

**The Quality and Impact of  
the Individual Coaching  
Program, 2000-2002**

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## EXECUTIVE SUMMARY

The most probable future for the World Bank, as well as for most other organizations, is that the intensity of change will increase steadily. "In the new environment of perceptual change, workers who cannot manage the discontinuities of their own lives and work will not produce great results, no matter how good their technical skills or leadership abilities."<sup>1</sup> The role of coaches is to assist managers to respond to these changes as well as to take advantage of opportunities to improve their own performance and their organization's outcomes. Newly appointed World Bank managers and managers whose assignments have significantly changed face new roles and responsibilities as well as a changes in the Bank culture and in the way the Bank organizes its work. Faced with this combination, coaching can serve an important function for the individual managers, their teams, and the Bank organization.

The intent of the Individual Coaching Program is to assist managers and directors who are in transition, either when they are newly appointed or when they are given significantly different assignments. The goals for the program are to help them to improve their managerial and leadership skills, develop and support teams and coach their own subordinates.

The purpose of this evaluation was to determine the quality and impact of the program according to those who have completed their coaching sessions. The assessment used a 15-question interview with the managers who participated in the coaching program between 2000 and 2002. The questions concerned the quality of coaching, the amount learned through coaching and the impact of coaching on managerial performance. Nineteen of the 34 individuals who completed the program (56 percent) were interviewed for the evaluation. Those who were not interviewed included a higher share of Part 2 managers and managers who work in Operations. The results of this evaluation may not generalize to this group of Bank managers.

Overall, the results of the evaluation are very positive: Participants learned to improve their management skills, learned how to work more effectively with their staff, and gained insights into their own managerial and leadership behaviors.

*What is the quality of the coaching received?* The coaching processes used in the Bank are consistent with those described in the literature as effective. According to respondents, the following coaching practices were most useful: tailoring the coaching to the participants' needs and job responsibilities, making them feel comfortable and understood, providing valid feedback, encouraging reflection, risk taking, and behavior change, helping them to plan, and challenging them to act on these plans. The terms used to describe the coaches were *good, very good, brilliant, and wonderful*. The only negative comment about the coaches was that a few did not adequately understand the Bank's culture and procedures. This was especially a problem for new managers. Almost all of the managers liked having external coaches, who could provide alternative

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<sup>1</sup> Hudson, F. M. 1999. "The Handbook of Coaching." San Francisco: Jossey-Bass Publishers.

perspectives and were independent of the Bank's culture. (A few of the managers were neutral on this topic.) Ninety-five percent of 19 respondents rated the coaching services they receive as above average or high. And 100 percent of the respondents would recommend coaching to other managers.

*Why did Managers opt to get a coach?* Managers decide to have a coach for a variety of reasons: to set an agenda for their new roles, to improve their skills, to obtain feedback, and to respond to a difficult situation. Most participants identified multiple goals for their coaching. Seventy-nine percent of the 19 respondents indicated that they met their goals to an above average or high extent.

*Is Coaching an Effective Way to Learn?* According to the respondents, coaching is an effective way to learn. Eighty-seven percent of the respondents rated coaching in the top two categories as using an appropriate and efficient learning method for managers. All of the managers used these two top rating categories when assessing how effective coaching was as a way to learn.

*What did the participants' learn?* They gained insight into themselves, learned how to work with their staff members, how to help their teams to cooperate more, how to coach their staff members, and how to better manage their schedules and their interpersonal communications.

*Did coaching impact Managerial Behaviors?* Not only is coaching of high quality, it also influences managers' performance. Although the purpose of coaching is to help managers in very targeted ways rather than to have an overall impact on their managerial performance, over half of the managers agreed that they are better managers as a result of coaching. The greatest effects of coaching were in the areas of Managing Change, Managing Self and Managing Others.

All of these results indicate that the Individual Coaching Program deserves to be supported by the Bank. The Coaching Program should also continue using the same methods for selecting, training and updating coaches. Based on this evaluation, several recommendations that should be considered for improving the program: providing coaching services to individuals with quasi-managerial responsibilities, like task managers; involving work units in identifying individuals who could benefit from coaching; publicizing the program and encouraging managers to participate; giving new participants an orientation to inform them how other managers have worked with their coaches and what are the effective coaching services (like obtaining feedback); and ensuring that coaches are matched to participants by involving participants, their work units and Human Resources in providing information about their needs and goals. The final recommendation is that Human Resources coordinate its services to managers, including coaching. Human Resources could maximize the usefulness of these services by diagnosing what each manager and his/her team need and designing a set of interventions that best meets these needs.

## **1. INTRODUCTION**

### **BACKGROUND AND GOALS OF THE COACHING PROGRAM**

1.1 The Individual Coaching Program was introduced into the Bank in 2000. This program is aimed at managers in transition, either new managers and directors, individuals recruited to the Bank into managerial positions from other organizations and those managers who have significantly changed assignments (like moving from a sector to a country position or from an operations to a corporate position). Other coaching is available through sector and corporate programs, executive coaching, and workshops to assist managers in coaching their own staff members.

1.2 The Individual Coaching Program formalizes the process of obtaining a coach, selects external coaches, and provides training to these coaches so that they are informed about the Bank culture, how the Bank operates, and the Bank's current strategy. In addition to the orientation for coaches, coaches are invited to workshops on specific coaching topics. Recent workshops covered multi-cultural coaching and virtual coaching.

1.3 The goals of the Individual Coaching Program are to:

- Support managers in developing their managerial and leadership roles
- Help managers develop coaching skills so they can coach and develop their own teams

#### **The process of obtaining a coach**

1.4 The process of obtaining a coach starts with the Leadership Assessment Group informing the Coaching Program director about those managers and directors who are eligible for coaching.<sup>2</sup> The program director then calls or writes this person to describe the program. If the manager decides to use the coaching services, the program director consults with the Human Resources team that supports the person to identify his/her challenges and needs. Using this information and her knowledge of the coaches, the program director matches the manager with a coach. Some individuals are also given the resumes of several coaches to identify their preferred coach. Each participant in the program is offered 12 hours of individual coaching, over a period of one year. If the participants want additional coaching, this can be funded by their training budgets.

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<sup>2</sup> Since the program started, 178 people were eligible for coaching. Sixty-eight people were eligible in 2000, 44 in 2001 and 66 in 2002.

## **Context of the Individual coaching Program**

1.5 To support the development of managerial excellence, HRLOE has developed the Management Curriculum as part of the overall Management Development System (MDS). The Management Curriculum includes a new manager orientation program (The New Managers' Leadership Program), and a variety of workshops and other programs, including peer learning, multi-sectoral team-based learning, mentoring and coaching. Participation in the Management Program aims to improve a manager's abilities to:

- Lead staff, gain commitment to action and achieve desired results
- Meet deadlines and budgets
- Influence superiors and peers
- Acknowledge and resolve conflicts
- Develop positive working relationships with clients

## **Unique aspects of individual coaching**

1.6 All components of the Management Curriculum are tailored to the culture and needs of the Bank. They aim to strengthen managers' skills in the 5 M's of leadership and managerial responsibility. These areas are: (1) Managing Self, (2) Managing Others, (3) Managing Work, (4) Managing the Organization and its Relationships with Key Stakeholders, and (5) Managing Change. (Annex A describes the 5 Ms.) Most of the workshops in the Management Curriculum are linked to one or more of the specific management areas.

