



Axiometrics International, Inc.

“Changing the World and the Future”

Coaching Styles

Prepared for:

Demo Sample

- *This material is confidential and personal.*
- *Please do not read this report unless authorized to do so.*
- *The content should not be used as the sole source for decisions regarding hiring, placement, career moves or termination.*

Nashville, Tennessee

Voice: 615.758.5955

Fax: 615.758.5927

E-Mail: Info@axiometricsinternational.com

Web: <http://www.axiometricsinternational.com>

4/20/2011 1:42:00 PM
7AD9_12450_*_*

This entire document is subject to the following statement:

Copyright © 2002- 2011 – Axiometrics International, Inc. All rights reserved.

Axiometrics Assessment System

What Are We Measuring?

Our Axiometrics Assessment System measures a person's capacity to think and make value judgments. Values include attitudes, beliefs, likes, and dislikes. Prior to this technology, the only method available to measure values was through observation of behavior. The behavioral method provides important information about people, but it has some limitations. For example, behavioral models answer questions after the decision has been made. They describe that "a person will likely do a certain action in a certain way," and "how that action was perceived by others." Axiometrics enables us to see "WHY" the person makes the decision; why the individual thinks and makes these value judgments. Axiometrics enables us to understand the forces that come together to make a decision by measuring the thinking process that leads to the decision.

How Do We Measure Value?

Axiometrics is based on the award winning research of Dr. Robert S. Hartman, who discovered mathematical principles that define how we think and value. These scientific principles form the core of our measurement system. Validity studies have been conducted on "thousands" of individuals over the past twenty years. They confirm that Axiometrics reliably measures "Value" and that:

1. You can count on the fact that what we measure is reliable. If the results indicate a person is in social or role transition, uncertain about which type of role or function might be best, you can count on this measurement to be accurate.
2. We can measure "value" with mathematics. Rather than describing how people differ in their ability to see and appreciate the worth of others, we can precisely measure how one can see and appreciate others. This factor means that we can compare individuals to one-another and that we can look for numbers and patterns that seem to indicate success as well as difficulty in performance.
3. You can rely on the measurements being objective. In other words, the Axiometric results are not affected by age, race, or sex. Tests on representative samples from a database of over 6,500 individuals confirm that Axiometric technology is objective and does not discriminate.

Introduction

The **COACHING STYLE ANALYSIS™** represents your preferred style for coaching others on performance related issues. Myths abound that only certain Coaching styles are the most successful and if you do not possess these styles, then you must change your style to another, more successful style. Our research indicates that any of six Coaching styles can be effective, given an understanding and utilization of your natural talents and an appreciation for and attending to the development of areas that may inhibit your performance as a Coach.

This report identifies your Coaching style and identifies **Defining Characteristics** of your style, your **Global Strengths** and **Development Areas** when communicating, problem solving and decision making. A **Planning Guide** is included to assist you in formulating a Coaching Development Plan, going forward.

Responsibilities as a Coach vary in numerous ways, depending on the industry, depth and breadth of knowledge required, and the skill sets needed to successfully achieve desired results. The Effective Coach is able to observe behavior, understand the impact of that behavior on group or business results and plan a successful coaching session. The coaching discussion focuses on agreement that the behavior took place, acknowledgement of the impact and a cooperative, interactive discussion on possible solutions. The result is an agreement of measurable actions to take place, in certain time-frames and specific outcomes. A follow-up session is generally set at the conclusion of the session. Effective Coaches seek to effectively communicate via active listening, questioning and probing, giving and receiving feedback and reaching agreement. **The feedback you receive in this package outlines the strengths and blocks you possess to value critical components of Coaching Others on Performance.** It will be important for you to **prepare yourself mentally to seek a better understanding of your natural style** and how it impacts your ability to effectively coach others.

Whether you seek to develop your strengths to enhance your professional experience, or desire to grow personally, this feedback will provide you with an "X-Ray" of your current style and pathways for improvement. Typically, our strengths can become blocks because we pay too much attention and give too much energy to what we do best. Our challenge is to capitalize on our natural talents and to change habitual biases that inhibit our success.

