Using Co-Active Coaching with Assessment Data

In this context, “assessment data” means information or feedback pertaining to the skills, knowledge, or attributes of an individual (or team) that can be gathered from a range of sources for the purposes of raising awareness of strengths, weaknesses, and areas for future development. Assessment data can be very useful in providing the organizational leader with concrete input into his or her skills and performance, and can serve as a catalyst for powerful coaching.

While expertise or certification to use specific instruments can be helpful, the internal co-active coach can leverage existing assessment data in the coaching process without being an expert of that particular content. Through the effective use of the skills of co-active coaching, the coach can prompt the client to derive greater awareness, a wider range of perspective, and stronger platforms for action from assessment data that already exists.

The following information includes:

- Assessments: Asking the Right Questions Up Front
- Tips for Using Co-Active Coaching with Assessment Data
- Overview of Commonly Used Assessment Instruments

Assessments: Asking the Right Questions Up Front

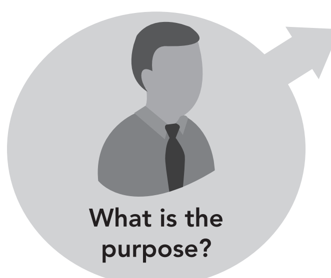
Whether you are deciding on which types of assessment to use with your client, or planning how to incorporate assessment data that your client already has, there are a range of questions that are important to ask. Answers to questions like these provides a basis for selecting tools to use, and planning how to get the biggest value from them in your coaching.

Different types of tools answer different types of questions, such as:

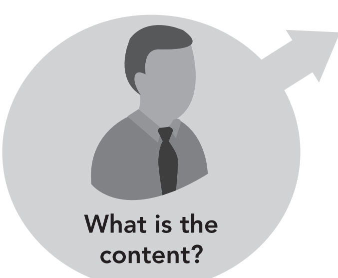
- Where am I going in my career?
- What is my internal map or individual style?
- How do I affect others?
- How am I doing?

These questions lead to different types of tools, as shown below.

- Entire organization
- A team
- Individual



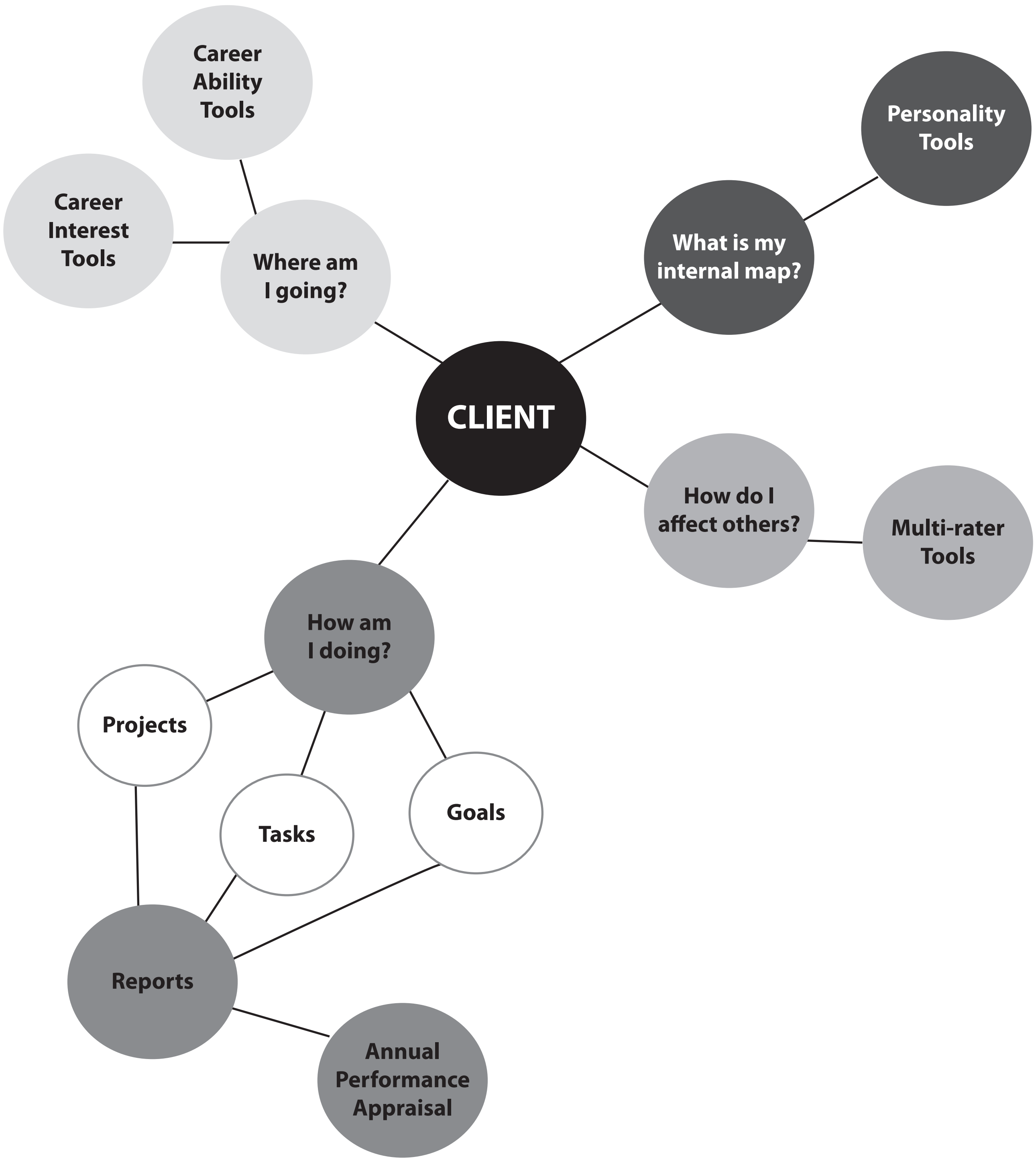
- Prompt self-awareness
- Gauge career aptitude
- Gather feedback from others
- Link to performance or business outcomes
- Measure leadership or interaction style/preference