1.7 The Individual Coaching Program is different in several ways from most of the other workshops and programs in the Management Curriculum. Since individual coaching is tailored to the specific needs of the participants, the Coaching Program aims to improve those areas of management chosen by the participant, rather than being linked to a specific area of management. Coaching is also tailored to the needs and goals of each participant. In addition, since the participant and the coach determine the schedule for coaching, assistance can be provided just in time to meet the participant's needs. Furthermore, since coaching responds to the participant's work problems and goals, it should maximize the participant's ability to apply what is learned in coaching to job performance. Tailoring the coaching, providing coaching when it is needed and focusing on work problems and goals should make coaching a particularly effective learning method and way to improve managerial performance.

1.8 The Individual Coaching Program is based on the action learning paradigm in which the person uses information about his/her performance to learn new skills, uses this learning to change behavior and evaluates the extent to which the changes are effective. These three steps are the basis for a feedback loop of assessment, planning, learning, and behavior change. According to the action learning paradigm, coaching should be most effective as a tool for learning and performance improvement if it follows the following sequence:

- Diagnosis and feedback to identify the client's needs and challenges

- Action planning so that the coach and the client can determine the ways that coaching can meet the client's needs
- Implementation of the action plan
- Evaluation, where the client and the coach assess the progress of the action plan and determine if changes are needed
- Further implementation and extension of the improvement strategies determined during coaching

## **LITERATURE REVIEW ON COACHING**

### **Definition of coaching**

1.9 Based on his review of the literature, Kilburg (2000)<sup>3</sup> defined executive coaching as:

A helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioral techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organization within a formally defined coaching agreement.

1.10 Using this definition, the critical aspects of coaching include:

- A one-to-one relationship between a coach and a client
- The goal of improving job performance or development
- The specific goals for coaching are based on an agreement between the client and coach
- Use of a variety, rather than a limited number, of methods

### **Research on coaching**

1.11 The literature on coaching is extensive. Hudson (1999) identified hundreds of books and articles on coaching. This literature is primarily practice-based, trying to assist coaches in improving their skills, identifying coaching strategies to meet particular client needs and goals, and helping potential clients to identify an effective coach. However, there is a limited amount of research on the effectiveness of different coaching practices (Kampa-Kokesch and Anderson, 2001).<sup>4</sup> These authors also concluded that there is no widely accepted standard of practice or agreement about the best type of coach.

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<sup>3</sup> Kilburg, R. R. 2000. "Executive Coaching: Developing Managerial Wisdom in a World of Chaos." Washington, DC: American Psychological Association, pp. 67.

<sup>4</sup> Kampa-Kokesch, S. and Anderson, M.A. 2001. "Executive Coaching: A Comprehensive Review of the Literature." Consulting Psychology Journal: Practice and Research, pp. 205-226.

1.12 What do we know about coaching? Kampa-Kokesch and Anderson (2001) conclude that there is some evidence that coaching is effective for improving performance and has the potential to facilitate developmental changes. In addition, despite the variety of specific coaching practices, there is some consistency in the stages of coaching: relationship building, assessment, feedback, planning, implementation, and evaluation. The similarity between the steps in coaching and the steps in action learning is clear.

1.13 What coaching processes should support these steps?

- Listening and learning about the client
- Establishing a climate of safety and trust so that the client is willing to listen and try new behaviors
- Having a collaborative relationship between the client and the coach in which the client is given responsibility for determining the goals for coaching
- Obtaining information about the client's behavior and providing feedback to the client (Diedrich, 1996;<sup>5</sup> Waclawski and Church, 1999;<sup>6</sup> Witherspoon and White, 1996<sup>7</sup>)
- Challenging, probing, and confronting the client to spur the client into action

1.14 In addition, there is some research suggesting why coaching is particularly important for managers and executives. Luzasewski (1988)<sup>8</sup> identified the inability to find someone with whom to ask questions, provide advice and give counsel as the greatest difficulty facing executives. The purpose of executive coaching is, in part, to provide these functions. Providing feedback about managerial behavior and its impact is particularly important, since managers can use the feedback to increase their self-awareness, self-esteem and job performance (Diedrich and Kilburg, 2001).<sup>9</sup>

### **How was this literature used in the evaluation?**

1.15 The literature on coaching was used, in this evaluation, in two ways. First, it was used as a framework to identify the topics for the evaluation. These topics are those that are important in assessing the quality and impact of coaching: the client's coaching goals, the processes used during coaching, the characteristics of the coach, and the outcomes of coaching, including learning, meeting the clients' goals and changing performance. Second, the literature was used to identify better coaching practices against which practices used in the Individual Coaching Program were compared. This second use of the literature was especially important because although, the Bank has a benchmark for

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<sup>5</sup> Diedrich, R. C. 1996. "An Iterative Approach to Executive Coaching." *Counseling Psychology Journal: Practice and Research*, pp. 61-66.

<sup>6</sup> Walclawski, J. and Church, A. H. 1999. "The 4-3-2-1 Coaching Model." Paper presented at the meeting of the Academy of Management Conference, Chicago, IL.

<sup>7</sup> Witherspoon, R. and White, R. P. 1996. "Executive Coaching: What's in it for You." *Training and Development Journal*, pp. 14-15.

<sup>8</sup> Lukaszewski, J. E. 1988. "Behind the Throne: How to Coach and Counsel Executives." *Training and Development Journal*, pp. 33-35.

<sup>9</sup> Diedrich, R. C. and Kilburg, R. R. 2001. Foreword: Further Consideration of Executive Coaching as an Emerging Competency." *Consulting Psychology Journal: Practice and Research*, p.p. 203-204.

evaluating the quality of formal training, there is no comparable Bank standard for other types of training and development services.

### **GOALS FOR THE EVALUATION**

1.16 The purpose of this evaluation is to provide information on:

- The goals that participants have for coaching
- The quality of the coaching program
- The impact of coaching on changing participants' behaviors, in the areas of the 5 Ms
- The extent to which the Individual Coaching Program met its goals: to support managers in developing their managerial and leadership roles and help managers develop coaching skills so that they can coach and develop their own teams

1.17 The evaluation also provides information for improving the delivery of individual coaching services, for enhancing its impact, and for the Bank to identify ways that it can further support its managers and directors.

