

CoachPro™



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CoachPro# Y0VHPYT1HKSM for Paul Parker on December 17, 2012

Coaching Profile

| COACHING PROCESS (structure) | | | | | | | | | |
|--------------------------------------|--|--|--|--|----------------------------|--|--|--|--|
| Thrives in fluid/adaptive situations | | | | | Prefers existing structure | | | | |
| | | | | | | | | | |

A measurement of your self-management potential; specifically, your ability to plan, organize and implement initiatives.

| COACHING STYLE | | | | | | | | | |
|----------------------------------|--|--|----------|--|---|--|--|--|--|
| Outcome and Performance Oriented | | | Balanced | | Motivated by the social aspects of coaching | | | | |
| | | | | | | | | | |

Reflects the degree to which you are performance or athlete-centered in your coaching style

| APPROACH TO LEARNING | | | | | | | | | |
|----------------------|--|--|--|-------------------------------|--|--|--|--|--|
| Highly analytical | | | | Learns only what is necessary | | | | | |
| | | | | | | | | | |

Relates to the importance you place on learning new things and your comfort in transferring knowledge to others.

| TASK ORIENTATION | | | | | | | | | |
|-----------------------|--|--|--|--|--------------------|--|--|--|--|
| Short term, intensive | | | | | Long term, relaxed | | | | |
| | | | | | | | | | |

Reflects your sense of urgency and importance of daily goals and objectives.

| PEOPLE DEVELOPMENT | | | | | | | | | |
|-----------------------------------|--|--|----------|--|---|--|--|--|--|
| Outgoing; personable; extroverted | | | Balanced | | Builds relationships gradually; introverted | | | | |
| | | | | | | | | | |

Reflects your natural style when training and helping others in areas of development.

| SELF DIRECTED | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| Self Confident with Internal Locus of Control | | | | | Deflated Self Confidence and External Locus of Control | | | | |
| | | | | | | | | | |

Reflects your confidence in your ability to successfully coach as well as your locus of control.

| COMFORT WITH CONFLICT | | | | | | | | | |
|---|--|--|--|--|--------------------------------------|--|--|--|--|
| Comfortable, might actually create conflict | | | | | Prefers to avoid conflict situations | | | | |
| | | | | | | | | | |

Reflects your comfort handling difficult interpersonal situations.

| EMOTIONAL QUOTIENT (EQ) | | | | | | | | | |
|--|--|--|--|--|-------------------------------------|--|--|--|--|
| Understands & uses emotional information | | | | | Relies on non-emotional information | | | | |
| | | | | | | | | | |

Your ability to monitor and regulate your own emotions, as well as pick up on others' emotional states.

| LIFESTYLE MANAGEMENT | | | | | | | | | |
|---------------------------------|--|--|--|--|-----------------------------------|--|--|--|--|
| Coping effectively at this time | | | | | Requires additional coping skills | | | | |
| | | | | | | | | | |

Assesses your ability to monitor and regulate your stress levels.

Coaching Style

| LEADERSHIP | | | | | | | | | |
|------------|--|--|------------|--|--|--|-------------|--|--|
| Autocratic | | | Democratic | | | | Team Member | | |
| | | | | | | | | | |

Your natural leadership style and dominant approach with others.

| COMMUNICATION STYLE | | | | | | | | | |
|---------------------|--|--|----------|--|--|--|--------------------|--|--|
| People oriented | | | Balanced | | | | Factual/Analytical | | |
| | | | | | | | | | |

Your dominant approach to communicating with others on an interpersonal level.

| IMPLEMENTATION STYLE | | | | | | | | | |
|----------------------|--|--|--|--|-----------------------|--|--|--|--|
| Directive/demanding | | | | | Permissive/supportive | | | | |
| | | | | | | | | | |

Your approach to implementing goals, objectives and strategies.

| APPROACH TO MOTIVATING OTHERS | | | | | | | | | |
|-------------------------------|--|--|--|--|------------------|--|--|--|--|
| High energy/enthusiastic | | | | | Relaxed/detached | | | | |
| | | | | | | | | | |

Your natural approach to motivating others.

| DECISION MAKING | | | | | | | | | |
|-----------------|--|--|--|--|------------|--|--|--|--|
| Quick/decisive | | | | | Methodical | | | | |
| | | | | | | | | | |

Reflects the amount of information you prefer before making a decision, and the speed at which you normally make decisions.

