

Business Coaching Handbook
A Guide for Human Resources Professionals at NASA

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Executive Overview

This handbook describes what business coaching is and how it is being made available to NASA employees. The introduction explains how the NASA coaching initiative responds to the President's Management Agenda and helps implement the NASA Strategic Human Capital Plan.

Introduction

NASA is committed to developing its greatest asset, its employees. While already heavily invested in technical training, NASA has become increasingly aware of the need to balance technical skills with the soft sciences or human resources skills that enable employees to contribute their best. The practice of coaching has been successfully introduced at many Centers as one way of developing the NASA workforce. Because of the positive impact coaching activities have had to date, NASA leadership identified coaching as a tool for implementing the Agency's Human Capital Strategic Plan. The NASA Coaching Development Team has created this guide to help leaders, managers, supervisors, and Human Resources (HR) Professionals understand and use coaching effectively to improve individual and organizational performance.

NASA has identified coaching as a basic supervisory competency. Supervisory coaching is effective when:

- 1) it becomes a way of conducting everyday communication and is not an "event," and
- 2) it is focused on incremental performance improvement through increasing self-awareness.

NASA is implementing coaching agency-wide as part of its Strategic Human Capital Plan (SHCP) initiative in response to the President's Management Agenda (PMA). In part, the PMA states: "...agencies must make better use of the flexibilities currently in place to acquire and develop talent and leadership...Human capital strategies will be linked to organizational mission, vision, core values, goals, and objectives...High performance will become a way of life that defines the culture of the federal service...The system will

attract and retain talented people who will demand and deliver sustained excellence and high levels of performance.”

Pillar 3.0 of the NASA SHCP is Learning: “NASA promotes a knowledge-sharing culture and a climate of openness, continuous learning and improvement.” Flowing from this are Goal 3.1, “NASA has a climate of open sharing of relevant knowledge to facilitate best practices, promote personal and professional growth, and avoid failures,” and Strategy 3.1.1, “Strategically invest in training and development opportunities, including coaching and mentoring, and foster a climate of continuous learning and improvement.”

The SHCP Pillar 5.0, Leadership, states that “NASA ensures it has leaders who are adaptable; who inspire, motivate, and guide others towards goals; who mentor and challenge the workforce; and who demonstrate high standards of honesty, integrity, trust, openness, and respect.” Goal 5.1 of this pillar is “NASA recruits, selects, hires, and retains a diverse, high performing cadre of leaders who are nurtured through training and development opportunities,” whence flows strategy 5.1.2, “Provide mentoring, training, development and coaching opportunities to equip employees to assume leadership positions within the Agency.”

Strategy

NASA’s strategy for developing coaching for mission results is three-fold:

- 1) To provide leaders, managers, and supervisors with the training, experience, and tools to conduct coaching conversations as part of their everyday way of operating to improve mission performance.
- 2) To develop in-house coaching expertise as a cost-effective, cross-agency resource to draw from, and to ensure that NASA has the expertise to be a “smart buyer” of coaching services.
- 3) To continue to utilize external coaches and organizational development specialists to build on the Agency’s internal efforts.

"The scarcest resource in the world is leadership talent, capable of continuously transforming organizations to win in tomorrow's world. . . .all people have untapped potential. . . with coaching and practice, we can all get better at it."

Noel Tichy, *The Leadership Engine*

What is Coaching?

While there are several types of coaching, the coaching employed by NASA is most often referred to as business or professional coaching. Business coaching focuses on aligning organizational and individual goals to improve individual performance and mission results. Three different types of coaching relationships are used at NASA: external (to NASA) coaches, internal (NASA employee) certified coaches, and supervisory coaching. With external and internal coaches, there is a facilitative, one-to-one, mutually designed relationship between a coach and an individual. Supervisory coaching occurs in the course of day-to-day interactions. Coaching benefits the organization through improved employee performance, producing results that are both observable and measurable, and that are commensurate with the performance requirements of the person being coached.

Coaching is most effectively employed when it is used to do one or more of the following:

- 1) address individual and organizational change to improve mission performance;
- 2) enable personal transformation and career role transition;
- 3) support the development of future leaders for the organization;
- 4) address a specific problem area or challenge; and
- 5) facilitate the creation of an organizational culture that values learning, creativity, and continuous improvement.

Business coaching includes principles from sports coaching such as teamwork, personal excellence, and "going for the goal." But unlike sports coaching, business coaching is not about competition or based on win/lose. A business coach focuses on helping an individual "learn what it takes" for him or her to improve existing capabilities, set meaningful goals, and be accountable for his or her results. A coach helps an individual understand and eliminate barriers to more effective performance.

