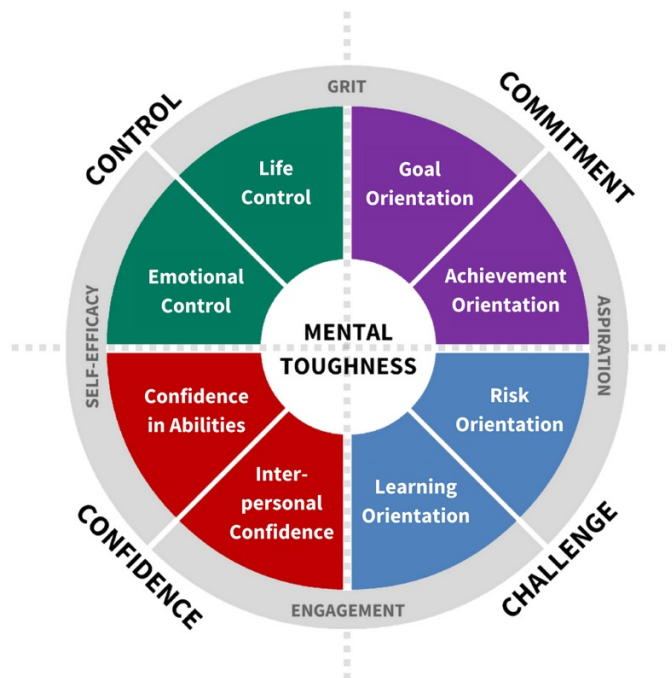


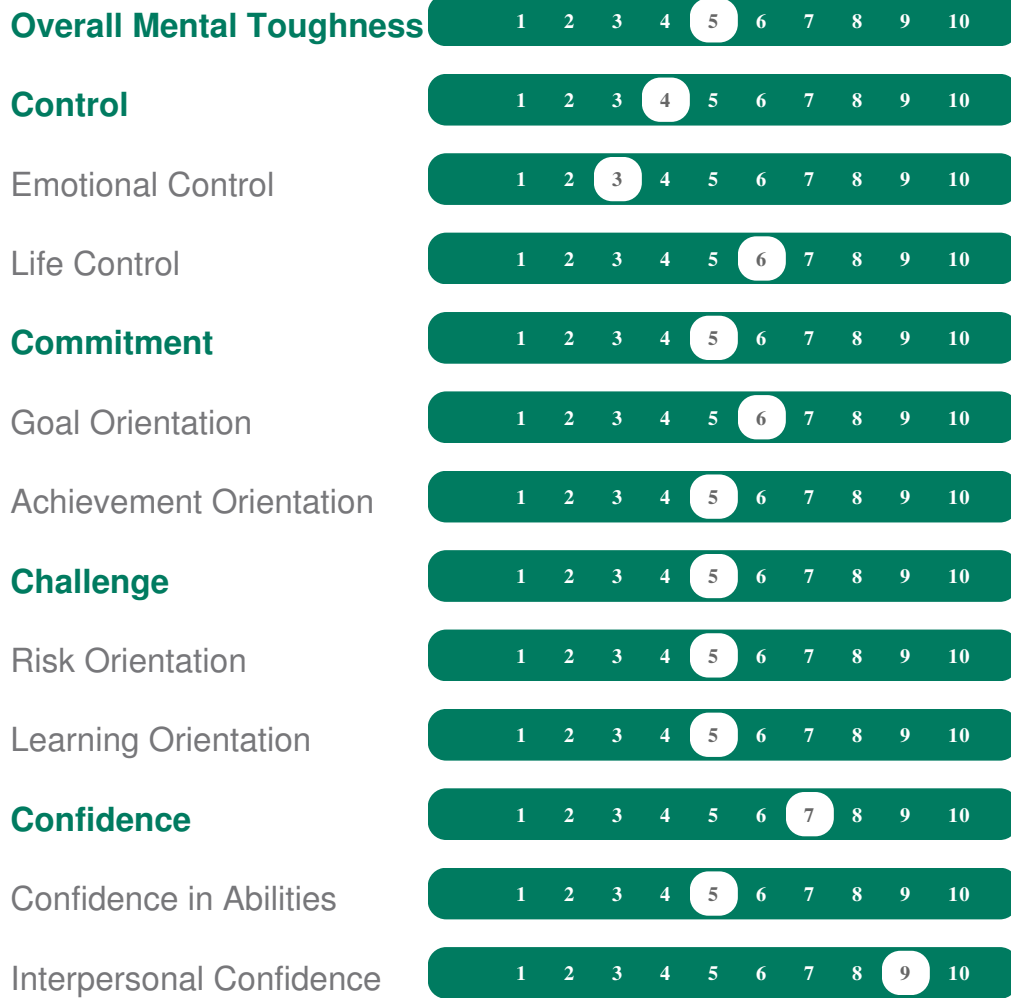
Coaching Report

John T Sample 29 November 2017



This Coaching Report provides manager/coach with narrative about the person's mental toughness and offers coaching suggestions to help them to guide the candidate more effectively.

SUMMARY



Mental Toughness Report for John T Sample

How to use this report

The information used to generate this report was obtained solely from the questionnaire that was completed by the individual. It represents one source of information and it is important to recognise that other forms of evidence about their mental toughness will exist. The report should be interpreted within this wider context.

The purpose of this report is to give information about the individual's mental toughness – which essentially describes and assesses “how they think”. This has been achieved by comparing their scores with scores obtained from a large sample of people in the general population.

The report identifies some implications for behaviour or performance in life and in a workplace as well as suggesting possible coaching or development actions. Coaching activity for individuals with high scores tends to focus on self-awareness about themselves and the extent to which they are aware of their impact on those around them. These are intended as prompts and suggestions - they are not comprehensive. There are other ways of helping the individual.

It is important that you check the report and ensure that it's comments are supported by observations of the individual in their life or at work.

The best way to maximise the usefulness of this report is to:

- Read the text carefully with an open mind. Factor in other information from other sources. It is important that you discuss the findings with the individual in question.
- The discussion should be used to help you work more productively with the individual in question. This can be achieved by having a better understanding of what makes them tick.