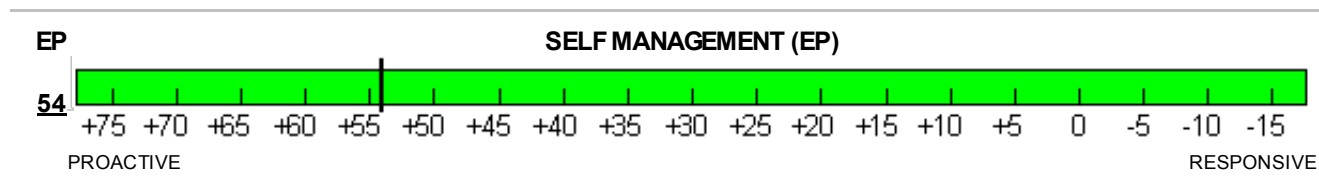
| FEEDBACK STYLE | | | | | | | | | |
|-------------------|--|--|--|--|--------------------------------------|--|--|--|--|
| Only if necessary | | | | | Enjoys giving and receiving feedback | | | | |
| | | | | | | | | | |

Reflects the frequency at which you prefer to give feedback to your athletes.

| COACHING ORIENTATION | | | | | | | | | |
|----------------------|--|--|----------------|--|--|--|------------|--|--|
| Performance/results | | | Results/people | | | | Supportive | | |
| | | | | | | | | | |

Reflects your coaching orientation towards results versus relationships.

Orientation & Coaching Factors



DESCRIPTION

Task Orientation

As an exceptionally strong self-manager, your expectation of others will be that they too are completely capable self-managers when it comes to planning, managing their time, taking initiative, etc. You will lead by example in being a self-manager. As such, you will struggle with athletes who require a great deal of "hand holding" and who must be reminded and externally motivated frequently.

What Is Your Coaching Style Likely to Be?

As an exceptionally competitive person, you will coach others in an assertive, aggressive, and intensely results-oriented way. You will be extremely competitive in all aspects of coaching. It is important to remember that not all of your athletes will possess such a competitive orientation and that some of your athletes are there for purely social reasons. You will naturally gravitate towards those athletes who possess a similar competitive disposition, but in order to be effective with all types of athletes, you will need to tone down your results-oriented disposition with certain athletes.

DEVELOPMENTAL SUGGESTIONS

As a Self Manager

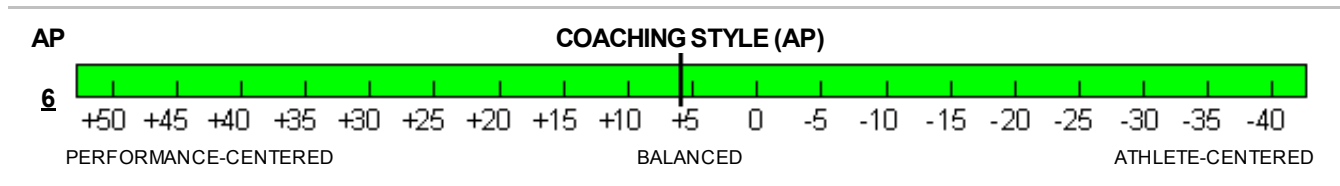
For a person showing such exceptionally strong self-management potential, you are likely very capable of managing your own behavior and performance. However, strong self managers have the potential to focus too heavily on themselves and forget that they must also be aware and monitor the progress of others. Not everyone is as effective at initiating their own behavior, and thus may require some of your time and energy.

With Regards to Your Level of Competitiveness

You have a high level of competitiveness. You must however not lose sight that there is a great deal to gain from sport outside of the competitive outcome. Don't let your focus on winning / losing detract from your ability to build meaningful relationships with your athletes and to impart other important life lessons on them.