Coaching is often confused with

- *Mentoring* – A mentor works closely with an individual to help develop the skills, knowledge, and relationships needed to perform better in the current position and to advance his or her career. A mentor is usually at a more senior level in an organization and has the professional and personal competencies to pass on organizational culture, norms, and traditions through skill and example. The mentor shares personal experiences through dialog, and often gives advice.
- *Counseling or Therapy* – Counselors and therapists focus on an individual's psychological well-being and may spend time analyzing the past. In contrast, coaches concentrate on personal and organizational success, how well the individual is functioning within the organization, and is future focused.
- *Consulting* – A consultant gives expert advice and is hired for specific technical expertise.

The following table illustrates these distinctions:

| <i>Traditional Supervision</i> | <i>Mentoring</i> | <i>Consulting</i> | <i>Coaching</i> |
|--------------------------------|------------------------------|---|--|
| I know how. Do it my way. | My experience is. | I know how. That is what you are paying me to tell you. | How can I help you learn? |
| "Do it this way." | "This is how I would do it." | "This is how to do it." | "What have you tried? How has that worked? What else can you try?" |

What do Coaches Do?

Coaches help individuals set and achieve desired goals. Coaches utilize questions and assessment tools to help individuals become more effective. Through the insight gained from assessment tools and observations by the coach, individuals become more self-aware of their strengths and barriers, and develop strategies and plans to reach their goals.

Characteristics of Effective Coaches

The role of a coach is that of a non-judgmental, strategic business partner. The coaching relationship is built on trust. Coaching conversations must remain confidential between the individual and the coach in order for the partnership to work. When coaching is provided by NASA, the relationship extends to the individual's supervisor, who helps define the performance goals and provides feedback on progress.

Coaches at NASA must demonstrate knowledge through past experience and application of basic competencies. NASA has adopted the competencies identified by the International Coaching Federation (ICF). First, the coach must meet ethical guidelines of the profession. Other competencies include the ability to:

- Establish a coaching agreement.
- Establish a trusting relationship with the client.
- Be fully present, attentive, and spontaneous.
- Express active listening.
- Ask powerful questions.
- Be a direct communicator.
- Create and raise the client's awareness.
- Design and create action plans and action behaviors.
- Develop plans and establish goals with the client.
- Manage the client's progress and hold him/her responsible for action.

In addition to the above, effective coaches believe in the potential of their client and demonstrate a personal integrity in "walking the talk."

How Does a Coaching Partnership Work?

Formal coaching relationships are based on written agreements between the coach and the individual being coached. This written agreement delineates the goals and mutual expectations for how the coaching relationship will work. The individual, coach, and supervisor must be in agreement regarding the desired results of the coaching relationship.

Coaching relationships can vary in duration and complexity. An internal or external coach may use assessment instruments to help focus the coaching process. Short-term, feedback coaching generally takes from one to six months and is intended to provide immediate feedback to the individual to help him or her develop a plan to address specific needs. Longer term, in-

depth coaching involves a close, long-term relationship between the coach and individual to address specific needs, and generally lasts from six to twelve months. This type of coaching will involve more in-depth data collection and analysis with an intensive feedback session. Supervisory coaching is usually on a more informal basis and occurs in the context of day-to-day, working interactions.

A coach will continue to work with the individual until the plan is implemented.

Why Would One Choose to Work With a Coach?

Employees may choose to work with a coach when they:

- 1) Realize they need to improve their performance but require more than the acquisition of new knowledge or the development of new skills;
- 2) Are open to participating in a rigorous and honest self-appraisal;
- 3) Realize that someone else can assist them in becoming more effective and are willing to ask for help;
- 4) Are willing to devote the time and effort to work with the coach to make changes over a period of months;
- 5) Are willing to trust another person and talk about their strengths and challenges...