- This report should not be used for selection decisions. The Assessor report is more appropriate for this application.

The findings presented here represent a snapshot in time. Mental Toughness can be enhanced in a number of ways. These are introduced in the DEVELOPMENT REPORT, which is available elsewhere in this package.

AQR International has developed toolkits of interventions and exercises which support developing each of the elements of Mental Toughness. See: <https://aqrinternational.co.uk/mental-toughness-development-toolkit>

Mental Toughness

Mental Toughness is a personality trait which determines, in some part, how individuals perform when exposed to stressors, pressure, opportunity and challenge. It can be a key factor in enabling individuals to perform at the peak of their abilities.

AQR International has developed a workbook which illustrates how the Mental Toughness Framework can be used with a coaching process such as the GROW model. For a FOC copy please contact headoffice@aqr.co.uk

Mental Toughness

1 2 3 4 **5** 6 7 8 9 10



This individual is able to cope with most of life's challenges, although, when facing some difficult circumstances they can feel nervous and a little threatened. They are fairly confident in their abilities, but their self-belief may be affected by others' criticism.

When opportunities for development present themselves, they are likely to accept the challenge, although the potential for failure may concern them. In these situations, they may dwell too long on things that could go wrong.

They are likely to be comfortable in most social situations, and will usually contribute in some way to group activities. They might find that they don't always feel they get their views across.

They will achieve their goals, although they may occasionally become distracted when facing difficult circumstances. They are likely to feel in control in most situations and feel that they have some power to influence what goes on around them.

However, they may occasionally feel that events have overtaken them and may experience a degree of self-doubt.