ATHLETE MATCHING CONSIDERATIONS

As a strong self manager you will likely expect others to manage their own behavior and performance as well. The problem being, that a large number of athletes likely are not strong self managers. It will be important that you gain insight into your athletes' self management potential, and leave those who have it to their own devices, while putting structure and follow up in place for those who do not.

Orientation & Coaching Factors (cont'd)**DESCRIPTION**

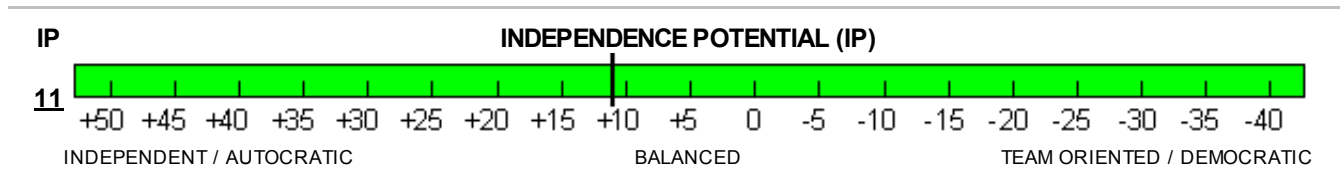
Your balanced disposition will allow you to be effective with a very diverse pool of athletes. Your coaching style is one that emphasizes performance and success, but does so in a humanistic and compassionate way. You expect a lot from your athletes, but have the ability to deliver performance information in a way that does not jeopardize your relationship.

DEVELOPMENTAL SUGGESTIONS

Your scores are approaching the middle of this scale indicating that you have a fairly balanced coaching orientation. On one side you value performance and success and on the other you value the relationship that you have developed with your athlete(s). This disposition should allow you to be very effective at delivering performance feedback in a way that does not compromise your relationships. Ensure that you hold your athletes to high enough performance expectations, and that you are delivering information in a humanistic manner, and not too authoritatively.

ATHLETE MATCHING CONSIDERATIONS

Your score reflects a balanced disposition between the people and performance sides of coaching. This disposition allows you to provide constructively-critical feedback to your athletes, but in a way that will not compromise your coach-athlete relationship. This balanced disposition will also allow you to work effectively with a diverse pool of athletes. Gaining insight into your athletes preferences will allow you to coach and provide feedback to an athlete in accordance with their preferences for this information.

Orientation & Coaching Factors (cont'd)**DESCRIPTION**

You would be described as an independent person, who is also comfortable working with other people. You will not make the independence of athletes a primary issue but would like to see it develop in them. You are comfortable giving up control in certain situations, but likely prefer to have the last word in making a decision.

Decision Making and Feedback Style

Your score reflects a fairly balanced decision making style. You are comfortable making decisions on your own, but also open to others' ideas and input in certain situations. You likely provide feedback on a relatively frequent basis, and don't mind receiving it from others.

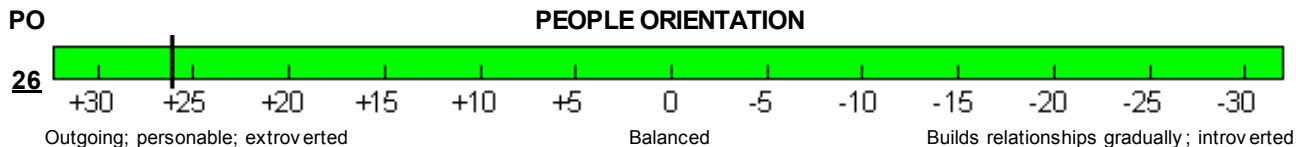
DEVELOPMENTAL SUGGESTIONS

Your natural tendency is to make decisions in an autocratic and independent manner. This normally suits an older athletic audience and one that is in a more performance-oriented league. If you find yourself coaching younger, less performance-oriented athletes, try to include them in the decision making process on occasion.

ATHLETE MATCHING CONSIDERATIONS

Your independence means that you will work best with athletes who prefer a more autocratic and authoritative coach. You will likely struggle with athletes who are more dependent upon feedback and structure. In order to be effective with these athletes however you must provide them with this support or they will become frustrated and disengage.