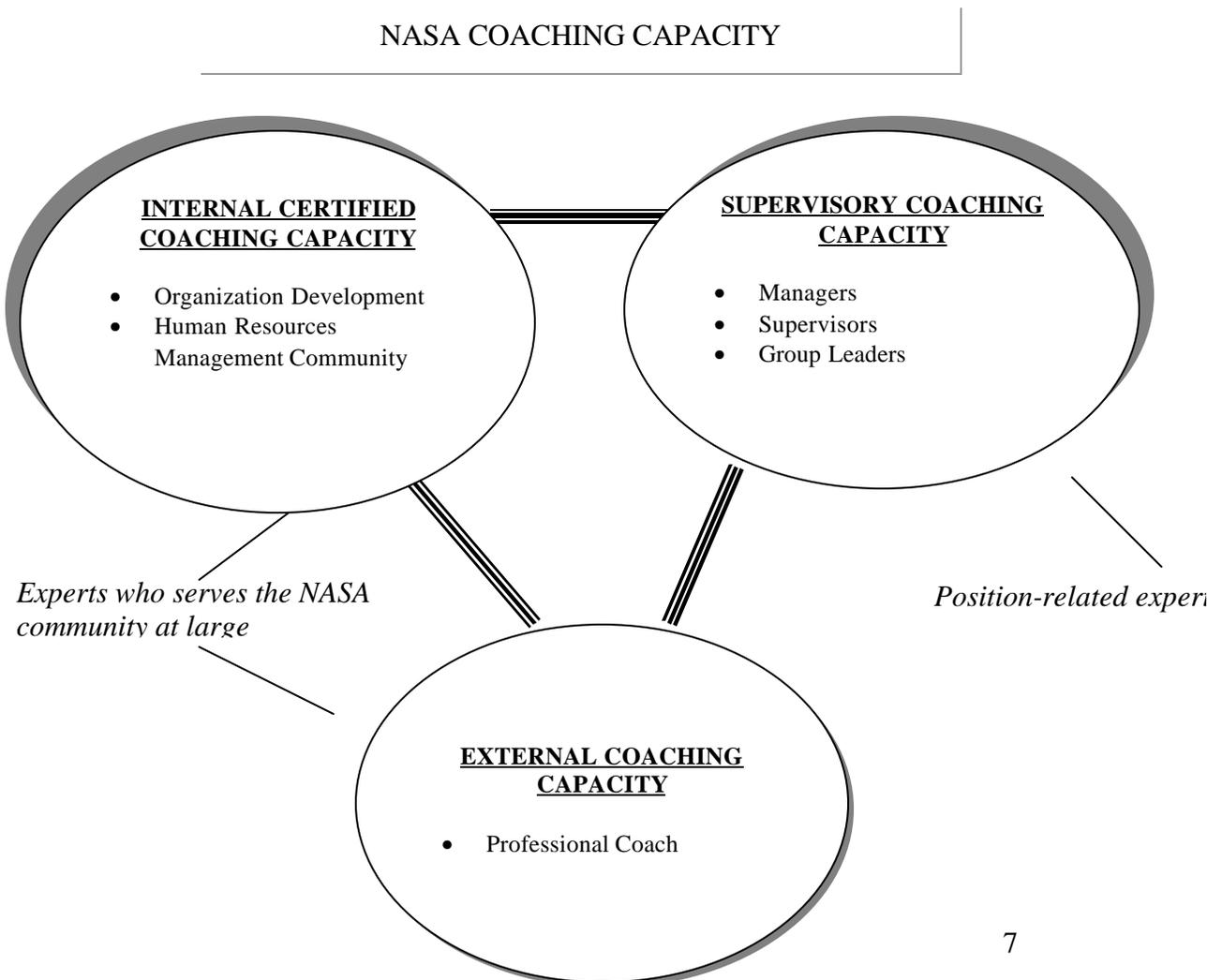
Employees considering coaching should think about career goals and how coaching could help achieve them. Employees may also find it helpful to ask questions to clarify their expectations for the coaching partnership, such as: How do I expect coaching to help me reach my goals? Are there other activities such as training or mentoring that better fit my developmental needs at this time?

Results from coaching can include improved performance and working relationships, better teamwork, and reduced conflict. When coaching produces better alignment between personal and organizational values and goals, the results often include increased job satisfaction and organizational commitment and improved performance.

Coaching Capabilities at NASA

NASA's goal in coaching is to equip employees with the tools and opportunities needed for self-development. A coach serves as a catalyst to the individual's development. In performing as a strategic business partner, coaches demonstrate credibility and the abilities to forge partnerships of trust, inspire commitment, focus on goals that matter, promote persistence, and ask the tough, strategic questions leading to performance breakthroughs. Because of this, NASA works to ensure that employees have access to coaches who possess a broad diversity of backgrounds (job function, gender, culture, etc.).

NASA has both an internal and external coaching capacity. Ultimately, selection of a coach will be based upon the coach's experience and skill and his/her ability to relate to the individual being coached. NASA builds its coaching capacity internally and externally as depicted in the following diagram:



What is Internal Certified Coaching?

Internal Coaching is a facilitative one-to-one, mutually designed coaching relationship between a NASA civil servant certified coach and a key NASA employee who is accountable for highly complex decisions with wide scope of impact on the NASA organization, Government, and industry as a whole. The primary impetus for engaging in coaching is organizational performance or development, either of which may have a personal component as well. The results produced from this relationship are observable, measurable, and aligned with the performance requirements the individual (or NASA organization) has established. Coaching services are arranged through the HQ or Center Training Office.

In addition to the characteristics of an effective coach discussed previously, NASA has established the following standards for selecting Internal Coaches:

- **Coaching Certification**—All internal coaches must have coaching credentials from an ICF-certified training program.
- **Tested Experience**—The coach must have the appropriate level of corporate experience to understand the developmental, political, and environmental needs of the employee.
- **Skilled at Problem Diagnosis**—If diagnostic instruments are used, the coach must be appropriately certified to administer those instruments to assess gaps, help identify blind spots for the individual being coached, determine outcome measurements (scorecards for accountabilities, pre- and post assessments to measure 360 degree feedback), and facilitate communication and feedback.
- **Results Oriented**—The outcomes of the coaching relationship should specify how the coaching success would be measured, evaluated, and realized by individual performance improvement and NASA mission impacts. Additionally, a coaching agreement for the employee should be established up front and refined throughout the coaching relationship.
- **Knowledge and Application of Coaching Competencies, including Interpersonal Competencies**—The coach must demonstrate knowledge through past experience and application of competencies previously identified.