- Chosen by the client
- Based on existing business results/data
- From existing assessment instrument

- From client's reflection
- Surveys
- Interviews
- Observation
- Existing data

Feedback Map



Tips for Using Co-Active Coaching with Assessment Data

Guidelines for Success

1. Clarify the goals for the conversation. Possibilities include
    a. Improved job task performance (projects, goals, objectives)
    b. Increased leadership effectiveness
    c. Career development
2. Design your alliance with Manger and client about your role as coach vis-à-vis the manager. This is especially important when related to a formal performance appraisal.
3. Follow ethical guidelines.

Other Considerations

1. There are several possible scenarios in which the internal coach may find themselves:
    a. The client has results of a feedback tool that he/she reviewed with a certified expert in the past year or so and the internal coach is not a certified expert on that tool.
    b. The client has just completed a feedback tool that he/she will be reviewing with a third-party certified expert and the internal coach is not a certified expert on that tool.
    c. The internal coach is a certified expert on a feedback tool that is not a standard offering within NGC.
    d. The internal coach is a certified expert on a feedback tool that is a standard offering within NGC.
2. Once the client understands how to work with a given tool and understands it technically, then the coach's job includes:
    a. Support the client with any emotional reaction they may have to the report
    b. Guide them through reviewing the feedback and derive their key insights and conclusions. This is equivalent to the "Present" on the Coaching Roadmap.
    c. Support them in envisioning how they want to behave and the impact they want to have. This is equivalent to the "Future" on the Coaching Roadmap.
    d. Work with them to identify new behaviors and strategies to try. This is the Action Step on the Coaching Roadmap
    e. Follow up with the client about how the experiments went, the learning they had and what they will do next.

3. Options in working with a tool that is unfamiliar to you
    a. You can go in cold and have the client educate you and use that process to explore the client's conclusions and insights.
    b. Get a copy of the report from the client along with any supporting information and familiarize yourself with the contents. Make note of questions that you have, interpretations you make, and what you want to delve into with the client.
    c. Arrange to sit in with the client when they meet with the expert.
    d. Meet with the expert separately.
4. Typical questions to explore:
    a. What is your overall reaction to the feedback process?
    b. Which elements of the feedback rang true?
    c. Which elements were a surprise or do not seem to fit your experience?
    d. What are the top positive attributes that you want to build on?
    e. What areas do you want to change?
    f. What do you want more information about?
    g. How can you get that information?
    h. How will you include your boss in this process? Your direct reports? Your peers?
    i. Other…
5. A three conversation protocol
    a. First session focuses on interpreting the feedback, any emotional reaction, and sets the stage for the time until the second call.
    b. Leave the first session with the client gathering more information, looking deeper into the report, and self-observing. In fact, recommend that they do not change their behavior at this point.
    c. Second session focuses on latest reactions and key messages the client has based on their work since the first call. Then bulk of call is on generating many optional new behaviors, assumptions, beliefs, and strategies.
    d. Work between second and third call is to experiment with the ideas from the second session.
    e. Third call gathers learning from the experiment, sets actions and accountability for a development plan.