1.18 Specifically, this evaluation aims to determine:

- The problems and challenges facing program participants that motivate them to accept the offer of coaching
- The goals that participants have for coaching
- The quality of coaching program: the extent to which the processes used in coaching are consistent with effective coaching processes, as identified in the literature, the coaching practices that participants identify as useful, the effectiveness of the coaching services, the qualities that participants consider characteristic of an effective coach, the degree that coaching meets the participant's goals and the extent to which coaching increases learning
- The impact of coaching on managerial performance in the 5 Ms--Managing Self, Managing Others, Managing Work, Managing the Organization, and Managing Change
- Recommendations for improving the Individual Coaching Program, the Management Curriculum, and Bank support for managers



## **2. METHODOLOGY**

### **EVALUATION METHOD**

2.1 This assessment was conducted using an interview with nine open-ended questions and six closed-ended (rating) questions. (The interview protocol is in Annex B.) Prior to the interviews, the program director wrote a letter to all the 34 individuals who completed the coaching program requesting their assistance in the evaluation. (This is 8 percent of all managers and directors and 19percent percent of those who were identified as qualified to receive coaching.) Then WBIEG staff called to invite these individuals to participate in an evaluation interview. The interviews were conducted during May and June of 2002. The interviewers recorded the respondents' ratings of the closed-ended questions and recorded and coded the responses to the open-ended questions.

### **RESPONDENTS**

2.2 Thirty-four managers and directors completed the coaching program. Interviews were completed with 19 individuals out of the 34 participants, for a response rate of 56percent. Fourteen of the 19 respondents participated in the Individual Coaching Program when they were managers. The other five respondents were directors when they participated. The respondents had worked at the Bank for an average of 13.2 years (standard deviation = 7.1) and the majority of respondents (58percent) had been managers for between two and five years. These respondents had an average of 41 employees (standard deviation = 45.4) reporting to them.

2.3 Records were kept of the reasons that interviews could not be completed. Ten participants were unavailable for interviews until late in June or in July 2002, but these interviews were not conducted in order to complete the evaluation by the end of the fiscal year. Four individuals were on mission and were not available for interviews. Because of a misunderstanding of the schedule, one person was not interviewed.

2.4 How similar are the respondents to the other coaching participants who were not interviewed? Table 1 presents the profile of the 19 respondents and the 15 non-respondents (the other individuals who completed the coaching program but did not participate in the evaluation). The two groups are comparable in gender and grade level but differ in nationality and work unit. The respondents include a higher percent of Part 1 individuals and a higher percent of individuals who work in non-operational assignments than is true for the non-respondents. In the non-respondent group, there is an overlap in Part 2 managers who work in Operations. Eight of the 10 non-respondents who work in Operations are Part 2 nationals. Although we do not know about the coaching experiences of these individuals, the results of this evaluation cannot be

generalized to this group of participants. If feasible, attempts should be made to conduct interviews with the non-respondents, especially those who are Part 2 nationals working in Operations.

2.5 How comparable is the sample of respondents to the population of managers and directors in the Bank? The profile of managers and directors is included in Table 1. The respondent sample is comparable to the population in nationality, grade level, and work unit (Operations vs. Non-operations assignment) but includes a somewhat higher percent of women (as is true for the non-respondent sample).

**Table 1. Comparison of the respondents, non-respondents, and the population of managers and directors**

<b>Demographic Characteristic</b>	<b>Percentage of the Respondents (N=19)</b>	<b>Percentage of Non-respondents (N=15)</b>	<b>Percentage of Total Population of Managers and Directors (N=437)</b>
<b>Gender</b>			
Male	58%	60%	75%
Female	42%	40%	25%
<b>Nationality</b>			
Part 1	74%	27%	66%
Part 2	26%	73%	34%
<b>Grade Level</b>			
UC	0%	7%	0%
GD	5%	7%	0%
GG	0%	20%	0%
GH	74%	53%	63%
GI	21%	13%	30%
GJ	0%	0%	6%
GK	0%	0%	1%
<b>Work Unit</b>			
Operations	42%	67%	51%
Non-operations	58%	33%	49%

## THE INTERVIEW

2.6 The interview covered five major topics:

- The work situation or problem that caused the participant to accept the offer of a coach
- The participants' goals for coaching
- The quality of coaching
- The impact of coaching
- Recommendations for improving the coaching program

## **Quality of coaching**

2.7 The quality of coaching was assessed by:

- The extent to which the processes used in coaching are consistent with effective coaching practices identified in the literature. These practices (described in paragraph 1.13) include having the coach listen and learn about the client, establishing a climate of trust, having a collaborative relationship between the client and coach, providing feedback to the client, and challenging the client.
- The characteristics of the coaching process which participants described as effective on an open-ended question on the coaching process
- Ratings on a question concerning the quality of the coaching services, with ratings on a 5-point scale, ranging from 1 ("Low") to 5 ("High")
- The qualities that respondents identified as making his/her coach effective
- Ratings on the extent to which coaching met the participant's goals, with ratings on a 5-point scale, ranging from 1 ("Low") to 5 ("High").
- Ratings comparing the coaching with other management training, with ratings on 5-point scales, ranging from 1 ("Not as good as other training") to 5 ("Better than other training"). The ratings covered three topics:
  - How appropriate is the coaching as a learning method
  - How effective is the coaching for learning
  - How efficient a use of time is coaching
- Responses to an open-ended question concerning what the participant learned as a result of the coaching process
- Whether the participant would recommend coaching to other managers

## **Impact of coaching**

2.8 The impact of coaching was assessed by ratings on two scales and one open-ended question. The rating scales concerned the degree to which the participant improved as a manager as a result of coaching, made on a 5-point rating scale, ranging from 1 ("Low") to 5 ("High") and the degree that coaching had an impact or influenced managerial or leadership efforts in the 5 M areas. This rating was also made on a 5-point rating scale, where 1 indicates "Low" and 5 indicates "High." In addition, the participants were asked to describe the impact of coaching in each of these five areas.

## **DESIGN FOR ANALYSIS AND LIMITATIONS OF THE STUDY**

### **Single-group--After coaching design**

2.9 As an impact evaluation, the study does not apply rigorous impact evaluation methodologies that require the use of comparison group design, baseline data, or the use of third party reporting. The study uses a "single-group, after-training design" based on self-reported responses of managers and directors who completed coaching and participated in the interviews.

2.10 There are three other options for undertaking a more rigorous design. None was feasible. The first would have required a survey of the staff or supervisors of the participants to evaluate their performance. Because of the confidential nature of coaching, which was very important to a number of the participants, this was not feasible. The second option would involve comparing the performance of coaching participants with a group who does not participate in coaching. Because coaching is tailored to meet the goals and needs of individual participants, selecting a matched comparison group, with the same goals and needs, would be impossible (or exceedingly difficult).

2.11 A third option would involve studying the impact of coaching on the participants' teams and the quality of their units' work. This option was not feasible because of the confidential nature of coaching and because the tailored nature of coaching would have required designing evaluations for each participant.

### **Descriptive statistics**

2.12 The quantitative data generated from the interviews were analyzed using descriptive statistics (percentages, means, standard deviations, and frequencies). In reviewing these results, it is important for the reader to keep in mind that the number of respondents in the study was only 19 individuals.

