead on the assignment and allow the employee to play a supporting role.
- E. Jump in and take over the assignment, but let the employee observe and learn how it should be done.

3

During a coaching discussion, your employee asks for a performance assessment. You believe that any discussion about an employee's strengths and weaknesses should be:

- A. Avoided.
- B. Focused on the employee's strengths.

- C. Focused primarily on strengths, but their weaknesses should also be addressed.
- D. Balance between strengths and weaknesses.
- E. Done with clarity, candor, and support.

4

You and your employee seem to have different agendas during a coaching session. You:

- A. Take the employee's issues under advisement.
- B. Subordinate your agenda, accept some responsibility for the present situation, and work to understand the employee's concerns.
- C. Debate whose agenda should be the focus of the meeting.
- D. Listen to the employee, but follow your agenda,
- E. Tell the employee you would be willing to discuss his/her concerns during a future meeting and focus the present discussion on your agenda.

5

You have heard through the grapevine that one of your supervisors is insensitive, abrasive, and pushy. You don't particularly like this supervisor. Your reaction is to:

- A. Accept what other employees have said until proven wrong by the supervisor while conducting your own secret investigation.
- B. Listen to the supervisor, knowing full well that he/she cannot be objective about his/her own performance.
- C. Empathize with the supervisor, understand his/her perspective, and be supportive.
- D. Give the supervisor the benefit of the doubt, but remain cautious.
- E. Accept what other employees have said and concentrate on rectifying the situation.

6

You and your employee are planning to make changes to the way he/she approaches clients, but you can't seem to agree on an approach. You choose to:

- A. Stop focusing on the method; see a common goal, and then allow the employee to develop alternate approaches
- B. Present the benefits and costs of your approach. Then let the employee decide for themselves on the best course of action.
- C. Let the employee know that you favor your approach but will be objective in your final decision.
- D. Let your experience dictate and mandate your approach.
- E. Stick to your approach until the employee can prove you wrong.

7

During a discussion with one of your employees about a problem situation, it becomes painfully obvious to you that you have contributed to the situation through your own negligence. You choose to:

- A. Ignore the role you have played; the focus is on the employee—not you.
- B. Pass the buck; the employee can't possibly understand the pressures you face.
- C. Justify your behavior with reason and logic.

- D. Seek to understand the employee's viewpoint without accepting any responsibility.
 - E. Verbally acknowledge your role and responsibility in the situation.
-

8

When you think about coaching your employees, you feel that:

- A. Every interaction you have with your employees presents a coaching opportunity.
 - B. Coaching should be reserved for dealing with problem situations.
 - C. Coaching should be reserved for formal performance-review meetings.
 - D. Coaching is for times when you have good or bad news to deliver.
 - E. You should only coach when requested by an employee.
-

9

One of your troublesome employees is making a good-faith effort to improve, but the change is very slow. During coaching sessions, you:

- A. Focus on the past; history is our greatest teacher.
 - B. Balance the discussion between the past and the present.
 - C. Use the past as a springboard to plan for the future.
 - D. Focus on the here and now.
 - E. Focus on the future; the past can't be changed.
-

10

Your department has been very successful in meeting or exceeding its objectives. New competition and changing conditions have increased pressure on your people to perform. While talking with each of your employees about new objectives and directions, you:

- A. Encourage caution and acceptance of calculated risks.
- B. Encourage moderate and prudent risk-taking.
- C. Encourage them to take risks that will stretch everyone in the department.
- D. Retain final approval of any new approaches.
- E. Encourage caution; failure is to be avoided at all costs.

THE ANSWERS

Tally points for your answers as follows:

Q1
A=2
B=4
C=6
D=8
E=10

Your
Points:

Everyone on the team can benefit from coaching, including good, mediocre, and sub-standard employees. Not everyone is willing to be coached, but you should make every effort to spend time coaching your employees. Focusing only on sub-standard or problem employees may cause the attitudes of good employees to atrophy.

Q2
A=10
B=8
C=6
D=4
E=2

Your
Points:

Self-management is the name of the game. Coaches want to build independent, healthy employees who can make choices and determine the right course of action to take. Internal motivation is preferred over external motivation from the coach. Coaching should focus the responsibility for the situation and the required action to take onto the employee. Independence is based on helping the employee develop ownership for both the problem and the solution.

Q3
A=2
B=4
C=6
D=8
E=10

Your
Points:

An open, honest, straight-forward discussion between employee and coach is fundamental to building trust and respect. Even though it is difficult to give an honest appraisal, withholding information is not going to help your employee improve. Coaching requires the courage to be willing to offer both good and bad news for the purposes of helping the other person change and grow.

Q4
A=8
B=10
C=6
D=4
E=2

Your
Points:

Coaching is a two-person game. You must be willing to coach and be coached. Dogmatically sticking to your agenda presents a vivid example to the other person that you are not willing to do what you are asking them to do. Be open, listen, and change.