Ethical Considerations

An excellent text on ethics and coaching is *Law & Ethics in Coaching: How to Solve and Avoid Difficult Problems in Your Practice* by Patrick Williams and Sharon K. Anderson. Here are their recommendations when using assessments, from pages 166-167.

- Know your limits. Subcontracting another coach or other qualified professional for one assessment tool or an entire package is a way to incorporate assessment tools into your coaching practice. You can provide follow-up coaching for individuals after they complete assessment feedback processes. If you are an executive coach , you are likely to be contracted often to work with leaders for development planning and execution. Consider developing niches and areas of expertise. Sometimes coaches become certified in tools specific to their area of expertise.
- Be wary of simplifying something so much that clients fear being labeled or categorized by assessment tools.
- Also be aware of cultural differences in response to assessment tools. Some assessment tools are available in several languages and have norm groups for different cultures; others do not. Accommodating cultural differences as you use assessment tools is an important ethical issue you must not overlook.
- Consider confidentiality when using assessment tools. From the beginning of the coaching engagement, it is important to consider and reach agreement about who owns the assessment results. This can become a tricky issue when organizations contract the coach. For the coaching and assessment process to have integrity, all parties need to know the parameters regarding who gets to know what.

Overview of Commonly Used Assessment Instruments

The following table illustrates the focus of a range of popular assessment instruments.

Instrument	Awareness of own style	Awareness of other's style	Illuminates strengths	Illuminates unproductive behavior	Shows gap between self eval and others eval	Suggests new behaviors or practices	Competency based
360 Feedback							
Emotional Competence Inventory (ECI)	●	■	●	■	●	■	●
Profilor (PDI)	●	■	●	■	●	●	●
Leadership Practices Inventory (LPI)	●	■	●	■	●	■	●
Benchmarks (CCI)	●	■	●	●	●	■	●
EQI Leadership Report	●	■	●	●	●	●	●
The Leadership Circle 360	●	■	●	●	●	●	●
Self-evaluation							
DiSC	●	●	●	■	○	■	○
Strengths Deployment Inventory (SDI)	●	●	●	■	○	■	○
Meyers-Briggs (MBTI) Form M	●	●	●	■	○	■	○

Symbol	**Meaning**
●	Provides directly
■	Possible with the coach's input
○	No/Not available

Assessment Tools Summary

The following pages briefly describe several prominent assessment tools and where you can get additional information.

Company	**Center for Creative Leadership**
Instrument	Benchmarks
Website	www.ccl.org
Description	A comprehensive 360-degree assessment tool for experienced managers that measures 16 skills and perspectives critical for success, as well as five possible career derailers. Benchmarks offers an in-depth look at development by assessing skills developed from a multitude of leadership experiences, identifying what lessons may yet to be learned and helping the executive determine what specific work experiences need to be sought out in order to develop critical skills for success.
What is Measured	Benchmarks assesses 16 skills and perspectives that CCL researchers identified as being critical to successful management as follows: Meeting Job Challenges • Resourcefulness • Doing Whatever It Takes • Being a Quick Study • Decisiveness Leading People • Leading Employees • Confronting Problem Employees • Participative Management • Change Management Respecting Self and Others • Building and Mending Relationships • Compassion and Sensitivity • Straightforwardness and Composure • Balance Between Personal Life and Work • Self-awareness • Putting People at Ease • Differences Matter • Career Management Problems That Can Stall a Career • Problems with Interpersonal Relationships • Difficulty Building and Leading a Team • Difficulty Changing or Adapting • Failure to Meet Business Objectives • Too Narrow Functional Orientation
How Administered	An eight-step process results in a completed report to be reviewed with a certified professional. The survey can be conducted over the web or through a paper-based survey.