Communication Style & Attitude Survey



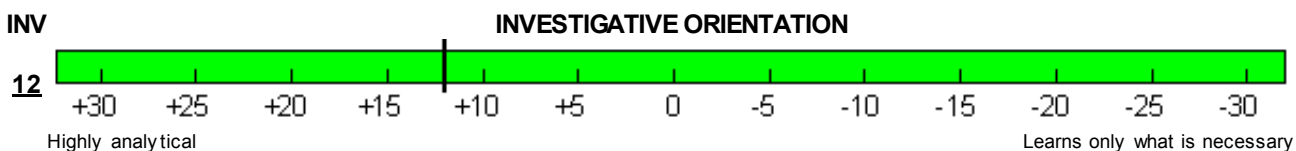
Description

Interpersonal Style

You really like to be close to and accepted by other people, whether in a good athletic/sport relationship or a good friendship. You will want to deal with your athletes, staff, peers and superiors in this way. You are an extroverted individual, who enjoys being around other people.

Athlete Matching Considerations

Your outgoing personality will fit with the majority of your athletes. Be careful with more introverted athletes, as their preference is to build relationships over time. Let them approach you on their terms and when they feel comfortable.



Description

Approach to Learning

Learning/teaching are fun and you will naturally coach/train from that perspective. You enjoy teaching and explaining things to others, while also learning yourself. You must remember that not everyone shares your love for information and details, and thus some of your athletes are going to want just the necessary information.

Detail When Communicating

Your analytical orientation comes through in the amount of detail you use when explaining or describing something. Because you enjoy detail, your natural style is to provide it to others when communicating. It is important to remember however that several of your athletes will be more applied learners and thus won't put as much stock in the theoretical or high level explanation. These athletes will want to learn by doing and will only want high level instruction.

Athlete Matching Considerations

Your communication style will naturally fit with athletes who are also more analytical. It will however frustrate athletes who are more high level. Try to be cognizant of each athlete's preference for detail, and to communicate with them accordingly.

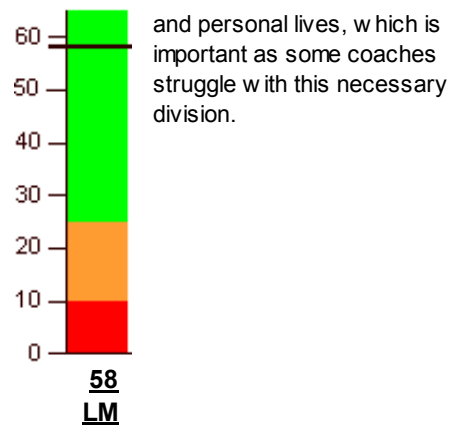
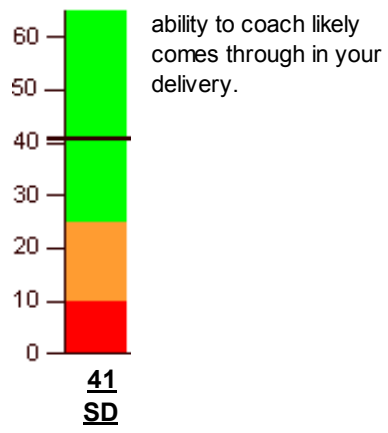
Attitude Survey

Self Directed

Self-Confidence/Locus of Control
 Your results show a better than average sense of self-confidence and a belief that you are generally in control of much of your life. Your belief in your

Lifestyle Management

Lifestyle-Coping Ability
 An above average (positive) result indicating that you are dealing well with any current life stressors. You should use your personal experiences and techniques to teach your athletes how to regulate stress / anxiety effectively. You also report being able to separate your coaching



Emotional Quotient

The ability to understand and apply emotional information about ourselves and others effectively.

| SELF AWARENESS I: MOOD LABELING | | | | |
|--|---|--|---|---|
| Labels feelings and emotions as they are happening | | Does not label feelings and emotions as they are happening | | |
| 100 | 0 | 0 | 0 | 0 |

A measure of a person's ability to accurately label personal feelings and emotions.

| SELF AWARENESS II: MOOD MONITORING | | | | |
|------------------------------------|--------------------|---|----------------|---|
| High monitoring | Optimal monitoring | | Low monitoring | |
| 0 | 100 | 0 | 0 | 0 |