Q5
A=4
B=6
C=10
D=8
E=2

Your
Points:

Coaches whose actions and words affirm their desire to be supportive are seen as people who can be counted on. Actions such as listening, encouraging, understanding, and accepting are examples of supportive behavior. Being supportive has nothing to do with liking or disliking the other person. It is a decision you make about the type of relationship you want to foster with others. A good coach offers unconditional support.

Q6
 A=10
 B=8
 C=6
 D=2
 E=4

Your Points:

The “my-way-or-the-highway” approach does not develop committed employees. A coach needs to exhibit flexibility and develop common goals that individuals can support and become excited about. Those who succumb to the “authority trap” and try to sell their ideas are not coaching—they are dictating.

Q7
 A=2
 B=4
 C=6
 D=8
 E=10

Your Points:

Coaches who are supportive are willing to accept responsibility for their role in creating the current situation. Every situation is not just the employee’s fault. Sincerely owning up to the role you have played builds trust and a collaborative climate between the leader and the employee.

Q8
 A=10
 B=6
 C=4
 D=8
 E=2

Your Points:

Coaching is a process, not an event. Look for coaching moments in every interaction you have. Effective coaches are constantly teaching, helping, and receiving feedback. Day-to-day coaching is easier, more effective, and develops consistency in the relationship between the leader and the employee.

Q9
 A=2
 B=4
 C=6
 D=8
 E=10

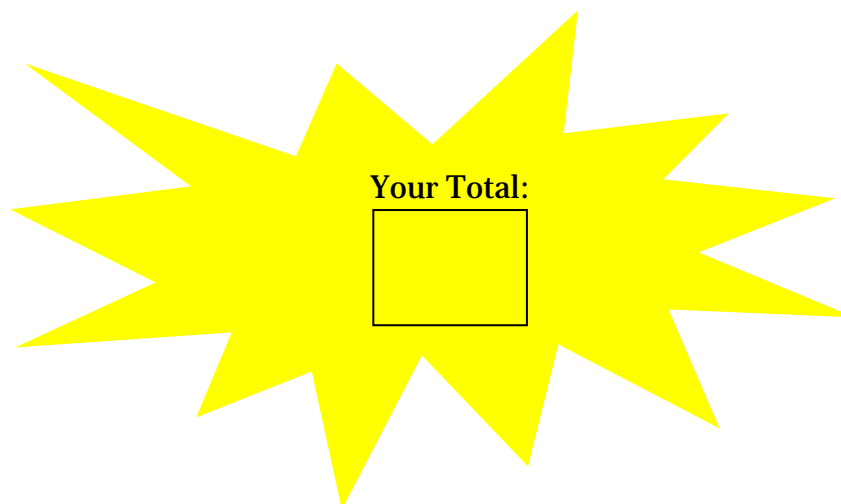
Your Points:

The past cannot be changed, so don’t dwell on it. If you are not moving forward, chances are you are losing ground. Effective coaches inspire hope for the future.

Q10
 A=6
 B=8
 C=10
 D=4
 E=2

Your Points:

A winning coach encourages risk-taking and establishes a supportive safety net to catch employees who falter or fail. Failure is looked at as a learning situation and as an opportunity to grow. Employees and coaches who do not take chances stagnate.



INTERPRETING YOUR RESULTS

| | |
|--------------------------|--|
| 100 to 82 | Your coaching values are consistent. You help to create a high-performing, self-managing group of employees. Your values align with the view of coaching as a process to facilitate employee growth and development. |
| 81 to 62 | You believe that an effective coach is supportive, open, collaborative, and empathetic. You may feel constrained to really implement a total self-management concept. Keep fighting—you are way ahead of the game. Remember: coaching is one of the most important acts of leadership. |
| 61 to 42 | You are sending off conflicting signals to those who work around you because you are torn between listening to your heart and doing things right. At best, employees are confused; at worst, they don't know if they can trust you. Get out of your own way and let your humanity show. Take a risk and experiment with a more open, collaborative approach to coaching employees. |
| 41 to 22 | You often experience confusion about what it means to be in control. The unfortunate thing is that you are probably a nice person away from work, but you feel that you have to assume the role of authority when coaching employees. The role models you have had were probably very autocratic and believed the right thing to do was tell employees what needed to be done and not ask for their input. |
| Under 22 | The transition to collaborative facilitation will be very, very difficult for you. If it disturbs you that you seem to be doing more work than anyone else, and employees seem less and less committed, maybe it is time for you to reassess the basic values you bring to the employee/leader relationship. |

About the Author

Since 1978, Steven J. Stowell, Ph.D. and the Center for Management and Organization Effectiveness (CMOE) team has helped CEOs, senior leadership teams, leaders, and managers improve their skills in the areas of coaching, leadership, teamwork, and strategic thinking. For more information, call +1 801 569 3444 or visit their website at www.CMOE.com.