



## Coaching Readiness Sample Profile

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Whether coaching focuses on performance, behaviour, developmental or transformational coaching to meet the client’s needs, each involves change.

## What is Coaching Readiness?

Spotlight is about change. But what kind of change and how can a coach facilitate change?

A coach’s role is to facilitate this change and may apply any of several models of change: psychodynamic, gestalt, TA and learning theory to name but a few. Our motivation to change is determined by a number of factors, including:

- dissatisfaction with the status quo; and
- a clear vision of the desired future.

Coaching helps resolve this gap between the ‘now’ and the ‘want to be’. This is what coaches do. But how do we know if people are ready and open to change?

Change may be gradual, evolutionary and perhaps quite easy. But big changes may be revolutionary and require a lot of effort. If we are naturally impulsive and fast thinking, holding back takes effort. To make this type of change takes work. And each person is different. Some are more ‘ready’ than others.

## What does the research show?

Research shows that some people respond to coaching quicker and so may get more out of the programme. But others take more time to settle in. This can be for a number of reasons. So what is it that makes a person open to change. Where might resistance come from?

Research suggests that a client is ready when they are: willing to listen, approachable, open and accepting, hard working and disciplined and balanced in response to feedback. We have sought the opinions of experienced coaches and combined this with the available research to look at ‘readiness’ in Facet5 terms. Facet5 looks at 13 core elements of a person’s personality. From the research we have been able to identify ‘ideal’ points on these 13 elements. This report shows how your client matches this ‘ideal’ and provides discussion points to help set the coaching agenda.

## How to interpret the Coaching Readiness chart

The Coaching Readiness chart shows the areas where your client matches this ‘ideal’ and those where more work may be needed. The centre of each bar indicates an ideal position. If the bar is to the left then it suggests there is less of this natural behaviour. If the bar is to the right then this attribute may be overplayed.

The bars are coloured as follows:

- Green bars** – the Client is close to the ideal. These behaviours will help get the best from coaching.
- Orange bars** – the Client is a little apart from the ideal. Should benefit from coaching.
- Red bars** – suggest that to get the most from coaching the Client may need to work on this area.

The statement to the right explains what each bar means for your Client.

**Example 1** The first bar in a convergence chart relates to firm mindedness. People who are strong on this element have strong views and can find it hard to accept direction.



A red bar to the left of the centreline, as above, suggests that the Client scores lower than the ideal and therefore:

**May be compliant. Seek evidence to ensure they’re not just saying yes.**

**Example 2** In this example the element is ‘Open minded’. People who are high on this are free thinkers who are permissive and tolerant.



Here the Client is much more open minded than ideal so there is a red bar going to the right, and the Coach is advised that the Client may be:

**Individualistic. May resist being put through a process so keep it personal and brief.**

This chart is called a convergence chart since it shows the areas where the client is similar to or different from the research based "ideal" client in terms of their coaching readiness. The chart identifies thirteen specific behaviours that can have an influence. These are extracted from the Facet5 Personal profile.



**Making decisions and setting goals**

Goal Focused		May be compliant. Seek evidence to ensure they're not just saying yes
Assertive		May acquiesce to avoid argument so take care to ensure genuine agreement
Cooperative		Too dependent: resist offering suggestions so they identify their own issues



**Engaging with and consulting others**

Interested		May appear impassive even if engaged. May be more engaged by understanding than action
Sociable		Reserved. May not feel comfortable talking about themselves and need coaxing
Consensual		Likes to consider, so encourage them to think out loud offering encouragement



**Focusing on people and tasks**

People oriented		Pragmatic about the process. Expects a result and will be positive about giving it a try
Realistic		Listens and is prepared to believe in the process. Will expect to see tangible results
Trusting		Cautious about the process but willing to try



**Managing your work and commitments**

Structured		Creative and excited by new ideas. May be undisciplined and poor at follow-through
Open minded		Responsible with own tasks. Does not impose standards rigidly - is prepared to bend



**Responding to stress and identifying risk**

Composed		Confident. Can accept criticism, but may tend to underplay responsibility
Mature		May find improvement hard and a challenge to self-confidence. Will need support