There is no "best" style, so each of us has the responsibility and opportunity to enhance our own particular styles. Think of concrete, real-life examples where ineffective Coaching has caused unnecessary complaints, over-expenditures, missed due dates, costly work that needed to be repeated or loss of customers. Performance either adds value to a business or takes away value. **Effective Coaches understand the importance of continuous feedback throughout the performance period, reinforcing desired behavior and correcting or improving behavior!**

Take the time to study your feedback in each section separately, listing personal experiences that may apply as examples. Then, outline your plan for development in the **Planning Guide**. Reach your fullest potential by making your Coaching style work for you!

Identifying Your Value Style

The biases in our thinking that define who and what we are can become the stumbling blocks in our relationships with others. Value Analysis, the science that defines the biases in our thinking and how these biases affect us, provides a new perspective for helping us blend our unique ways of thinking into the world around us. Through Value Analysis, the unique patterns that belong to each one of us can be observed and studied, and can be compared to patterns of other individuals. As a result, the integrity and uniqueness that belongs to each one of us can be protected while, at the same time, the differences and potential conflicts which may occur, because of the uniqueness, can be understood and potentially resolved.

Defining Six Styles of Thinking

How can we understand different styles of thinking and integrate them into our day-to-day decisions? The three dimensions of value that form the basis of our personal value talent also form the basis for understanding the overall focus and style of our thinking. The merging of **Empathetic Value**, **Practical Value**, and **Systemic Value** into a value matrix, can help us to re-focus our attention away from biases such as age, race, and sex that tend to separate us, and toward natural biases that define our uniqueness as human beings and, thus, bind us together.

The Empathetic Value Dimension

Measures the capacity for intuitive insight and the ability to value the uniqueness and worth of others. This style of thinking comes from those who rely on intuitive insights and focus attention on the needs and interests of others.

The Practical Value Dimension

Measures the capacity for practical thinking — for thinking in concrete and common-sense ways. This style of thinking is found in those who concentrate on seeing crucial issues in concrete ways, focusing on seeing what needs to be done and doing it.

The Systemic Value Dimension

Measures the capacity for conceptual, analytical thinking and planning. This style of thinking is found in those who concentrate on building strategies, plans, ideas, and programs for understanding and organizing people, things, and situations.

Defining Six Styles of Thinking (continued)

The three basic styles are:

Empathic

An individual who relies on intuitive “gut” reactions, and who recognizes personal, intrinsic values.

Practical

An individual who appreciates, values and sees as important, practical functional values, and who possesses common-sense, practical thinking.

Systemic

An individual who appreciates and values structure and order; one who thinks before they feel.

The combination of these three basic value styles produces a six-grid matrix. This results in the following styles (for which a general description of each is included).

Relator

An individual who relies on intuitive feelings to guide practical common-sense thinking — a person who pays attention to both the individuality of others and getting things done, and who understands the proper value relationship between getting things done and the unique worth of others. One who may be so empathic that the feelings of others may block good judgment.

Communicator

This person concentrates on getting things done, is very “now”-oriented, but at the same time is aware of the intrinsic worth of others — hence, will not consciously overrun the individuality of others, checking their common sense with intuitive feelings and communicating with both in mind.

Believer

An individual who senses and values the intrinsic worth of others but does so within a structured, ordered environment — hence, they may not overtly show the feelings and values they feel inwardly depending on their preconception about what is proper in the situation. This person may feel conflicting signals between what their head and heart tell them to do.

Doer

This individual is a “now”-oriented, results-oriented person who concentrates on getting things done and on concrete organization — they may not pay as much attention to the individuality of others or to conceptual organization.

Defining Six Styles of Thinking (continued)

Organizer

This individual is an organizer, both conceptually and concretely — paying attention to both getting things done and to functioning in an orderly, structured manner. The organizer may be overly practical, critical or judgmental in their thinking.