### **Content Analysis**

2.13 There are nine open-ended questions on the interview. The responses to each of these questions were content analyzed. The content analysis identifies the types of responses and highlights the most frequently occurring types of comments. This structuring of the data allowed for the identification of the major themes from the data set, to offer interpretations of the data and to draw from it, where possible, implications either for the course or for the Bank in general.

### **3. MAIN FINDINGS**

#### **THE WORK SITUATION OR PROBLEM THAT PROMPTED COACHING**

3.1 Respondents were asked, "What were the reasons that you requested a coach?" If they did not answer, the interviewer probed, "What was the work situation that prompted your request?" In response, some individuals identified a specific problem, like the budget crisis, forming a new unit, or working with a difficult supervisor. Several respondents commented on the difficulties with managing at the Bank, saying that it is hard and lonely. Other respondents mentioned more positive motivations, either that they had been informed that other managers, including their own manager, had found coaching useful, that they had been a coach, or that coaching was recommended to them.

#### **PARTICIPANTS' GOALS FOR COACHING**

3.2 When asked, "What were your goals for the coaching?" and "As a result of the coaching, what behaviors did you wish to change?" most respondents identified several goals for coaching. The average respondent mentioned more than two goals. Among the most frequently cited goals were:

- To set an agenda for their new role
- To improve their skills, either overall management skills, supervisory or teambuilding skills, or specific skills, including interpersonal skills and time management
- To obtain feedback on their performance or an independent perspective
- To deal with a particularly difficult situation

#### **QUALITY OF COACHING**

3.3 In summary, the quality of coaching at the Bank is very high. Bank coaches use methods that promote the standard coaching sequence: relationship building, assessment, feedback, planning, action, and evaluation. Participants said that their coaches were competent and supportive and that they created an environment in which participants are able to discuss their feelings, concerns, and problems. With this self-disclosure, the participants are ready to plan and work to meet the challenges in their jobs. Using assessments from the coach, coupled with their own judgments, participants can determine how effective their behavior is and decide whether to continue or to change their behaviors to meet their goals and successfully manage their problems.

3.4 The quality of coaching was assessed from a number of perspectives:

- coaching process compared to the effective coaching processes identified in the literature
- the characteristics of the coach that participants identify as effective
- the extent to which coaching met the participants' goals
- how much the participants learned in coaching
- whether or not participants would recommend coaching to other managers

### **Are good coaching practices used?**

3.5 The coaching process was evaluated by comparing what the literature describes as effective coaching practices with the processes used in coaching in this program. To identify these processes, respondents were asked, "What did you do during coaching to achieve these goals?" If the respondent did not answer, they were probed with the following two questions, "How did you work with your coach?" and "What was your role in the coaching process?"

3.6 As indicated in the literature, coaches use a variety of practices to support development and behavior changes. This is also true at the Bank. According to the respondents' descriptions of coaching, it is clear that there is no single approach to coaching in the Bank. The most frequently cited coaching practices were:

- The coaches help clients to define their goals in their new assignments
- The coaches and the participants discuss the challenges facing the participants
- The coaches asks questions suggesting various perspectives for the clients to consider in deciding how to respond to the challenges
- The coaches probe and challenge their clients to make decisions and to act on them
- The participants think about issues discussed during coaching and plan how to act
- The participants follow up on these decisions
- The coaches and the participants jointly assess the effectiveness of the both these plans and the actions

3.7 In addition, somewhat fewer respondents identified the following processes in their coaching:

- Participants set the agenda for coaching
- Coaches interviewed the participant's team and provided feedback on their managerial style and effectiveness
- Coaches recommended readings
- A small number of coaches suggested ways to act in a particular situation

### **What do participants think are the most effective aspects of coaching?**

3.8 As part of their descriptions of the coaching process, some respondents identified what was particularly effective about their own coaching experiences. Among the practices mentioned were:

- Tailoring the coaching to the participants' needs
- Focusing the coaching on job needs
- Providing a safe, confidential atmosphere
- Encouraging risk taking
- Providing time to reflect and consider an issue
- Focusing on behavior change
- Providing an objective and honest assessment of the participants' performance

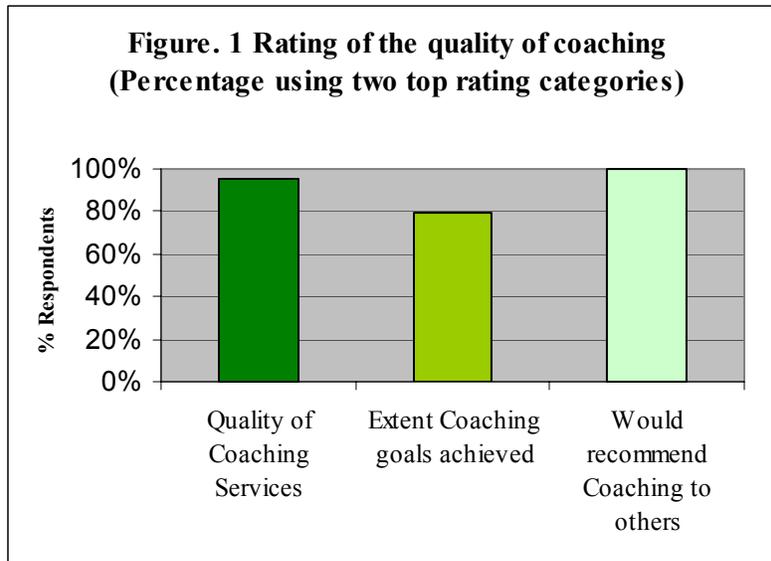
3.9 How do these practices compare to effective coaching processes, according to the literature on coaching? They are generally quite consistent. Most respondents indicated that their coach worked to develop a strong relationship with them by listening, learning about them and creating an atmosphere of trust. Coaches helped the participants plan and evaluate their own performance, by providing multiple perspectives to consider, encouraging planning and discussing the results of their plans. They helped the participants' learn about their behavior, by providing valid assessments of their behaviors, and in a few cases, by obtaining evaluations of their behavior from their subordinates, integrating the findings and feeding back the results to the participants. In addition, participants were encouraged and challenged to analyze difficult situations, plan how to respond and implement the response.

#### **How competent are the coaches in this program?**

3.10 Good coaching outcomes require a skillful and committed coach. As one participant commented, *The Bank needs to ensure that all coaches are very effective; adequate will not do.* How do participants evaluate their coaches? The quality of the coach was assessed using the responses to the following questions:

- How were the quality of the services you received from your coach?
- Was your coach good?
- Why was the coach good?

3.11 The ratings of the first question are very positive. Eighteen of the 19 respondents (95percent) rated the coach using the top two rating categories (as shown in Figure 1) in terms of the quality of their coaching services. In response to the second question, respondents described their coaches as *good, very good, brilliant* and *wonderful*. In fact, no one said that his or her coach was poor or ineffective.