A measure of the amount of energy a person puts forth in monitoring his/her own feelings and emotions.

| SELF CONTROL | | | | |
|--------------------------------|-----|---|---|---|
| Demonstrates good self control | | Low control over impulses and negative emotions | | |
| 0 | 100 | 0 | 0 | 0 |

A measure of a person's restraint as it relates to one's control over his/her impulses, emotions, and/or desires.

| MANAGING EMOTIONAL INFLUENCES | | | | |
|-------------------------------|-----|------------------|---|---|
| Perseveres | | Focus can change | | |
| 0 | 100 | 0 | 0 | 0 |

A measure of a person's ability to manage emotional influences that would prevent him/her from taking those actions that he/she believes are necessary in dealing effectively with everyday situations and/or meeting personal goals.

| EMPATHY | | | | |
|-------------------------------|-----|-------------------------------------|---|---|
| Recognizes emotions in others | | Low awareness of emotions of others | | |
| 0 | 100 | 0 | 0 | 0 |

A measure of a person's ability to understand the feelings and emotions of others.

| SOCIAL JUDGEMENT | | | | |
|---|-----|--|---|---|
| Uses knowledge of the emotions of others in decision-making | | Does not factor in the emotions of others in decision-making | | |
| 0 | 100 | 0 | 0 | 0 |

A measure of a person's ability to make appropriate decisions in social situations based on the emotional states of others.

| OVERALL | | | | |
|--|---|-------------------------------------|---|---|
| Understands & uses emotional information | | Relies on non-emotional information | | |
| 100 | 0 | 0 | 0 | 0 |

An overall measure of how well a person understands emotional information and uses it effectively.

CoachPro™



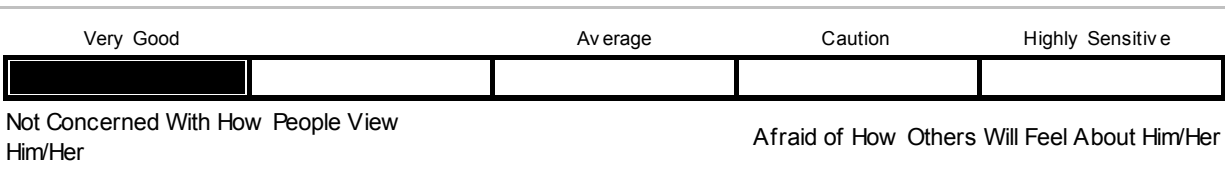
"The orientation of a coach to ask for commitments from athletes and hold them to their commitments."

Overall Commitment Reluctance Score = 84



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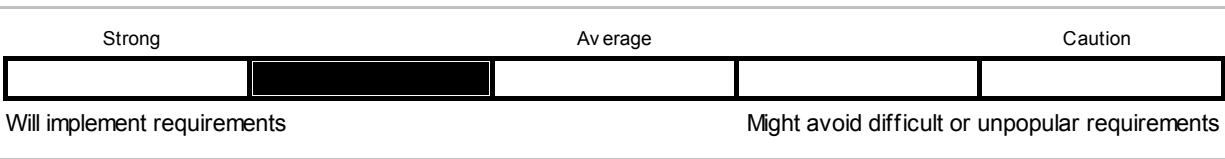
Sensitivity to Rejection



Overview

Your high score on the sensitivity to rejection scale indicates that you are relatively thick skinned and that you are comfortable making unpopular decisions when necessary. Sometimes coaches must make risky decisions and this scale measures the degree to which you would let "what other people might think" influence your decision. You appear to do what you think is right, irrespective of how others might judge you.

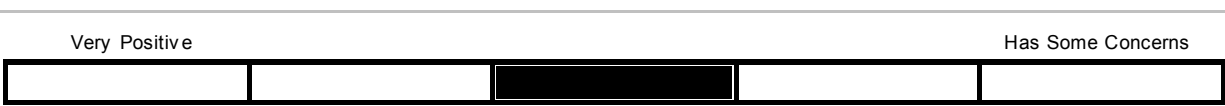
Implementation of Commitment



Overview

You would enjoy and be quite comfortable at implementing new initiatives providing you agree with and have a strong commitment to the goals and objectives associated with the initiatives. You would continue to encourage and push your athletes to accept new approaches until you were comfortable that the activities and procedures necessary to achieve the objectives were being implemented properly. You would lead by example and attempt to keep and expand your commitments to the implementation process.