What is External Coaching?

External Coaching has all the same components as those identified for internal coaches (above) with the exception that the relationship is between

a key NASA employee and a trained and certified coach hired from outside the Agency. In some cases NASA will use non-certified coaches based on previous performance. These coaching services are procured through the HQ or Center Training Office. Consult your Training Office for specifics.

In addition to the characteristics of an effective coach discussed previously, NASA has established the following standards for selecting external coaches:

- **Tested Experience**—The coach should have a minimum of 7-10 years coaching experience in the skill area that needs to be addressed. ICF certification is preferred. Ideally, the coach should have work experience at or above the level of the individual being coached. This helps to ensure that the coach has the appropriate level of corporate experience to understand the developmental, political, and environmental needs of the individual.
- **Skilled at Problem Diagnosis**—The coach should be appropriately certified to administer a variety of diagnostic instruments to assess gaps, help identify blind spots for the individual being coached, determine outcome measurements (scorecards for accountabilities, pre-post assessments to measure 360 degree feedback), and facilitate communication and feedback. When procuring the coach, the contract language should specify the types of diagnostic instruments that will be used as part of the coaching effort.
- **Results Oriented**—The outcomes of the coaching relationship should specify how success would be measured, evaluated, and realized by performance improvement NASA mission impacts. Additionally, a developmental plan for the individual should be identified up front and refined throughout the coaching relationship.
- **Familiarity with Industry and Government**—At a minimum, the coach should have a working knowledge of NASA's strategic goals, the NASA Leadership Model, and the Office of Personnel Management (OPM) Executive Core Qualifications (ECQ). This includes broadly understanding the internal system constructs of NASA (science, engineering, administrative) as well as the external environment in which NASA operates, such as the Federal government, leadership challenges in the public sector, and understanding the local environment.
- **Knowledge and Application of Coaching Competencies, including Interpersonal Characteristics** – The coach must demonstrate knowledge through past experience and application of characteristics and competencies previously identified.
- **Costs**-All external coaching services must have a clearly identified, value added component for the organization. This can be determined at the local Center level. Inasmuch as possible, coaching rates should be commensurate with local MOBIS and GSA quotes.

What is Supervisory Coaching?

An important role of the supervisor is to coach employees in the course of their everyday interactions. All NASA Managers, Supervisors, and Team Leads are expected to have a level of proficiency in coaching their employees. This “real-time” coaching involves day-to-day observation with immediate, practical feedback on performance and behavior. A supervisor may pinpoint performance problems or areas and skills needing improvement, or open an employee’s eyes to simple changes that could make their personal interactions more satisfying and their efforts more productive. Real-time coaching can boost an employee’s confidence and enable him or her to better understand their strengths and how to use them. Coaching should also be a part of developmental planning discussions. The key to an effective supervisory coaching relationship is trust. The employee needs to know that the supervisor has their best interests as well as the organization’s needs at heart. Coaching helps employees reach their full potential, which moves them and the organization forward.

If done properly, supervisory coaching is not an additional task. It is a way of building understanding between supervisors and employees through day-to-day conversations. Supervisory coaching strengthens:

- performance,
- shared understanding of priorities,
- understanding of Agency and Center mission and goals,
- working relationships, and
- two-way communications.

Managing the Coaching Process

Generally, the management of the coaching process resides in the Human Resources function. Centers should align their coaching efforts to the philosophy and strategy outlined in this Coaching Guide



Step I: Self-Assessment

The first phase of the coaching assessment process begins with the individual doing a self-assessment such as the questions in the “*Why would I choose to work with a coach?*” section of this Guide Pg.6.

Step II: Meeting with Human Resources (HR) Development Professional

If the employee is confident that he or she can benefit from and is willing and ready to participate in the coaching process, the next step is to set up a meeting with an HR Professional at his or her Center. At this meeting, the employee will complete a short “Preference Guide” (See Appendix A for Preference Guide) and discuss their coaching needs (See Appendix B for the Intake Questionnaire). The HR Professional will have the training and access to guides (which are used to determine how well coaching will meet the employee’s current needs) to interpreting it.

Based on the information provided by this discussion, the HR Professional will identify a pool of potential coaches for the employee by conducting interviews (See Appendix C for Potential Coach Assessment).

Next, the individual reviews the coaches identified and conducts interviews. (See Appendix D for suggested interview questions). After this process is completed the individual will meet with their HR professional to finalize the coach selection.

Step III: Coach Assessment

At the beginning of the relationship the coach typically conducts an assessment. Assessments are tools used to gather information about an individual's values, behaviors, competencies, goals, interests, and potential opportunities for development.