3.12 When asked to describe why their coach was good, respondents mentioned that the coach was:

- a good listener
- flexible
- knowledgeable about the Bank
- knowledgeable about other organizations besides the Bank
- easy to talk to
- supportive and invested in them
- professional
- and, spent time to understand them

3.13 In looking over this list, it is clear that coaches are effective because their styles and skills support the coaching processes that both the literature and Bank employees identified as effective. Additionally, coaches help managers alleviate the pressures they find in the demanding culture of the Bank and navigate the rough period of transition.

3.14 The only negative comment about the coaches concerned their lack of knowledge of the Bank. Three participants, including two new managers, said that their coaches were not adequately knowledgeable about the Bank. The new managers contended that coaches with more understanding of the Bank could have given them better guidance about which strategies would be most effective. In contrast, a number of respondents said that their coaches had a good understanding of the Bank's culture.

3.15 In addition, almost all of the respondents were pleased that their coach was external to the Bank because they had experiences that would help the participant see other options and had no vested interest in the Bank. These participants also felt more comfortable and open in speaking with an outsider. (A few participants were neutral on this topic.)

### **Does coaching help the managers' in achieving their goals?**

3.16 Another way to evaluate the quality of coaching is to determine if coaching helped participants achieve their goals. Respondents were asked to rate, "To what extent have you achieved your coaching goals?" Fifteen of the 19 respondents (79percent) used the top two rating categories when responding to this question (as is shown in Figure 1 on the prior page).

3.17 Additionally, the coaching goals and the work situation that prompted coaching were compared to the process used in coaching and what was learned during coaching. Except in three instances, the client and the coach spent some time responding to the client's needs and goals. Many participants also learned skills and gained insights that were the goals of their coaching. However, coaching was not exclusively focused on achieving a single goal, rather, coaches and clients worked on a number of issues.

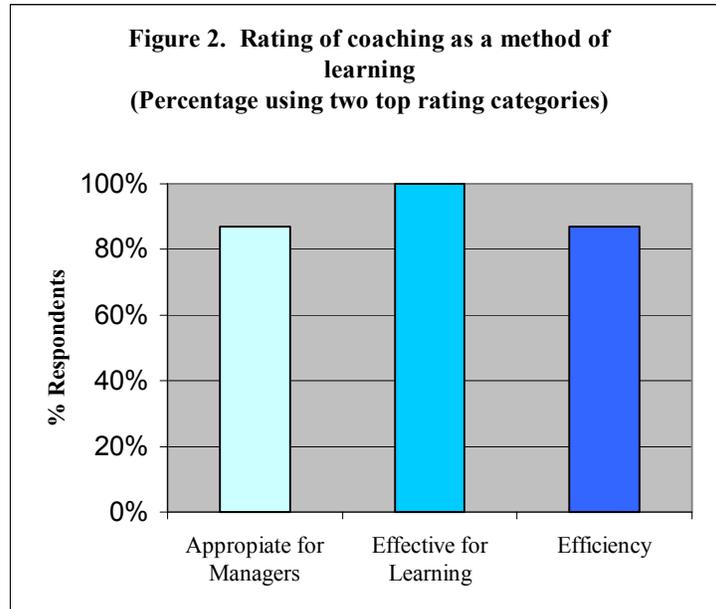
### **Is coaching a good way of learning for managers?**

3.18 The degree that coaching resulted in the participants' learning was assessed using both closed-ended questions and open-ended questions. The closed-ended questions are:

- Relative to other management training, how appropriate was the coaching as a learning method for managers?
- Relative to other management training, how effective was the coaching for learning?
- Relative to other management training, how efficient a use of your time was coaching?

3.19 In addition, respondents were asked, "What are some of the most significant things you have learned as a result of the coaching process?" If the respondents answered this question, they were asked two additional questions: "Have you applied what you learned to other situations besides the ones you focused on during coaching?" "Did you develop any learning strategies or new ways of learning as a result of coaching?"

3.20 Four respondents did not see coaching as a way of learning and neither answered the closed-ended questions or identified what they learned from coaching. However, all of the other 15 respondents evaluated coaching favorably as a learning method. Thirteen of the 15 respondents (87percent) used the two top rating categories in their assessments of learning as a coaching method for managers. All 15 respondents used these two top categories when rating how effective coaching was for learning. Thirteen of the respondents (87percent) used these top categories when rating the efficiency of coaching. These results indicate that the majority of respondents found coaching an effective method for learning. (These results are presented in Figure 2.)



### 3.21 What did the participants learn?

- Gained insights about themselves and their strengths and weaknesses
- How to work more effectively with their staff, especially their more difficult staff members
- How to assist their staff to work with each other
- Specific skills in the areas of time management and communication
- How to model their coach's behavior to listen to their staff, help staff express their feelings, and understand behavior

3.22 As indicated by these findings, coaching appears to be an especially effective learning process. It is effective because participants can closely observe and model their coach's behavior, because it is tailored to meet the participant's needs, because participants feel safe in discussing, practicing and evaluating their own behavior, and because they are given feedback on their behavior.

### **Would participants recommend coaching to others?**

3.23 The final way that the quality of coaching is evaluated is whether or not respondents would recommend coaching to other managers. All of the 19 respondents said that they would recommend coaching to other managers. This finding strongly supports the quality and relevance of individual coaching.

### **Summary of findings on the quality of coaching**

3.24 The quality of coaching was assessed from a number of perspectives. The results of the evaluation indicate that coaching provides high-quality support and learning for Bank managers. This result is clearly shown by looking at the high ratings on the

following indices of coaching quality: the quality of coaching services, how effective coaching is for learning, if coaching met clients' goals, and whether the respondents would recommend coaching to other managers. In addition, as a consequence of coaching, participants improved their skills, learned about themselves, were able to manage difficult situations, and worked more effectively with their staff members.

### **IMPACT OF COACHING**

3.25 There were three questions (two closed-ended and one open-ended) on the impact of coaching. The questions concern:

- How much do you think that you have improved as a manager as a result of coaching?
- The degree to which coaching had an impact or influenced your managerial and leadership efforts in the 5 Ms: Managing Self, Managing Others, Managing the Organization, and Managing Change.
- Descriptions of the impact of coaching on these same areas of managerial performance

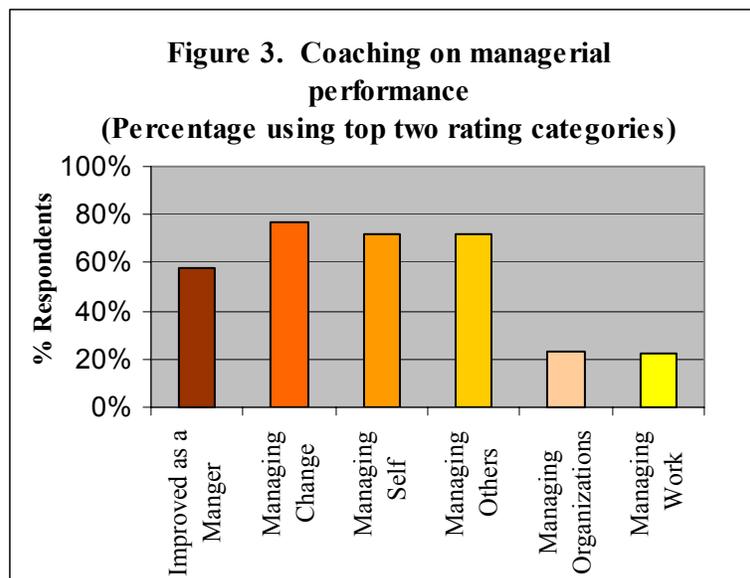
3.26 In summary, not only is coaching of high quality, but it also influences managers' performance. Over half of the participants agreed that they are better managers as a result of coaching. They report that coaching had the greatest impact on Managing Change (which is consistent with coaching's focus on the future), Managing Self (since coaching tries to improve the participants' insights and behaviors) and Managing Others (since much of what a manager does concerns working with his/her team).