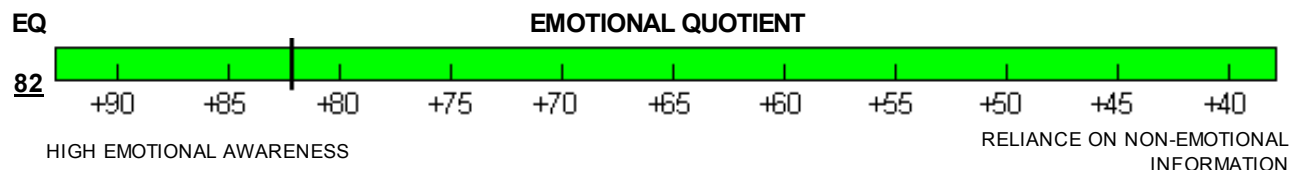
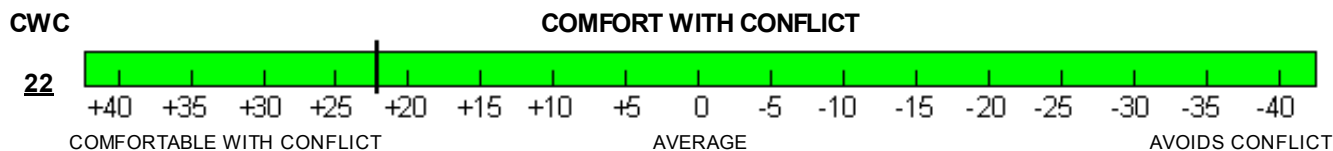
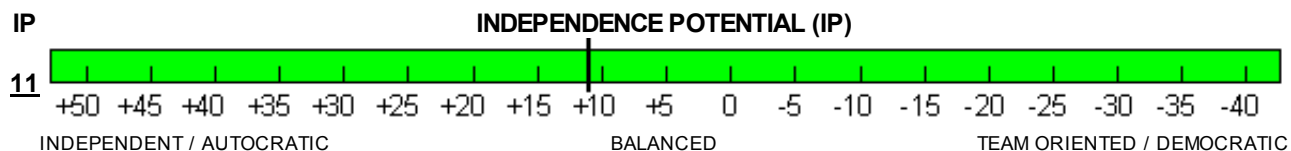
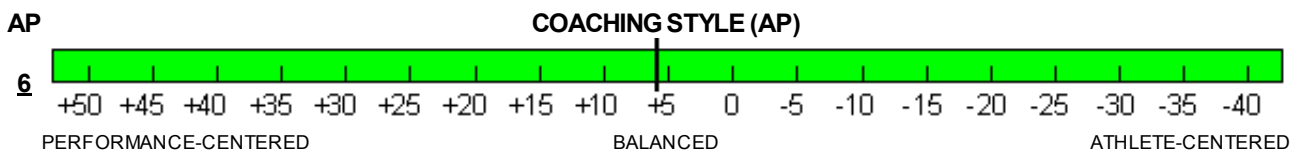
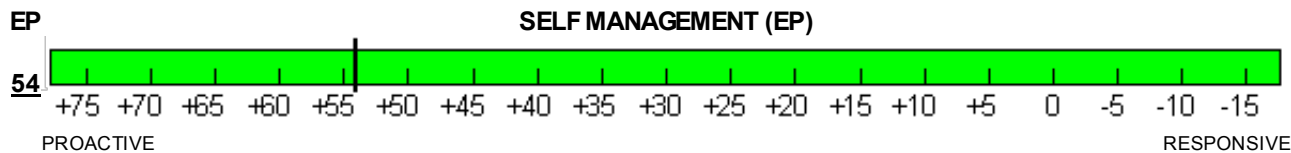
Perception of a Career in Coaching



Overview

Your scores suggest that you have some concerns regarding the importance that society places on coaching. You don't see coaches as valued and thus may be questioning the relevance of this role.