Under normal circumstances, they are in control of their emotions. They tend to be fairly calm and stable but they may, on occasions, feel anxious and worried.

Control

1 2 3 **4** 5 6 7 8 9 10

These individuals are likely to feel in control in most situations, although they may occasionally feel that events are overtaking them. Their feeling of control may vary when under pressure – at times they may feel helpless.

These people will manage their anxiety well most of the time when subjected to stress and pressure. They may, from time to time and under sustained pressure, reveal that anxiety to others.

Their control orientation can be split into two distinct areas: Life Control and Emotional Control.

Typically, in the workplace, these are people who might work steadily for long periods of time with significant success but who will occasionally appear to reach a crisis. For the most part, they can cope with work and with life but can be worn down. The solution often lies in rebuilding their feeling of control.



Emotional Control

1 2 **3** 4 5 6 7 8 9 10

They are quite anxious individuals and may worry unduly. They may often find it quite hard to relax. They may find it a little difficult to control their feelings and will reveal their emotional states to other people.

They tend to be anxious and more easily upset than others and will usually let this show. They will also let people know when they are pleased or happy.

They can find it difficult to adjust their emotional responses to different situations and they will usually reveal to others any nervousness they may feel.

They may deal poorly with frustration and respond ineffectively – perhaps even undoing some of the good work they have already done.

Coaching suggestions

- What situation and circumstances do they find it difficult to control emotionally. How do they think others manage? How could they do it differently?
- When they react emotionally to events what impact does it have:
 - For them and what they want to do
 - For others with whom they deal or work?
- What might be a more effective way of responding? – and what do they need to do to adopt that?
- Can they recognise the signs that they are about to lose emotional control? What can they do to manage that? Perhaps finding a quiet place to calm down, doing something that makes them happier?

Life Control

1 2 3 4 5 **6** 7 8 9 10

They believe that what they do will normally make a difference, but may, on occasions, see themselves as “going through the motions”.

They are generally fairly influential when something needs to be done.

Obstacles and setbacks can make them stop what they are doing. However, they will mostly find a way of dealing with them.

Coaching suggestions

- Ensuring the individual understands that this occasional impasse is normal and will happen to most people.
- Identify the cause of the issue and use it as a learning point. Introduce development actions which restore the feeling of control.
- Help them to put into perspective what they can control and what they can't control.
- Give the individual some breathing space to recover – but do it for a finite period by assigning to a less demanding task.
- Help the individual to handle the next set of tasks to a satisfactory conclusion, give them due to recognition for this and build up their feeling that they are back in control.
- Helping them to consider their impact on others who have a lesser sense of Life Control. How they can work more effectively with them.

Commitment

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



Whilst they will normally stick to tasks they may, on occasions, become distracted. This may mean that they, occasionally, do not achieve their goals in the most efficient way, or fail to reach the endpoint. They are relatively resilient and will normally be enthusiastic and motivated, but under extreme pressure, their enthusiasm for a particular task may wax and wane. They are usually quite optimistic in outlook, believing that they will succeed. Their optimism will, however, have a degree of variability.

Goal Orientation

1 2 3 4 5 **6** 7 8 9 10

This individual is fairly goal orientated.

Generally, they like to know what's expected of them. They generally enjoy having a goal to work towards.

When taking on tasks and activities they will have a good idea of what a successful outcome will be. These are a source of motivation for this person – they can visualise success and often imagine what that success feels like.

When they achieve a goal, they may sometimes feel driven to do better next time.

At times if they take on too many goals without checking to see if they are all achievable, they may find that this makes life difficult. This can be an issue when accepting goals on behalf of others who may not be as goal driven as them.

Coaching suggestions

- Helping the individual to scope their work in terms of goals – particularly in terms of prioritising work in terms of importance as well as urgency.
- Helping the individual to consider the potential resource implications of committing to goals – particularly where others are involved.
- Helping the individual to consider when and how it is useful and important to say “no”.
- Developing approaches to set realistic goals.
- Use techniques like SWOT or Force Field analysis to identify what might prevent success and how they will deal with that.