#### **What is the impact of coaching on the 5Ms of leadership?**

3.27 Eleven of the 19 respondents (58percent) used the top two categories when rating the extent to which they improved as a manager as a result of coaching. This positive finding is surprising since the purpose of coaching is to modify specific aspects of the manager's behavior rather than making overall improvements. Several respondents, in fact, commented that they improved dramatically in several areas but that they could not say the same about their overall managerial performance.

3.28 The second question identifies the impact of coaching on the five areas of management. The results (presented in Figure 3) indicate that:

- Thirteen (72percent) of 18 respondents said that coaching had an above average or high impact on Managing Self
- Thirteen (72percent) of 18 respondents said that coaching had an above average or high impact on Managing Others
- Thirteen (77percent) of 17 respondents said that coaching had an above average or high impact on Managing Change
- Less than 25percent of the respondents said that coaching had an above average or high impact on either Managing the Organization or Managing Work



3.29 These results indicate that coaching is focused on three areas--Managing Self, Managing Others and Managing Change rather than on the "work" of the organization. What does this say about coaching? It says that coaching at the Bank is focused on the participant, the participant's working with subordinates and on the future. This focus is quite consistent with the goals that participants had for coaching and the practices used in coaching. The results also indicate that coaching influenced managers' performance in the areas that were the focus of coaching.

### **How does coaching affect management in these 5 M areas?**

#### ***Impact on Managing Self***

3.30 In what specific ways did coaching influence managerial performance? When asked to describe the impact of coaching on Managing Self, the most frequent responses concern:

- Managing time and priorities
- Increasing confidence that they were doing a good job
- Understanding their own behavior

3.31 The other ways that coaching had an impact in this area include:

- Learning to behave more like a manager
- Determining goals and the steps to achieve them
- Improving performance and skills

3.32 This list is quite similar to the list of what the respondents learned in coaching. The similarity between learning and changes in how the respondents manage themselves

supports the conceptual relationship between coaching, learning and improved managerial performance.

### ***Impact on Managing Others***

3.33 The participants described a number of ways in which coaching affected their Managing Others. Among the most frequently mentioned were:

- Acting as coaches for their own staff by listening and giving feedback
- Helping staff improve their performance
- Managing a problem employee
- Helping staff to work more effectively with each other
- Delegating
- Working better with staff

### ***Impact on Managing Change***

3.34 There were a wide variety of ways that coaching impacted Managing Change. The most frequent impacts concern:

- Developing a plan of action
- Resolving a difficult situation
- Taking risks
- Helping to improve their team's performance

### ***Impact on Managing Work and Managing the Organization***

3.35 Consistent with the ratings, the most frequent response to the question regarding the impact of change on these managerial dimensions was "No." There were very few specific ways in which coaching influenced how managers' performance in these areas.

## IV. SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

4.1 The Individual Coaching Program provides a unique service to new Bank managers and managers who change their assignments. It gives them the opportunity for reflection, planning and self-appraisal with the support of an experienced coach. Bank managers often feel alone in making difficult decisions and in determining how to change their roles from technical leaders to managers. They report having no one to turn to for extended discussions about managerial problems, fearing that confidential information may be exposed or their lack of experience will be seen as incompetence. In addition, they often report to executives who are extremely busy and unable to offer them the time for such discussions.

### SUMMARY OF MAIN FINDINGS

4.2 How effective is the Individual Coaching Program at the Bank? The program was evaluated from a variety of perspectives, using self-reports from those who completed coaching.

4.3 To what extent did the Individual Coaching Program meet its goals? The purposes of the program are to support managers in developing their managerial and leadership roles and helping managers learn coaching skills so that they can develop their own staff. In order to answer this question, respondents' answers to the question about what they learned in coaching and the question about the impact of coaching on the 5MS were analyzed.

4.4 The responses to these questions indicate that coaching helped to improve the management and leadership skills of most participants and helped several participants learn how to coach their own staff by participating in this program. Twelve of the 15 respondents (80percent) indicated that they learned better management skills through coaching. Respondents said that they learned: *better ways to manage people, how to deal with poor performers, and how to get improved performance from staff*. Three respondents mentioned that they learned ways to coach their own staff, for example, *I applied what I learned and experienced in coaching to working with my staff*.

4.5 Seventeen of the 19 respondents (89percent) reported that the impact of coaching was consistent with the goals of the coaching program, in the areas of Managing Others, Managing Self and Managing Change. The ways that coaching affected Managing Others included: *helped me make my management team work together more effectively, arrive at better staffing solutions, deal with my staff, and learned that you can improve people's performance if you listen to them*. The ways that coaching affected Managing Self included: *making time for management and learning to behave like a manager*.

Coaching affected Managing Change by *helping staff deal with a difficult situation and determining a tactical approach to change a team's behavior.*

4.6 According to these respondents, their coaching was of high quality and useful. As one participant commented, *The return from coaching is very high.* Another respondent said, *Coaching helps and encourages people to grow and do better for the Bank. Coaching is a good program.*

4.6 Participants described their coaches as supportive, insightful, and professional. They serve as confidantes, helping new managers and directors manage the transition into their new roles and handle the pressures Bank environment. These coaches also use practices that promote learning, testing new behaviors, and self-insight.

4.7 One-hundred percent of the managers and directors interviewed thought that coaching was an effective learning method for managers and 87percent of the respondents thought that coaching was effective for learning and an efficient use of their time. Seventy-nine percent of the respondents concluded that coaching met their goals and 100percent would recommend coaching to other managers.

4.8 In addition, coaching influences managers' performance. Its greatest impact is in the areas of Managing Change, Managing Self, and Managing Others. Even though coaching is focused on the specific goals and needs of the participants, rather than on improving overall managerial effectiveness, 58 percent of the respondents reported that coaching resulted in improved managerial performance to an above average or high degree.

4.9 Why is coaching effective in meeting participants' goals, increasing insight and skills, and improving managerial performance? Coaching works because:

- It is tailored to meet the participants' needs
- Coaches work hard to understand their clients
- Coaches create an atmosphere that is safe and confidential, where participants are able to express their concerns, vulnerabilities and needs
- The coach takes on the role of a confidante
- Coaches encourage risk-taking and change
- Coaches challenge their clients to make plans, act on these plans, and evaluate their success
- Coaches provide an objective assessment of their client's performance
- Coaches with external experience give clients other perspectives than those they have learned and observed in the Bank

## **RECOMMENDATIONS**

4.10 In reviewing the results of the evaluation and using suggestions from participants, four sets of recommendations were developed. They are recommendations for evaluation, for the coaching program, for the Management Curriculum and for the Bank.