Summary of Scales



| PAGE 1 SCORES | | | | | PAGE 2 SCORES | | | |
|---------------|--------------|-----------------|----------------------|---------------|---------------|-----------|-----------|-----------|
| | Enterprising | People Oriented | Achievement Oriented | Independent | | | | |
| Power Scores | <u>109</u> | <u>26</u> | <u>77</u> | <u>77</u> | | | | |
| Neutr Scores | <u>55</u> | <u>12</u> | <u>56</u> | <u>66</u> | | | | |
| | Acquiescent | Investigative | Relaxed | Team Oriented | | | | |
| 54 | 77 | 6 | 11 | 61 | 41 | 58 | 84 | 39 |
| EP | BL | AP | IP | PS | SD | LM | CR | UC |

Responses from Opinions Section

| 1=Don't Agree At All | 2=Agree A Little | 3=Somewhat Agree | 4=Moderately Agree | 5=Definitely Agree |
|----------------------|------------------|------------------|--------------------|--------------------|
|----------------------|------------------|------------------|--------------------|--------------------|

1. My opinion is always the correct one (3)
2. To be a successful coach, it is necessary to get athletes to like me (1)
3. Good coaches don't necessarily attract good athletes (4)
4. I avoid actions that might make other people dislike me (5)
5. It is important that people approve of me (1)
6. Coaches are highly regarded in the sporting world (1)
7. My family and friends are very supportive of my choice to coach (1)
8. I thrive under pressure (1)
9. I find it easy to discipline athletes (1)
10. I find it easy to make new acquaintances (1)
11. I would have no problem implementing a decision that is unpopular with my athletes (5)
12. In a group, if a person doesn't like me I feel uncomfortable (5)
13. I often coach my family and friends on their personal lives (1)
14. I adapt to what I think others expect of me (1)
15. Other coaches often come to me for advice (1)
16. I have little influence over my team (2)
17. At informal social events, I often talk about coaching (5)
18. I have met very few people whom I do not like (3)
19. I get upset when someone challenges my authority (1)
20. To be successful as a coach, I must change my image (5)
21. I avoid presenting an unpopular point of view during team meetings (3)
22. Effort gets results (5)
23. I have never told a lie (4)
24. The outcome of a competition has no effect on my attitude (4)
25. Most athletes feel that their coaches enjoy the power of controlling others (4)
26. My current coaching job is quite satisfying (1)
27. Chance determines most things in sport (1)
28. I would have difficulty integrating a demanding coaching job into my lifestyle (4)
29. Athletes tend to have less of a commitment to the team than do coaches (2)
30. Things don't get me down (1)
31. I am often influenced by others (1)
32. I sometimes have difficulty completing important tasks (4)
33. I am reluctant to make decisions (4)
34. I am an underachiever (1)
35. I am good at most things that I try to do (1)
36. No one is ever rude to me (4)
37. I allow my attitude to negatively affect my performance as a coach (1)
38. People get the respect they deserve (4)
39. I generally have a very positive attitude toward coaching (1)
40. There is little opportunity for growth in my current coaching career (4)
41. All my habits are good and desirable ones (1)
42. People's good qualities are seldom recognized (5)
43. I never envy another person's good luck (2)
44. Hard work brings success (1)
45. It is difficult to balance my personal and coaching demands (4)
46. I have never been late for work or for an appointment (1)
47. I find it very easy to 'wind down' after a competition (4)
48. Success is mostly luck (4)
49. Coaches are generally positive role models (5)
50. Sometimes I have doubts about the whole course of my life (1)
51. Athletes often influence the strategy / direction I put in place for the team (1)
52. I usually feel very happy and content (4)
53. I am a confident person (1)
54. I am usually relaxed (1)
55. Regular habits are an important part of my success (1)
56. Promotions in coaching are seldom based on performance (1)
57. Coaches should not aggressively push athletes to increase performance standards (1)
58. I create my own opportunities (4)
59. Mistakes are inevitable (4)
60. Most of my jobs have been quite stressful (1)