



ZENGER | FOLKMAN

Pat Sample

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# Coaching Attributes and Perspectives

Self Assessment Feedback Report

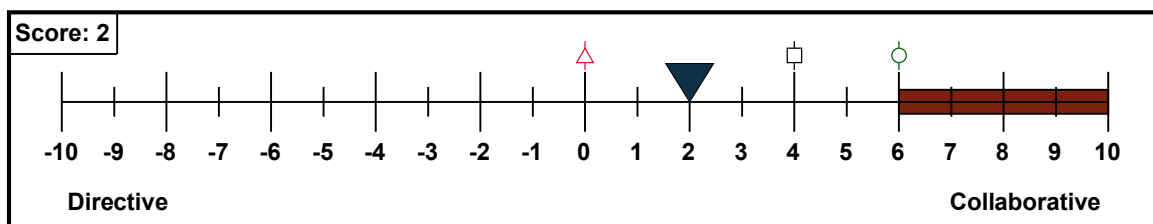
2/17/2017

## Section 1: Interpretation and Results

The three dimensions of the Coaching Attributes and Perspectives survey closely parallel the Tannenbaum-Schmidt Leadership Continuum model, and each measures a unique aspect of coaching behaviors.

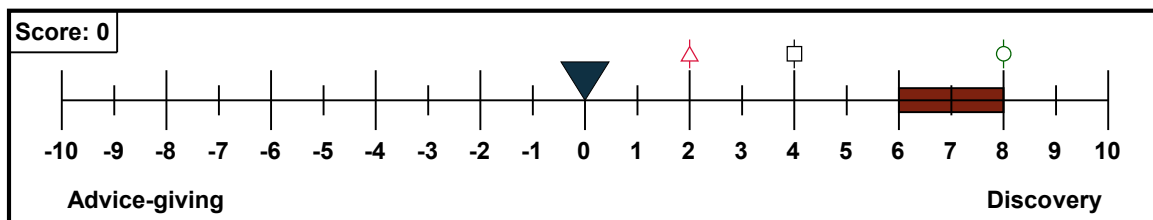
Your raw scores (on a scale of -10 to +10) for each dimension are displayed below. The normative comparisons (percentile markers comparing your scores to other respondents) are shown below each scale; the three percentile markers indicate the 25th percentile ( $\triangle$ ), 50th percentile ( $\square$ ) and 75th percentile ( $\circ$ ). The ideal score range for each dimension is indicated by the brick-colored bar on each scale.

### A. Directive versus Collaborative



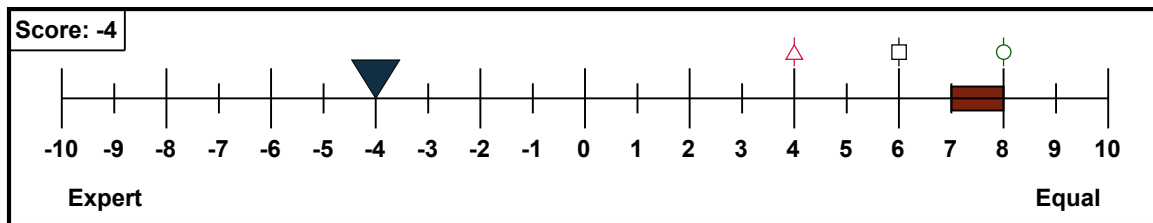
The Directive coach/manager uses interactions with others as an opportunity to exert strong influence, make recommendations, and provide unambiguous direction. Alternatively, the Collaborative coach/manager recognizes that often the best solutions come from "within" the person being coached. The ideal score for this dimension is a high Collaborative score, reflecting that the role of the coach/manager is to be fully collaborative as he/she guides the person being coached to explore alternatives and choose an optimum solution.

### B. Advice-giving versus Discovery



At the Advice-giving extreme, the coach/manager exclusively offers advice, direction and instruction. At the Discovery extreme, the coach/manager devotes nearly all of his/her energy discovering what the person receiving the coaching is thinking. The coach offers little of his/her own learning and experience, choosing instead to rely completely on the coachees' perspective and rationale. The ideal score for this dimension is a moderately high Discovery score, acknowledging that the coach/manager should provide opinions and observations at the appropriate times during the coaching conversation.

### C. Expert versus Equal



The Expert behaves as if he/she possesses greater wisdom than the person being coached. Because the expert assumes the role of "guru," it often seems that the person being coached is treated as a novice. At the Equal extreme, the coach/manager behaves as if he/she is a complete equal, having no special role, valued perspective, or responsibility in the conversation. The ideal score for this dimension is a moderately high Equal score, acknowledging the expertise of the coach as the one who facilitates the process and provides needed support.