Company	**Leadership Challenge**
Instrument	Leadership Practices Inventory (LPI)
Website	www.leadershipchallenge.com
Description	The Leadership Practices Inventory (LPI), developed by Jim Kouzes and Barry Posner, approaches leadership as a measurable, learnable, and teachable set of behaviors. This 360-degree leadership assessment tool helps individuals and organizations measure their leadership competencies, while guiding them through the process of applying Kouzes and Posner's acclaimed Five Practices of Exemplary Leadership® Model to real-life organizational challenges.
What is Measured	The Five Practices of Exemplary Leadership®: • Model the Way • Inspire a Shared Vision • Challenge the Process • Enable Others to Act • Encourage the Heart
How Administered	The LPI can be completed online, or it can be completed in a paper-and-pencil version. Whether taken in a hard or soft format, the results are scored electronically and the system prints out a report that summarizes the results. Leaders complete the LPI-Self, rating themselves on the frequency with which they think they engage in each of the thirty behaviors. Five to ten other people — typically selected by the leaders — complete the LPI-Observer questionnaire, rating the leaders on the frequency with which they think they engage in each behavior. Respondents can indicate their relationship to the leader — manager, co-worker or peer, direct report, or other observer — but, with the exception of the leader's manager, all the observers' feedback is anonymous. The Observer survey also offers the option of Administrator-added open-ended essay questions.

Company	**PDI**
Instrument	The Profilor
Website	www.personneldecisions.com
Description	The PROFILOR is a 360 feedback tool used for development purposes. It collects feedback from a variety of sources (self, managers, peers, direct reports, internal customers, and others) regarding an individual's performance. Feedback reports provide practical, well-rounded insights into job performance, strengths, and development needs, as well as paint a comprehensive picture of the specific skills that an individual needs to develop to enhance performance. It also provides a basis for creating an individualized, actionable development plan.
What is Measured	Nine research-based standard models focus on competencies that employees need to be successful now and in the future. Many of these models have norms that can be used as comparison to external benchmarks.
How Administered	Both paper and pencil and online versions are available. Number of items varies by model but ranges from 67 to 140. The number of raters is unlimited in the online version and up to 15 for the paper and pencil administration. The PROFILOR begins with a kickoff session in which participants are provided with an overview of the process and an understanding of the kind of information that will be obtained. They are asked to identify individuals (respondents) they would like to have rate their performance, and those individuals are asked to complete The PROFILOR questionnaire. Results are provided in a feedback report that features a graphical and numerical compilation of the evaluation. The report identifies the individual's strongest competencies and those most in need of development. A PROFILOR-certified coach goes through the feedback report with the participant and discusses competencies and development needs. Based on that input, the participant creates a development plan.

Company	**CPP**
Instrument	Myers-Briggs Type Indicator (MBTI®) Assessment
Website	www.cpp.com www.myersbriggs.org
Description	The Myers-Briggs Type Indicator® (MBTI®) instrument is the most widely used personality assessment in the world. Formally translated into 16 1anguages, it is a growing force in team building, leadership and individual development in organizations. Based on the breakthrough work of Carl Jung, the MBTI assessment provides a description of individuals' preferences for two cognitive activities: taking in information and organizing and processing the information in order to make decisions.
What is Measured	Personality type that represents the preferences in four separate categories, with each category composed of two opposite poles. The four categories describe key areas that combine to form the basis of a person's personality as follows: • Where you focus your attention — Extraversion (E) or Introversion (I) • The way you take in information — Sensing (S) or Intuition (N) • The way you make decisions — Thinking (T) or Feeling (F) • How you deal with the outer world — Judging (J) or Perceiving (P) The instrument measures both the preferences for each pole but also the clarity of the preferences.
How Administered	There are two basic versions of the MBTI instrument, Step I (Form M) and Step II (Form Q). Step I provides the individual with his or her four-letter type preference and an introductory understanding of type. The Form M Self-Scorable enables individuals to complete the instrument on their own and score their own results. Administration of Form M using CPP software allows for computerized administration using prepaid answer sheets but requires off-site scoring and report generation. Step II provides both the respondent's four-letter type and results for five facets underlying each type preference, helping to explain the individual's expression of his or her preferences. The MBTI instrument is a restricted assessment tool and requires qualification in order to administer it to others.