Planner

This person gets things done according to a preconceived order, structure and plan — a “layer” person who, when they have set their sights, set the limits of their structure and can concentrate their energies on concretely achieving plans and objectives.

Applying the Six Value Styles

In recent studies of different cultures in American business, we find that the need for respect is the most crucial issue that defines the philosophy of both management and support personnel — the number one stress issue, and the number one need for development. One key to respecting others is understanding how people think, what they need in order to make a decision, what they see and what they tend to overlook, and how our thinking fits together with theirs to form a total picture of what is happening.

Your Value Style Analysis helps you identify what you need to make a decision, what you can rely on, and what you should watch out for. Moreover, the analysis identifies similarities and differences between your style of thinking and valuing and other styles. The understanding you gain can become a bridge that protects your uniqueness and increases your ability to relate effectively with others.

The Six Value Styles in the Coaching Environment

Listed below are each of the styles with an overview of that style **operating in a performance coaching environment**.

Relator

The Relator is concerned with each person's needs and interest and sympathizes with each person's point of view. There is a strong need to make each person feel good. Additionally, the Relator tends to spend too much time and energy with people who make them feel good. This may cause the coaching discussion to focus on positives.

Communicator

The Communicator feels a personal obligation to help everyone, and wants to make them feel comfortable. The Communicator tends to focus on identifying and solving problems and likes to demonstrate and showcase how results are accomplished. There is a tendency to make the coaching action plan fit the unique needs of each person.

Believer

The Believer feels an obligation to educate and convince each person in the power of the suggested action steps. The Believer is sensitive to the needs and interests of the person being coached, but may overlook them in the zeal to demonstrate the worth of his/her ideas. There is a tendency to delay action steps if he/she suspects that the person does not understand the end result.

Doer

The Doer pays attention to getting things done and to making things happen. He/she focuses on solving the performer's problems. The Doer may overlook objections, assume consent and move to prescribing action steps before the employee has participated in the discussion or problem-solving process.

Organizer

The Organizer focuses on education and logic, and demonstrates the logical choice that the coaching plan will offer. He/she tends to assume that the person's needs and interests are reflected in the prescribed solutions. Organizers may become impatient and critical if the person is not convinced by their explanation.

Planner

The Planner relies on a coaching plan which identifies needs and provides solutions for rewarding, correcting or improving behaviors. He/she assumes that employee needs and interests are best represented by his/her plan. The Planner may not respond to objections to the coaching plan.

The next pages outline your personal style — your global strengths to rely on and your areas for development while communicating, problem-solving and making decisions.

Doers as Coaches

Defining Characteristics of Doers

- Will likely be "now" oriented, focused on results, practical activity and what they see as immediately important.
- Is an individualist who will likely challenge authority or existing ways of doing things.
- Will put off planning especially if planning activities get in the way of getting things done.
- Will likely be impatient when others do not see their way of thinking or feel their urgency for acting.
- Tend to be critical of others, comparing and evaluating their ability to measure up.
- Planning, will be primarily action-oriented and may become "now" focused, looking for ways to organize and plan for immediate needs.
- Will rely on concrete experience, on what can be seen and touched.
- Tend to be an action-oriented people and any situations that delay action can generate anxiety, impulsiveness and frustration.

Doer Strengths

Global Strengths of Doers

- Immediately sees what is critical and needs attention.
- Tend to be results oriented, "now" oriented, action oriented people who stay focused on getting the task completed.
- Have good 'street sense' and can size up situations, knowing when a shift in focus is necessary to accomplish tasks.
- Have a gift for seeing what will not work, for identifying flaws or bottlenecks, and what is needed to fix the problem.
- Stay focused on concrete results, on the creation of practical, common sense.