This assessment can range from being very formal to informal depending on where the individual is in the development process and their past experience. An informal assessment may consist of a brief questionnaire, face-to-face discussion or simple observation. The coach will determine the appropriate assessment instrument tool to use in the coaching process.

Assessments are used in a coaching relationship not to label but to provide valuable information to guide and focus the relationship. Assessments provide new explanations for behaviors, discover new possibilities, generate a baseline of information about the individual being coached, build the coach/client relationship, and facilitate identification of the coaching intervention. All assessment data will be kept confidential between the client and the coach. Any assessment documentation will be given to the client at the end of the relationship.

Step IV: Coach-Client Relationship

Once assessments are completed, the coach will review the data with the individual being coached and provide feedback. The coach and individual then work together to create a development plan and a set of three to five objectives based on the data results and the individual's goals. The coach and individual will also identify roles of stakeholders (including the individual's supervisor and the HR Professional); significant milestones related to their progress; and measures of success. Additionally, the coach and individual will work out the terms and logistics of the coaching

relationship and gain appropriate approvals, when necessary. See Appendix E for a sample coaching agreement.

Mid-point Assessment

The mid-point assessment will be conducted half way into the coaching contract. This assessment is designed to track the progress with the coaching contract, relationship, and coaching process. During this phase some of the following questions may be asked:

- What is working well?
- What needs improvement?
- How can we do things differently?
- Are we on track in accomplishing our goals?

It is the responsibility of the coach to conduct a mid-point assessment with the individual being coached, who, after a discussion with the coach, sends the completed assessment to the HR Professional. A sample mid-point assessment form is included in Appendix F.

Final Assessment (close of relationship)

The final assessment is conducted at the end of the coaching relationship. During this assessment the coach and individual are assessing the following:

- Goal accomplishment (tangible goals benefiting NASA)
- Quality of the relationship
- Coaching process
- Coach's abilities
- Individual's commitment and follow through

Also, the coach and individual will determine whether to stop or continue the coaching relationship. The coach gives the individual being coached the final assessment form to complete. After a discussion with the coach, the individual sends the final assessment form to their HR professional. A sample final assessment form is included in Appendix G.

Step V. Follow-up Assessment (post coaching)

The final phase of the coaching assessment process is the follow-up assessment. This is normally conducted six months to a year after the end of the coaching contract. During this phase, the HR office is working with the individual and supervisor to assess mission results/impact and successes/future challenges. A sample form is included in Appendix H.

Resources

The following list of suggested references is supplied solely for background information and does not imply endorsement by NASA.

International Coach Federation: <http://www.coachfederation.com/>

Hudson, Frederic M. PhD. *The Handbook of Coaching*. San Francisco: Jossey-Bass Publishers, 1999.

Flaherty, James. *Coaching: Evoking Excellence in Others*. Boston: Butterworth Heinemann, 1999.

Porche, Germaine and Jed Niederer. *Coach Anyone About Anything*. Del Mar, CA, Wharton Publishing, Inc., 2001.

Whitworth, Laura; Henry Kimsey-House, and Phil Sandahl. *Co-Active Coaching: New Skills for Coaching People Toward Success in Work and Life*. Palo Alto, CA, Davies-Black Publishing, 1998

Appendix A

PREFERENCE GUIDE

(An employee, confident that he or she can benefit from and is willing and ready to participate in the coaching process, fills out this form as a “talking point” with the HR Professional)

| | |
|--|--|
| Name: | Supervisor's Name: |
| Position/Title: | |
| Length of Service: | Demographic Preference for Coach (if any): |
| Professional Goals: | |
| Goals for Coaching: | |
| Reasons for Desiring Coaching: | |
| Type of Coaching (Feedback, Content, Development): | |
| Supervisor's Signature: | Date: |

| | |
|-----------------------|-------|
| Employee's Signature: | Date: |
|-----------------------|-------|

INTAKE QUESTIONNAIRE

Please circle the number below that most accurately reflects your attitude regarding each question.

1. How important is it that a person advising you has a thorough understanding of NASA's organization policies and procedures?

| | | | | | | |
|-------------------------|---|---|-----------------------|---|---|-------------------|
| Not at All Important | | | Somewhat Important | | | Very Important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

2. Is it important that you have a clear measure of whether you have made progress after receiving advice?

| | | | | | | |
|------------|---|---|----------|---|---|--------------|
| Not at All | | | Somewhat | | | Very Much |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3. To what extent do you think that evaluation of your work performance would be beneficial for improvement?

| | | | | | | |
|--------------------------|---|---|--------------------------|---|---|--------------------|
| Not at All Beneficial | | | Moderately Beneficial | | | Very Beneficial |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

4. To what degree is your personal life negatively affecting your job capability?

| | | | | | | |
|------------------------|---|---|----------------------|---|---|--------------------------|
| Not at All Affected | | | Somewhat Affected | | | Very Much Affected |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5. How important is expertise on the particulars of your work environment for advising to be successful?