## **Recommendations for Evaluation**

4.11 Because relatively few Part 2 managers and managers working in Operational units were interviewed for this evaluation, efforts should be made to conduct interviews with these participants. Their experiences and their coaching needs may be different from those people who were interviewed.

## **Recommendations for the Individual Coaching Program**

### ***Who should have a coach?***

4.11 Participants made several recommendations for expanding the program. One recommendation was to offer coaching to individuals who are in quasi-managerial positions. Although they may not have formal management authority, task managers are responsible for supervising staff, working with clients and ensuring that projects are completed on time and on budget. Coaching may be especially useful for Bank staff with supervisory responsibilities. One participant reported that the role of task manager was especially difficult, since he did not have any formal authority but was responsible for motivating a team to accomplish a great deal of work. He found that having a coach to help him work with his team was extremely useful. Other respondents recommended that senior staff with corporate responsibilities and those in sensitive positions also have coaches.

4.12 Another recommendation was to involve work units in nominating people for coaching. Regions, sectors and corporate units could identify those staff members who would benefit from coaching, either because their responsibilities have changed or because their teams face great challenges. Using this selection method would make coaching more strategic and focused on meeting the organization's needs.

4.13 In evaluating these recommendations, the Bank should estimate the cost-effectiveness of the coaching program, in terms of its potential for improving supervision, project success, and management development. Estimating the per-participant cost of coaching is relatively easy. However, obtaining accurate and objective estimates of the financial returns from coaching is very difficult. Another option for evaluating expanding the coaching program is to compare the relative cost of coaching with the per-trainee cost of other training and development programs available to senior Bank staff.

### ***How should the program be changed?***

4.14 Given the high quality and positive outcomes of coaching, it is important that all managers be encouraged to avail themselves of a coach. Only 19 percent of the 178 managers and directors who were eligible for the program participated. Some participants said that many managers do not know how useful coaching was. Managers may be reluctant to undertake more work when they are just starting a new role. To

encourage participation in the coaching program, the success of the program should be publicized.

4.15 One respondent recommended that coaches be available for country managers. Although managers working away from Headquarters could speak to coaches on the telephone or communicate via e-mail, such coaching is different from face-to-face coaching. Managers working in the field might need coaching more than managers who have more readily available training and development opportunities. This respondent said that face-to-face coaching would be especially useful to managers working at distant locations. She suggested that the Bank identify and supervise coaches who work close to field offices.

4.15 Matching the client with the most appropriate coach is important. The needs of the client should be matched to coach's special expertise, Bank experience and style. Matching new managers with coaches who have an understanding of the Bank's culture and work methods seems especially important. A number of individuals can help the program manager in making the best match. These include the participant, the Human Resources team, and the participant's work unit.

4.16 New participants should be given an orientation about the goals of coaching and the range of services that they can obtain through their coach. For example, some participants did not know that their coach could interview their staff and provide them with feedback on their strengths and weaknesses. Another participant commented, *I met clients who had worked with coaches, it was a helpful session to find out what others were doing.* In addition to giving participants more options for coaching, this orientation allows them to sequence their coaching activities. One participant, for example, observed, *an earlier group interview with staff would have focused in on the issues facing the unit and gather critical feedback in a timely manner to better start the initial coaching.*

4.17 The orientation could also inform participants about coaching practices that others found useful or that the coaching literature identified as effective. For example, one participant recommended that new managers be encouraged to start working with their coach before they start in their new assignment in order to determine how best to start working with their team.

4.18 Many participants commented on the number of coaching sessions that the Bank, rather than their unit, would support. Several recommended increasing the number and one person suggested that the coach and the participant should decide on the number of sessions needed.

4.19 Coaching is valuable to the organization, as a whole, not just to the manager's unit. As such, having the organization pay for coaching is appropriate. If more than 12 sessions are needed, then it is reasonable that these sessions be supported corporate-wide. However, it is important that Bank managers view coaching as a short-term support focused on meeting specific goals rather than long-term assistance and should not expect

the Bank to continue supporting coaching for as long as they may want (rather than need) it.

4.20 Several participants recommended that coaches contact their clients approximately six months after completing coaching to see how they are progressing in their jobs. This follow-up could be used to evaluate the coaching, identify ways that coaching could be improved, and determine other support that the individual manager or managers, in general, need.

### **Implications for the Management Curriculum**

4.21 One of the difficulties facing new managers is that they may not have clear understanding about the requirements of their new job. Under these circumstances, it is difficult for them to plan and prepare for their assignment. The inclusion of this information in the New Manager's Leadership Program is one way to help new managers to understand their new role.

4.22 Many participants commented that they do not feel comfortable talking with their supervisors, peers or subordinates about the problems they face, especially those dealing with employees. It would be useful to have someone else to discuss these problems, even if they lack special knowledge and skill in resolving them. A cadre of other managers, who do not work in the same unit, could serve this role. The inclusion in the New Manager's Leadership Program of efforts to develop cohorts of new managers is a good step in this direction.

### **Recommendations for ways the Bank can further support managers**

4.23 While complementing the coaching program, some participants complained that coaching, and other Human Resources services, would be more effective if they were coordinated. As one respondent commented, *different interventions should be coordinated. Identify what support is needed that would make a manager and a team more effective and design a package of services tailored to meet these needs.*

4.24 Coordination would also involve using all the information from Human Resources (e.g., team building, 360 feedback, and Myers Briggs results) to help the managers understand their behaviors and determine what help they need. An experienced Human Resources representative could integrate the available information and consult the manager's work unit to identify the services that best meet the needs of both a manager and his/her team.

4.25 A number of the respondents commented that they do not discuss the problems that they face because they are worried that they will be negatively evaluated. This was true even for new managers who have not had experience in dealing in these situations and for directors, who obviously are successful in the Bank. These comments suggest that the Bank culture does not support learning from experience. If Bank managers do

not feel open about admitting that there are areas where they can learn and improve, then the organization is not promoting continuous learning and organizational improvement.

## CONCLUSIONS

4.26 Based on the results of this analysis, it is clear that Individual Coaching Program is a high quality program that should have continuing support by the Bank. In addition, the program director should continue the methods she uses for selecting, training, and updating coaches. In order to ensure that new Bank managers are aware of the program, concerted efforts should be made to publicize its unique role in helping managers make the transition to their new roles and responsibilities.

4.27 Despite its effectiveness, there are several ways that the program can be strengthened. New participants should be informed about the range, and especially, the more effective ways that coaches could support them, so that they can make best use of the service. In addition, they should be given information about the coaches to have a role in selecting the coach who meets their needs.