Achievement Orientation

1 2 3 4 **5** 6 7 8 9 10

This individual will generally put in effort to achieve their goals – whether they are set by themselves or by others. However, they can also give up more easily than many – especially when tired or facing too many setbacks and too much pressure.

They can display a reasonable degree of concentration maintaining reasonable levels of mental efforts for moderate lengths of time. Others are likely to see them as conscientious and reliable as most people.

Achieving things does provide a source of satisfaction for this person but not always. They can sometimes find ready reasons for not completing something rather than overcoming those obstacles.

At times, they might believe that what you do makes little difference to the task.

Coaching suggestions

- Getting the individual to think about the strengths and weaknesses of the people around him or her and to plan to play to strengths – particularly where some have less energy and drive but will still contribute.
- Help the individual to analyse work assignments (perhaps using techniques like the 5 whys') and identify how they can achieve
- Use techniques like SWOT or Force Field analysis to identify what is blocking them and how to get past the blockage.
- Introduce closer project management for some work assignments to introduce some elements of learning – introduce regular reviews and meetings to support and develop the individual to achieve.
- Operate an open door policy for others – make yourself very accessible so that they can seek help when they are stopped by a setback or problem.
- Help the individual to think of rewards they can give themselves for achieving an end goal or a milestone – especially where that recognition isn't forthcoming from elsewhere.

Challenge

1 2 3 4 **5** 6 7 8 9 10

This individual will be able to cope effectively with most of life's challenges and may use these as a way of enhancing their personal development. However, at times they may avoid some of the opportunities which, to them, carry risk. They may at times seek "change for change sake", but are reasonably accepting of a degree of routine.



They will be most comfortable in an environment that provides them with a balance of predictability and flexibility, but they will usually be able to react quickly to the unexpected when necessary. In times of high stress or pressure, they may tend towards risk avoidance.

Occasionally this individual may take on more challenges than they can handle which might mean that they struggle to complete tasks assigned to them.

If exposed to too much change and challenge this person may become worn down and will lose enthusiasm and interest. If confidence is also low there may be a risk of "burnout".

Risk Orientation

1 2 3 4 **5** 6 7 8 9 10

This individual will often deal well with a challenge, change and variety when it exposes them to new and different experiences. Particularly if supported by others. However, they will also appreciate a significant amount of stability in their lives and in their work.

Too much change and too many setbacks might wear them out and they may retreat into their comfort zone.

They may accept there is always a better way of doing things and will often be open to exploring these although they might also see the value in keeping things unchanged.

They can often see the threat as well as the opportunity in a situation.

They might find working with individuals who are very risk or challenge orientated to be difficult at times. Their need for stability can be disturbed by too much change and variety.

Coaching suggestions

- Helping the individual to review and prioritise their work.
- Introducing simple time management tools and techniques.
- Supporting them in delegating their work to others.
- Encouraging the team to support the individual.
- Getting them to review their goals and targets – are they truly realistic? Are they dependant on others and are the others reliable?

Learning Orientation

1 2 3 4 **5** 6 7 8 9 10

This individual responds positively some of the time to challenge, change and opportunity.

They adapt reasonably well to changes and to unexpected changes. Although they will be likely to see opportunity in these challenges, this individual will be just as aware that they carry a threat. They might see the threat as more significant than the opportunity in many situations.

They might not always recognise the lessons to be learned from failure or setback, finding the experience to be unpleasant. Major setbacks might throw them and they might need time to recover.

This individual is likely to be comfortable about engaging in new activities, perhaps volunteering for a challenging project or taking on a new role. These are sources of personal development for them. They are also likely to enjoy working with others who are open to challenge.

Sometimes, their positive outlook can lead to too much risk, change and challenge – increasing the possibility of failure and setback.