| | | | | | | |
|-------------------------|---|---|--------------------|---|---|----------------|
| Not at All Important | | | Somewhat Important | | | Very Important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

6. To what extent do you feel that confidentiality is important when addressing your work priorities and how to make changes in your work?

| | | | | | | |
|-------------------------|---|---|-----------------------|---|---|-------------------|
| Not at All Important | | | Somewhat Important | | | very important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

7. To what extent would it be beneficial for you to work with someone who has more experience in your field than you have yet acquired?

| | | | | | | |
|--------------------------|---|---|--------------------------|---|---|----------------------|
| Not at All Beneficial | | | Moderately Beneficial | | | Highly Beneficial |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

8. I believe there is little, if anything, that I can do to improve my current work situation.

| | | | | | | |
|----------------------|---|---|-------------------|---|---|-------------------|
| Strongly Disagree | | | Agree Somewhat | | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

9. To what extent would it be beneficial for you to receive advising from a person higher up in the NASA hierarchy?

| | | | | | | |
|--------------------------|---|---|--------------------------|---|---|----------------------|
| Not at All Beneficial | | | Moderately Beneficial | | | Highly Beneficial |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

10. To what degree is your work life negatively affecting your personal life?

| | | | | | | |
|------------------------|---|---|----------------------|---|---|--------------------------|
| Not at All Affected | | | Somewhat Affected | | | Very Much Affected |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

11. To what extent would it be beneficial for you to receive advising from a person who will have the ability to evaluate your job performance at an official level now or in the future?

| | | | | | | |
|--------------------------|---|---|--------------------------|---|---|----------------------|
| Not at All Beneficial | | | Moderately Beneficial | | | Highly Beneficial |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

12. To what degree is confidentiality important to you in the process of receiving advice and feedback?

| | | | | | | |
|-------------------------|---|---|-----------------------|---|---|-------------------|
| Not at All Important | | | Somewhat Important | | | Very Important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

13. To what extent is it important that the relationship between you and your advisor is an equal relationship?

| | | | | | | |
|-------------------------|---|---|-------------------------|---|---|-------------------|
| Not at All Important | | | Moderately Important | | | Very Important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

14. To what extent would it be helpful to have advice and direction from a person who is in a position of authority in your work area?

| | | | | | | |
|-----------------------|---|---|---------------------|---|---|----------------------|
| Not at All Helpful | | | Somewhat Helpful | | | Extremely Helpful |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

15. To what degree is the goal of the advice you are seeking primarily for personal development?

| | | | | | | |
|------------|---|---|----------|---|---|--------------|
| Not at All | | | Somewhat | | | Very Much |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

16. To what degree is the goal of the advice you are seeking primarily for career development?

| | | | | | | |
|------------|---|---|----------|---|---|--------------|
| Not at All | | | Somewhat | | | Very Much |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

17. To what degree is the goal of the advice you are seeking primarily for the development of a particular area or structure within NASA?

| | | | | | | |
|------------|---|---|----------|---|---|--------------|
| Not at All | | | Somewhat | | | Very Much |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

18. To what extent do you think that someone simply telling you what to do at work would be beneficial for your improvement at work?

| | | | | | | |
|--------------------------|---|---|--------------------------|---|---|--------------------|
| Not at All Beneficial | | | Moderately Beneficial | | | Very Beneficial |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

19. I need to discuss the internal politics of my organization and how it affects my career path.

| | | | | | | |
|----------------------|---|---|-------------------|---|---|-------------------|
| Strongly Disagree | | | Agree Somewhat | | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

20. I need to discuss some personal matters about my sense of well-being.

| | | | | | | |
|----------------------|---|---|-------------------|---|---|-------------------|
| Strongly Disagree | | | Agree Somewhat | | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

21. I need to learn and practice specific new job skills that I lack.

| | | | | | | |
|----------------------|---|---|-------------------|---|---|-------------------|
| Strongly Disagree | | | Agree Somewhat | | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

22. I believe that my own efforts could significantly impact my work situation.

| | | | | | | |
|----------------------|---|---|-------------------|---|---|-------------------|
| Strongly Disagree | | | Agree Somewhat | | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

23. To what extent is a friendly, collegial relationship between you and an advisor beneficial for your improvement at work?

| | | | | | | |
|--------------------------|---|---|--------------------------|---|---|--------------------|
| Not at All Beneficial | | | Moderately Beneficial | | | Very Beneficial |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Potential Coach Assessment

Instructions

The following questions are provided to assist Centers for interviewing and identifying potential coaches that align with NASA's strategy and guidelines for coaching.

Process of Interaction with Clients

Overview Questions

1. How would you define coaching? What does coaching mean to you?
2. Do you have a particular coaching model that you use?