Doer Strengths (continued)

Communication Strengths of Doers

- Have the ability to listen to another person's point of view, to readily evaluate what is being said, to construct practical alternatives and responses and to respond in a common sense way.
- Can keep the conversation focused on what is important and needs attention.
- Have the ability to develop a comfort level in social, external situations where the ability to think on their feet and respond quickly to challenges can help you stay on top on the conversation.
- Possess a strong sense of independence and individualism, which pushes them to defend what they believe is right and needs to be done.

Problem Solving, Decision Making Strengths of Doers

- Have a practical, common sense understanding of what needs to be done, and what can be done.
- Rely on common sense and street sense to direct decisions toward immediate needs; motivate through action, strength of will, and the assumption of success.
- Stay focused on getting things done, regardless of circumstances, emphasizing bottom line results.
- Have the ability to learn from experience what alternatives will work the best. As the experience base grows, their ability to make good decisions increases.
- Focus energy on comparing and evaluating the problem situation, looking for alternatives for corrective action.

Doer Development Areas

Global Development Areas of Doers

- Their focus on results and action, on what is immediately important can lead them to discount the need for long range thinking, to become reactive thinkers, and to be consumed by their need to solve a problem.
- Likely to be impatient with circumstances and individuals who do not respond fast enough or with common sense.
- Tend not to pursue reasons 'why' problems occur or why solutions work, causing them to wrestle with the same problems repeatedly.
- Likely to be individualists who challenge existing ideas, ways of solving problems and authority in general.
- Can become overly critical of and demanding on individuals, especially those who cannot see what they believe to be important.
- Tend to overlook the concerns of others, especially if they get in the way of getting things accomplished.

Communication Development Areas for Doers

- Tend to listen in a critical manner, looking more for what is wrong, incorrect or impractical than for what is right.
- Focus more on the problem than the person, sometimes leading others to think that they are not concerned about them.
- Can become overly advice-giving and critical in their responses, overlooking the effect on others of what they say.
- Their need to keep others at a distance can lead them to play games with others, testing out how others will respond prior to letting their true feelings be known.
- Their need to always find a solution and answer can lead others to feel that they are trying to control the conversation.

Doer Development Areas

Problem Solving, Decision Making Development Areas for Doers

- Their urgency to act leads them to overlook consequences of decisions, such that their solutions may generate further problems.
- Focus on the need for results and action can lead them to overlook or discount the need to do things right.
- May develop a crisis approach to problem solving which can leave them spending so much time putting out the same fires that they become susceptible to a “chip on the shoulder” attitude when things do not work out as expected.
- Their 'now' and immediate focus can lead them to reduce all problems to one practical, results oriented perspective. As a result, they may overlook or misinterpret people problems and long range issues that do not fit the mold.
- A combination of innovative, results oriented focus and impatient, critical evaluation of others can lead them to discount the thinking of others, leading to a lack of cooperation in the problem solving process. They may limit their acceptance of ideas and ways for solving problems different from their own.
- Tend to shift immediately from problem identification to problem resolution, overlooking the need to compare and evaluate alternatives, making certain that the best decision is made.

Planning Guide

Assignment #1

Review the section, "**STRENGTHS...**", and **list** specific examples where each strength has worked for you. **Be specific**, detailing how each strength benefited you as a Coach.

1.

2.

3.

Planning Guide

(continued)

Assignment #2

Review the section, **Development Areas**, and **list** specific examples where each of these areas potentially or actually adversely affected your Coaching sessions. **Be specific, detailing the actual occurrences, what took place and the outcomes.**

1.

2.

3.

Planning Guide

(continued)

Assignment #3

Prioritize those areas that require immediate development to ensure your success. **Detail the reasons** for the priority you choose and **explain the expected effect** the development will have.

Priority:

1. (Reason and Effect)

2. (Reason and Effect)

3. (Reason and Effect)

Planning Guide

(continued)

Assignment #4

Write at least **two objectives** for your development, including specific action[s] to take and timeframes for completion. **Cite** how you will measure the successful completion of your development goals.

Example: "I will successfully complete the company's advanced course on Coaching Skills by 10-1-[Year] and document successful use of three techniques in the 4th quarter.

1.

2.