Coaching suggestions

- Getting them to see what they are doing from a wider perspective. Are there others with no greater abilities achieving what they are being asked to handle?
- Check for evidence of “burn out”. Are activities beginning to take much longer than expected? What can be done to refresh the person?
- It can be important to avoid responding impulsively to each new piece of learning. Encourage them to take time to reflect on what they learn
 - Is it generally true or it only applies to this situation?
 - How does it connect with what else you know?
- Guide them to discuss what they learn and what they observe with others before coming to a conclusion - in order to widen the perspective and to gather others ideas
- Consider whether the individual is responding too freely to events and to others. Take time to reflect – perhaps set aside time for a weekly review meeting to set priorities and options.
- Help them to consider their impact on others – can they keep up? Do they need development, better guidance and communication
- Where they have avoided a new experience, help them to think about other times they have done something new or different and about what they learned or gained from that experience.
- When asked to do something especially challenging show them how to carry out a SWOT analysis – listing Strengths, Weaknesses, Opportunities and Threats. Get someone to review it with them. Then decide “Will I benefit from doing this?”

Confidence

1 2 3 4 5 6 7 8 9 10



This individual is reasonably self-assured, having moderate levels of self-confidence. Most of the time they feel they are worthwhile.

Typically, these are people who can be relied upon to deliver satisfactorily most of the time. However, if subject to a run of setbacks then their confidence and inner belief will diminish – and they may underperform even though they clearly still possess the ability. In these circumstances, they may turn to others to regain some sense of self-belief.

Confidence can be one of the most volatile of the 4Cs constructs.

When working with others who have lower levels of confidence they can be seen as dominating, even intimidating.

Confidence in Abilities

1 2 3 4 **5** 6 7 8 9 10

They will usually have the self-belief to attempt most tasks but may, on occasions, fail to tackle challenges they are in reality capable of dealing with. They will normally believe that things will come right in the end, but they may become overly self-critical at times, allowing mistakes to prey on their mind.

They can at times doubt that they have the knowledge and skills that others may believe they possess.

Coaching suggestions

- Giving praise consciously when they achieve – and seek every opportunity to do so.
- Change temporarily their work environment to give new challenges that are not tainted by recent “failures”. Ensure that they are given the best opportunity for success by helping them to plan.
- Get them to reflect on the true extent of their abilities. How recently did they engage in CPD activity? How often do they read about new ideas?
- When they fail to do something they should, how do they assess what impact their abilities, skills and knowledge might have on this? What do they do when this is the case?

Interpersonal Confidence

1 2 3 4 5 6 7 8 **9** 10

They are likely to speak out in groups and feel sufficiently confident to argue with others when they feel they are in the right. In general, they will speak their mind and will be willing to take charge of the situation if they feel this is appropriate. They will tend to make their presence felt.

They tend not to be worried that others will be judging them.

This person believes that they can influence others as much as they can influence them.

A potential issue is that their high level of interpersonal confidence may dominate discussions – possibly intimidating some. Quieter members may not get a chance to speak.

Another is that these individuals can mask inner doubts and concerns through the use of superior oral skills – and others may then not be aware of these.

Coaching suggestions

- Check how someone is going to carry out a piece of work and whether he or she is comfortable taking it on. Don't just accept their word that they will do it – highly confident individuals will always say yes when asked to do something.
- Help them to understand the importance and significance of active listening skills.
- Help them to understand their potential impact on others who may have lower levels of interpersonal confidence – do they block out the contributions of others?
- Support them in reflecting on occasions when they have got their own way in a discussion but it hasn't provided the right or best solution. How could they handle that differently?
- Consider how they can use their interpersonal confidence to engage with others of lower interpersonal confidence.
- Generally effective in meetings, negotiations etc., help to consider how committed to the outcome others might have been if it appeared that the decision had been made by this individual.



Assessments Online

PO Box 4298 Dainfern 2055

+27 (086) 722 7680

www.assessmentsonline.co.za