Training and Background

1. What is your educational and professional background?
2. What are some of the key work experiences that led you to be a coach?
3. How long have you been doing coaching work?
4. What kinds of people do you work with and what results did you achieve?
5. With what kinds of people and topics do you do your best work?
6. Who would you turn down and why?
7. Give an example of when you have had to be tough and confrontational in a supportive way. How did you accomplish this?
8. What do you think are necessary experiences and educational qualities for a good coach?

Clients

1. Do you have a particular type of coaching you specialize in?
2. Do you have a particular industry you specialize in?
3. How similar are the situations you engage in?
4. What is your strategy with regards to supporting confidentiality?

Assessment

1. What kind of assessment instruments, tools, or techniques do you go through with a new client?
2. Who do you gather information about the client from, and how?
3. How do you determine the client's needs?
4. What information do you gather about the organization and how?

Intervention

1. How long do you work with clients? How much time do you usually spend with the client?
2. How will you help the client learn new ways to do things?
3. What tools or activities do you use to improve client performance (e.g. role-playing)?
4. How do you implement your intervention (phone, e-mail, face-to-face)?
5. How standardized are your interventions?
6. How much time do you spend with others in service of the client's development?
7. At what point do you terminate the coaching relationship with the client?

Evaluation

1. How will you ensure the client will get results?
2. How do you determine the effectiveness of your intervention?
3. How often do you communicate with the client's organization about his or her progress?
4. What level of information do you share with the client's organization?
5. Do you solicit feedback about your performance from your clients?

SUGGESTED COACH SELECTION INTERVIEW QUESTIONS

| Questions to Ask Potential Coach | Questions to Ask Yourself |
|--|--|
| 1. Have you worked with developmental issues and organizational situations similar to mine? Can you tell me about these experiences? | Does the coach have relevant experience? |
| 2. What approaches or techniques do you use? | Am I comfortable with the techniques the coach uses? |
| 3. How do you communicate with your coaching clients? | Am I comfortable with the meeting format? Is it flexible? |
| 4. Have you worked with federal agencies before? Have you worked with NASA? | Is the coach knowledgeable about the organizational climate in federal agencies and/or NASA? |
| 5. What do you think are some issues affecting organizations today? | How savvy is the coach regarding organizational issues impacting performance? |
| 6. How will you keep me accountable for results and assure that I keep making progress? | Does the coach have the ability to plan, conceptualize, implement and manage a coaching relationship over time? |
| 7. Can I trust you to be honest with me? | Is the coach credible and authentic? |
| 8. Can you work with me to help me understand how to work effectively with other employees? | Is the coach experienced in working with team dynamics? |
| 9. How experienced are you with working with clients from diverse backgrounds? How do you maintain the coach/client confidentiality agreement? | Am I comfortable that the coach can work for my best interest? Does the coach have experience working with diverse clients? |
| 10. What are the essential skills for being an effective coach? | Does the coach have good interpersonal skills (e.g., listening, feedback, straightforwardness, compassion, humor, oral and written communication, etc.)? |

COACHING AGREEMENT

We are voluntarily entering into a formal coaching relationship partnership, which we expect to benefit NASA and us. The following highlights the features of our partnership:

Coaching partnership objectives:

Coaching milestones related to objectives:

Measures of success related to objectives:

Specific role of the coach and key stakeholders:

Coach:

Client:

Other key stakeholders (manager, peers, direct reports, and customers):

The logistics of our meetings will generally include the following:

When:

Where:

How long:

Frequency:

Who is responsible for initiating:

The client will gain commitment of his/her supervisor by:

We will honor the following confidentiality agreement:

This agreement remains in effect for twelve months. The agreement may be terminated at any time by either the coach or the individual being coached.

Signature: _____
Individual Being Coached

Signature: _____
Coach

MID-POINT ASSESSMENT

1. What coaching activities have you participated in since the start of the coaching process?

| |
|--|
| |
|--|

2. To what extent have these coaching activities contributed to your goals so far?

| | | | | |
|-------------|---|------------|---|-----------|
| Very Little | | Moderately | | Very Much |
| 1 | 2 | 3 | 4 | 5 |

3. I am on track in accomplishing my coaching goals.

| | | | | |
|-------------|---|------------|---|-----------|
| Very little | | Moderately | | Very Much |
| 1 | 2 | 3 | 4 | 5 |

4. There have been changes in my goals since beginning coaching.

| | | | | |
|-------------------|---|---------------------------|---|----------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

5. If there have been changes in your goals, what are they?

| |
|--|
| |
|--|

6. As a result of the coaching thus far, I have had an impact on the mission of NASA, my organization, and/or my own personal mission

| | | | | |
|-------------------|---|---------------------------|---|----------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

7. What was this impact, if any? How did the coaching contribute to or enable it?

| |
|--|
| |
|--|

8. The coaching relationship is working extremely well.

| | | | | |
|-------------------|---|---------------------------|---|----------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

9. The coaching relationship is not working well.

| | | | | |
|-------------------|---|---------------------------|---|----------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