Company	**Hay Group**
Instrument	Emotional Competence Inventory (ECI)
Website	www.haygroup.com
Description	The ECI is a Multirater Tool that Assesses Emotional Intelligence. Based on the work of Dr. Richard Boyatzis and Dr. Daniel Goleman, the ECI builds on Hay Group's 35 years of competency research (research initially begun and carried out by McBer & Co.) and proven methodology for the full spectrum of emotional intelligence. Based on the feedback from a variety of rater groups (i.e. self, manager, direct reports, peers, others), the ECI indicates the specific emotional competencies where development is needed to enhance the individual's emotional intelligence. For organizations, internal and external consultants can use the ECI to diagnose an entire unit, profiling its overall strengths and development opportunities. Pooling the individual assessments of an entire work unit provides a comprehensive profile of the organization's emotional intelligence. This work force audit can reveal key emotional gaps that may be limiting performance effectiveness.
What is Measured	The ECI™ is a 72-item, 360° instrument that assesses 18 emotional competencies corresponding with the emotional intelligence model introduced in Daniel Goleman's *Working With Emotional Intelligence:* Self-Awareness • Emotional Self-Awareness • Accurate Self-Assessment • Self-Confidence Self-Management • Emotional Self-Control • Transparency • Adaptability • Achievement Orientation • Initiative • Optimism Social Awareness • Empathy • Organizational Awareness • Service Orientation Relationship Management • Developing Others • Inspirational Leadership • Change Catalyst • Influence

Company	**Hay Group, continued**
How Administered	The ECI accommodates an unlimited amount of raters (self, peers, bosses, employees) when it is administered via the internet. The logistics of taking an ECI assessment are fairly simple. Since the instrument is a 360-degree tool the participant (who is being assessed) would receive a pre-work email including a user name and password to an on-line site where they would register their own raters (names and email addresses) and take their self survey. They (and their raters) are allotted two weeks to complete and submit the survey. Once the survey cut off date has passed the Hay Group processes the feedback and ships the actual feedback reports directly to the Accredited User, who can then deliver and coach the participant through their results. How the Accredited User chooses to coach their participant(s) — whether it be in a group setting or individual coaching — at their discretion.

Company	**Multi-Health Systems, Inc**
Instrument	EQ-360 BarOn Emotional Quotient-360
Website	www.mhs.com
Description	Based on the first scientifically validated measure of emotional intelligence, BarOn EQ-i®, EQ-360™ assesses emotional and social intelligence (EI) from a multirater perspective. EQ-360 observer ratings are combined with the results of a standard BarOn EQ-i self-assessment that has been completed by the individual of focus. The result is a comprehensive 360-degree profile in which external impressions of a person's EI are combined with that person's self-rating.
What is Measured	BarOn EQ-360™ employs a third-person, 5-point rating scale that is similar to that of EQ-i, with ratings ranging from "Very Seldom True" to "Very Often True." Like BarOn EQ-i®, EQ-360 responses render a Total EQ score, 5 composite scale scores, and 15 subscale scores. The composite scales and subscales are listed below: Intrapersonal • Self-Regard • Emotional Self-Awareness • Assertiveness • Independence • Self-Actualization Interpersonal • Empathy • Social Responsibility • Interpersonal Relationship Stress Management • Stress Tolerance • Impulse Control Adaptability • Reality Testing • Flexibility • Problem Solving General Mood • Optimism • Happiness

Company	**Multi-Health Systems, Inc, continued**
How Administered	BarOn EQ-360™ can be administered in a paper or online format in about 30 minutes. The administration includes completing a Self-report (BarOn EQ-i®), 133 items; and multirater-reports (EQ-360™), with 88 items. Paper-and-pencil scoring involves mailing, emailing, or faxing the response sheets to MHS. The Multirater Feedback Report is then returned within 24 hours of scoring. Online administration of BarOn EQ-360™ requires that the administrator first contact an MHS Client Service Specialist to create a Scoring Organizer account and purchase uses. Scoring and reporting are automated. BarOn EQ-360™ tests must be administered and interpreted by an appropriately qualified individual. Qualified users include licensed professionals in the areas of psychology, education, medicine, social work, human resources or other professionals who have been certified by MHS to administer and interpret BarOn EQ-360™. Users must have formal training in psychometric principles.