# **ANNEXES**



## ANNEX A: THE 5 M'S OF LEADERSHIP & MANAGERIAL RESPONSIBILITY IN SUPPORT OF THE BANK'S MISSION

<p><b><u>Managing Self:</u></b> Awareness of my self and my impact on others &amp; my unit's work.</p> <ul style="list-style-type: none"> <li>• My skills/skill gaps</li> <li>• My values/principles</li> <li>• Making &amp; meeting my commitments; preventing my personal issues from interfering with professional performance.</li> <li>• My impact on others</li> <li>• My management, communication, &amp; conflict styles</li> </ul>	<p><b><u>Managing Others:</u></b> Skills &amp; Behaviors to support others in achieving their work.</p> <ul style="list-style-type: none"> <li>• Valuing differences &amp; using them to maximize quality</li> <li>• Giving/receiving feedback, coaching to empower/enable others</li> <li>• Creating a learning environment</li> </ul>	<p><b><u>Managing Work:</u></b> Skills &amp; Behaviors to accomplish unit's work program in alignment with Bank's mission and strategic objectives.</p> <ul style="list-style-type: none"> <li>• Strategic and operational planning (incl. Prioritization and selectivity)</li> <li>• Resourcing &amp; budgeting</li> <li>• WBG's processes, procedures, safeguards</li> <li>• Establishing and maintaining quality standards</li> <li>• Organizing</li> <li>• Supervising vs. managing; delegation, tracking, and monitoring</li> </ul>	<p><b><u>Managing the Organization and Its Relationships:</u></b> Skills &amp; Behaviors to support the organization &amp; its interactions with key stakeholders.</p> <ul style="list-style-type: none"> <li>• Positioning of one's unit re vision &amp; strategy</li> <li>• Environmental scanning</li> <li>• Entrepreneurial thinking (directing activities to WBG's overall success)</li> <li>• Building &amp; maintaining critical relationships: <ul style="list-style-type: none"> <li>- Managing in a multi-sectoral environment</li> <li>- Managing upwards and laterally</li> <li>- Partnering with clients</li> </ul> </li> </ul>	<p><b><u>Managing Change:</u></b> Skills &amp; Behaviors focused on changing the status quo.</p> <ul style="list-style-type: none"> <li>• Visioning</li> <li>• Change dynamics, leadership, &amp; mgt.</li> <li>• Transition management</li> <li>• Assessing &amp; measuring</li> <li>• Change impact</li> <li>• Prudent risk taking</li> <li>• Innovativeness &amp; Adaptability</li> </ul>
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**ANNEX B INTERVIEW PROTOCOL**

**Leadership Coaching  
Interview Protocol  
For Recipients of Individual Coaching**

Interview Date: \_\_\_\_\_

Head Interviewer: \_\_\_\_\_

Others present: \_\_\_\_\_

## **PARTICIPANT INFORMATION**

*(To be completed based on information from HRSLO or be made part of interview)*

- Your gender :  Male  Female
- Grade level:  GG  GH  OGI  OGJ
- Nationality:  Part I  Part II
- Work Unit:  Operations Unit  Non-Operations Unit  Other: \_\_\_\_\_
- Region:  AFR  ECA  SAS  MNA  LAC  EAP
- Title:  Manager  Other Title: \_\_\_\_\_
  
- When did you receive individual coaching?  
 FY2002  
 FY2001  
 FY2000
  
- How long have you been in the Bank? \_\_\_\_\_
  
- How long have you been a Manager in the Bank?  
 1 Year  2-5 years  6-10 Years  10-20 years  Over 20 years

At the time you participated in individual coaching:

- Were you a manager?  Yes  No
- How many staff reported to you? \_\_\_\_\_

## Interview Questions

### Background

1. What were the reasons that you requested a coach?

Probe: What was the work situation or problem that prompted your request?

2. What were your goals for coaching? As a result of your coaching what behaviors did you wish to change?

3. What did you do during coaching to achieve these goals?

Probe: How did you work with your coach?

Probe: What was your role in the coaching process? (action taken)

### Quality of the Coaching

4. Was your coach good? Why was the coach good?

Probe: What competencies, background, knowledge, and personality did the coach have that made him/her effective?

5. To what extent have you achieved your coaching goals?

(Low) 1                      2            3            4            5 (High)

6. How were the quality of the services you received from your coach?

(Poor) 1                      2            3            4            5 (Good)

7. Would you recommend the coaching to other managers?

Yes \_\_\_\_\_

No \_\_\_\_\_

### Learning

8. What are some of the most significant things you have learned as a result of the coaching process?

9. Have you applied what you learned to other situations besides the ones you focused on during coaching?

10. Did you develop any learning strategies or new ways of learning as a result of coaching? (i.e., learning methods to improve your performance or learning from your experience)

11. Relative to the other "management training" you have taken:

A. How appropriate was the coaching method as a learning method for managers?

(Not as good as other training) 1 2 3 4 5 (Better than the other training)

B. How effective was the coaching for learning?

(Not as good as other training) 1 2 3 4 5 (Better than the other training)

C. How efficient use of your time was the coaching?

(Not as good as other training) 1 2 3 4 5 (Better than the other training)

### **Impact of Coaching**

12. Describe the impact of the coaching on your managerial performance in the following 5 areas:

A. Managing yourself (i.e., awareness of own values, principles, character, and impact on others and the unit's work)

B. Managing others (i.e., ways in which you support or empower others to do work, learn, and succeed)

C. Managing work (i.e., aligning the work program plans, resources, and standards with institutional mission and strategic objectives)

D. Supporting the organization and its relationships with key stakeholders (i.e., aligning work program with the vision and strategy and directing activities for institutional success while building and maintaining critical relationships with clients and partners)

E. Managing change (i.e., supporting change via visioning, prudent risk taking, innovativeness and adaptability, performance assessment)

13. How much do you think that you have improved as a manager as a result of the coaching?

(Low) 1      2      3      4      5 (High)

14. Please rate the degree to coaching had an impact on or influenced your managerial and leadership efforts in areas (a-f) listed below.

Managing Yourself

*(i.e., Awareness of own values, principles, character and impact on others and unit's work)*

(Low) 1                    2            3            4            5 (High)

**Managing Others**

*(i.e. Ways in which you support or empower others to do work, learn, and succeed)*

(Low) 1                    2            3            4            5 (High)

**Managing Work**

*(i.e. Aligning the work program plans, resources and standards with institutional mission and strategic objectives)*

(Low) 1                    2            3            4            5 (High)

d) Supporting the Organization and Its Relationships with key stakeholders  
(i.e. aligning work program with the vision and strategy, and directing activities for institutional success while building and maintaining critical relationships with clients and partners)

(Low) 1                    2            3            4            5 (High)

**e) Managing Change**

*(i.e. supporting change via visioning, prudent risk-taking, innovativeness and adaptability, performance assessment)*

(Low) 1                    2            3            4            5 (High)

**Recommendations**

15. Were there any ways that the Bank could further support your coaching effort or do you have recommendations do you have for improving the coaching program at the Bank?