10. What needs improvement or isn't working? Identify concerns, disappointments, and areas for revision.

| |
|--|
| |
|--|

11. My coach is willing to adapt to changes in our coaching relationship.

| | | | | |
|-------------------|---|---------------------------|---|----------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

| | |
|-------|-------|
| Name: | Date: |
|-------|-------|

FINAL ASSESSMENT

Results of Coaching

1. My coach helped me to set focused and clearly defined goals.

| | | | | |
|----------------------|---|------------------------------|---|-------------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

2. To what degree did you accomplish the goals that you set?

| | | | | |
|------------|---|------------|---|------------|
| Not at All | | Moderately | | Completely |
| 1 | 2 | 3 | 4 | 5 |

3. What goals did you accomplish through coaching?

4. Are there any goals that you did not achieve? If so, what are they?

5. What new skills have you learned through coaching?

6. I have applied the new skills I have learned.

| | | | | |
|----------------------|---|------------------------------|---|-------------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

7. What behaviors have you changed or what new behaviors have you learned through coaching?

| |
|--|
| |
|--|

8. I have applied the new behaviors I have learned.

| | | | | |
|-------------------|---|---------------------------|---|----------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

9. I have become more open minded in how I approach my work as a result of coaching.

| | | | | |
|-------------------|---|---------------------------|---|----------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

10. I am more willing to participate in learning or developmental activities as a result of coaching.

| | | | | |
|-------------------|---|---------------------------|---|----------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

11. As a result of coaching, I have had an impact on the mission of NASA, my organization, and/or my own personal mission.

| | | | | |
|-------------------|---|---------------------------|---|----------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

12. What was this impact, if any? How did the coaching contribute to or enable it?

| |
|--|
| |
|--|

Coaching Relationship

12. What problems did you encounter with your coach or the coaching process?

| |
|--|
| |
|--|

13. How were problems with your coach or the coaching process addressed?

| |
|--|
| |
|--|

14. My coach was very effective in helping me achieve my goals.

| | | | | |
|-------------------|---|---------------------------|---|----------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

15. In what way(s) was your coach effective in helping you achieve your goals?

| |
|--|
| |
|--|

16. My coach and I were compatible.

| | | | | |
|-------------------|---|---------------------------|---|----------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

17. My coach gave me constructive feedback.

| | | | | |
|-------------------|---|---------------------------|---|----------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

Supervisory Relationship

18. I received encouragement and support from my immediate manager/supervisor to participate in the coaching process.

| | | | | |
|-------------------|---|---------------------------|---|----------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |
| | | | | |

19. In what way(s) did your manager/supervisor offer support or encouragement?

| |
|--|
| |
|--|

HR Relationship

20. I received encouragement and support from human resources to participate in the coaching process.

| | | | | |
|-------------------|---|---------------------------|---|----------------|
| Strongly Disagree | | Neither Agree or Disagree | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

21. In what way(s) did human resources offer you support or encouragement?

| |
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| |
|--|

| | |
|-------|-------|
| Name: | Date: |
|-------|-------|

FOLLOW-UP ASSESSMENT

1. The goals set by my coach and me continue to be useful.

| | | | | |
|----------|---|------------------------------|---|-------|
| Disagree | | Neither agree or disagree | | Agree |
| 1 | 2 | 3 | 4 | 5 |

2. To what degree have you mastered the goals you set with your coach.

| | | | | |
|------------|---|------------|---|------------|
| Not at all | | Moderately | | Completely |
| 1 | 2 | 3 | 4 | 5 |

3. Have you identified new goals and are you working on achieving them?

| |
|--|
| |
|--|

4. Are you interested in engaging in a coaching relationship in the future? If so, why?

| |
|--|
| |
|--|

5. To what degree have you become more interested in long term development since your coaching experience?

| | | | | |
|--------------------------|---|------------|---|-------------------------|
| Not at all interested | | Moderately | | Extremely interested |
| 1 | 2 | 3 | 4 | 5 |

6. How can the human resources staff help you to continue with your own development?

| |
|--|
| |
|--|

7. To what degree are you utilizing the skills you learned.

| | | | | |
|------------|---|------------|---|------------|
| Not at all | | Moderately | | Completely |
| 1 | 2 | 3 | 4 | 5 |

8. To what degree are you utilizing the behaviors you learned.

| | | | | |
|------------|---|------------|---|------------|
| Not at all | | Moderately | | Completely |
| 1 | 2 | 3 | 4 | 5 |

9. I am more open minded in how I approach my work as a result of coaching.

| | | | | |
|----------|---|---------------------------|---|-------|
| Disagree | | Neither agree or disagree | | Agree |
| 1 | 2 | 3 | 4 | 5 |

10. I am more willing to participate in learning or developmental activities as a result of coaching.

| | | | | |
|----------|---|---------------------------|---|-------|
| Disagree | | Neither agree or disagree | | Agree |
| 1 | 2 | 3 | 4 | 5 |

| | |
|--------------|--------------|
| Name: | Date: |
|--------------|--------------|