<table>
<tr><td>Company</td><td>The Leadership Circle</td></tr>
<tr><td>Instrument</td><td>The Leadership Circle Profile</td></tr>
<tr><td>Website</td><td>www.theleadershipcircle.com</td></tr>
<tr><td>Description</td><td>TLCP is a true breakthrough among 360 degree assessments. It is the first to connect a well researched battery of competencies with the deep motivations and underlying habits of thought. It reveals the relationship between patterns of action and the internal assumptions that drive behavior. Ultimately, TLCP gives you the whole picture, going to the source of behavior to get greater leverage on change. In an instant, it gets your leader in touch with what is working, what is not, and why!</td></tr>
<tr><td>What is Measured</td><td>The Leadership Circle Profile is the only 360 degree assessment that measures the two primary leadership domains — Creative Competencies and Reactive Tendencies — and integrates this information so that the key opportunities for development immediately rise to the surface.
Creative Competencies are well-researched competencies that measure how you achieve results, bring out the best in others, lead with vision, enhance your own development, act with integrity and courage, and improve organizational systems.
Reactive Tendencies are leadership styles that emphasize caution over creating results, self-protection over productive engagement, and aggression over building alignment. These self-limiting styles overemphasize the focus on gaining the approval of others, protecting yourself, and getting results through high control tactics.
Most importantly, TLCP is unique in that it reveals a leader's Operating System: The internal assumptions (beliefs) that run behavior in both domains. This allows the manager see how his/her inner world of thought is translating into a productive or unproductive style of leadership. Ultimately TLCP increases the inner awareness that affects outward behavior.</td></tr>
<tr><td>How Administered</td><td>Web-based input. The client receives a personalized printed report and a comprehensive binder which guides the report interpretation. The coach has on-line access to results.

Coaches must be certified to administer the data collection and report interpretation.</td></tr>
</table>

Company	**Center for Internal Change**
Instrument	DiSC Personality Profile
Website	www.internalchange.com/default.htm
Description	DISC is the four quadrant behavioral model based on the work of William Moulton Marston Ph.D. (1893 - 1947) to examine the behavior of individuals in their environment or within a specific situation. DISC looks at behavioral styles and behavioral preferences. Marston, the father of the DISC, was a graduate of Harvard University. Among his contributions in his profession Marston was a consulting psychologist, researcher and author of five books, which he either wrote or co-authored. He was published in the American Journal of Psychology, The Encyclopedia of Psychology, and The Encyclopedia Britannica.
What is Measured	The DISC Profile is a nonjudgmental tool for understanding behavioral types and personality styles. It helps people explore behavior across four primary dimensions: • *Dominance*: "D's" are direct, to the point and decisive. They tend to be strong-minded, strong-willed and enjoy challenges, taking action, and immediate results. The bottom line is their focus. • *Influence*: "I's" tend to be optimistic and outgoing. They are social "people people" who prefer being on teams, sharing ideas, entertaining and energizing others. • *Steadiness*: "S's" are empathetic and cooperative. They tend to be supportive, helpful team players and are often good listeners. They prefer being in the background, working in consistent and predictable ways. They also tend to be uncomfortable with change. • *Conscientiousness*: "C's" tend to be concerned with details and cautious. They are often focused on quality. They plan ahead, check for accuracy, and act systematically.
How Administered	Paper or web-based. On-line coach training available. This is a self-referenced tool.

Company	**Personal Strengths**
Instrument	Strengths Deployment Inventory
Website	us.personalstrengths.com/sdi.php
Description	Relationship Awareness is founded on four simple yet profound premises: • PREMISE 1: Behavior is driven by motivation • PREMISE 2: Motivation changes in conflict • PREMISE 3: Personal weaknesses are overdone strengths • PREMISE 4: Personal filters influence perception Relationship Awareness Theory, like many psychological theories, holds that all people want to have relationships with other people. From birth, human infants seek positive connections with their care-givers. It is through interactions and relationships with others that we exist and that our world has meaning. Therefore, our behaviors are expressions of this desire to be connected with others. Relationship Awareness Theory looks at how we go about establishing and maintaining these relationships in order to have a positive sense of ourselves and our value as a person.
What is Measured	The SDI captures the responses to 20 questions. Using a graphical score charting method, individuals and/or teams can see everyone's results on a common scoring triangle.
How Administered	Paper or on-line. Certification is required to administer and interpret results.