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A Coaching Made Easy Assessment

**Feedback Report and Workbook
For**

Sam Leader

Organization: The OASYS Group

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Blank Pages for Note Taking



Use the space below for notes.

A series of 25 horizontal black lines providing a ruled space for taking notes.



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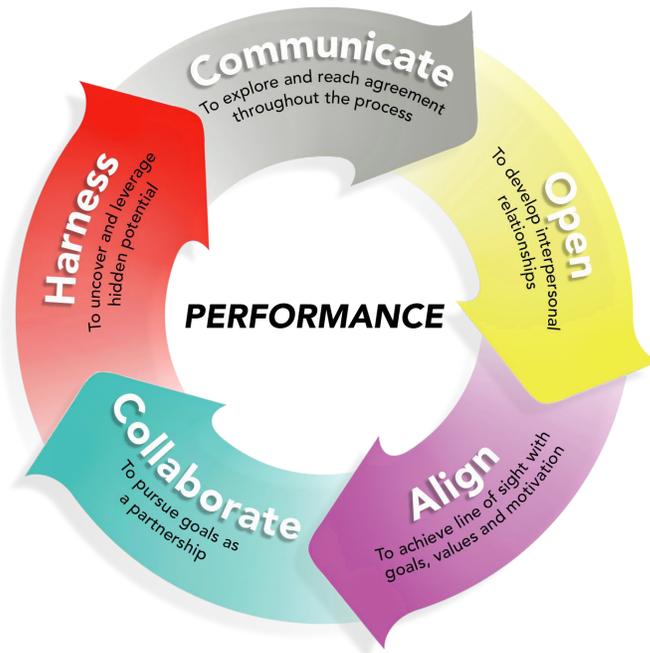
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Overview

The COACH¹⁸⁰ is a performance coaching assessment instrument that measures behaviors associated with five elements of coaching. COACH is an acronym for the five elements, which mean:

- **C**ommunicate,
- **O**pen,
- **A**lign,
- **C**ollaborate, and
- **H**arness.

The elements assessed by the COACH¹⁸⁰ are the foundation for coaching performance and are grounded in research about leadership effectiveness. The five elements are scalable for leaders at all levels of the organization.



The feedback that leaders receive from the COACH¹⁸⁰ provides information that can be used to improve their self-awareness and effectiveness as a coach, a key leadership skill. This, in turn, builds a solid foundation for success as a leader.

This instrument provides information that allows leaders to

- Identify their coaching strengths and weaknesses,
- Learn how others view their coaching behavior,
- Use the feedback to create an action plan to improve their coaching, and
- Make continuous improvements to maximize their coaching potential.

The COACH¹⁸⁰ allows multiple raters (self and direct reports or peers or others from a leader's immediate work circle) to assess the degree to which he or she exhibits behaviors associated with the five elements of coaching.

The instrument was developed through a rigorous process of analyzing leaders' behavior at various levels within a variety of organizations. The COACH¹⁸⁰ has undergone a series of validation and reliability testing to ensure its robustness.

Part 1: Coaching Elements, Behaviors, and Definitions

The COACH 180 assesses how leaders effectively use behaviors from five elements of coaching: **C**ommunicate, **O**pen, **A**lign, **C**ollaborate, and **H**arness. Each element consists of 10 behaviors.

The matrix below shows the definition and behaviors for the **Communicate Element**.

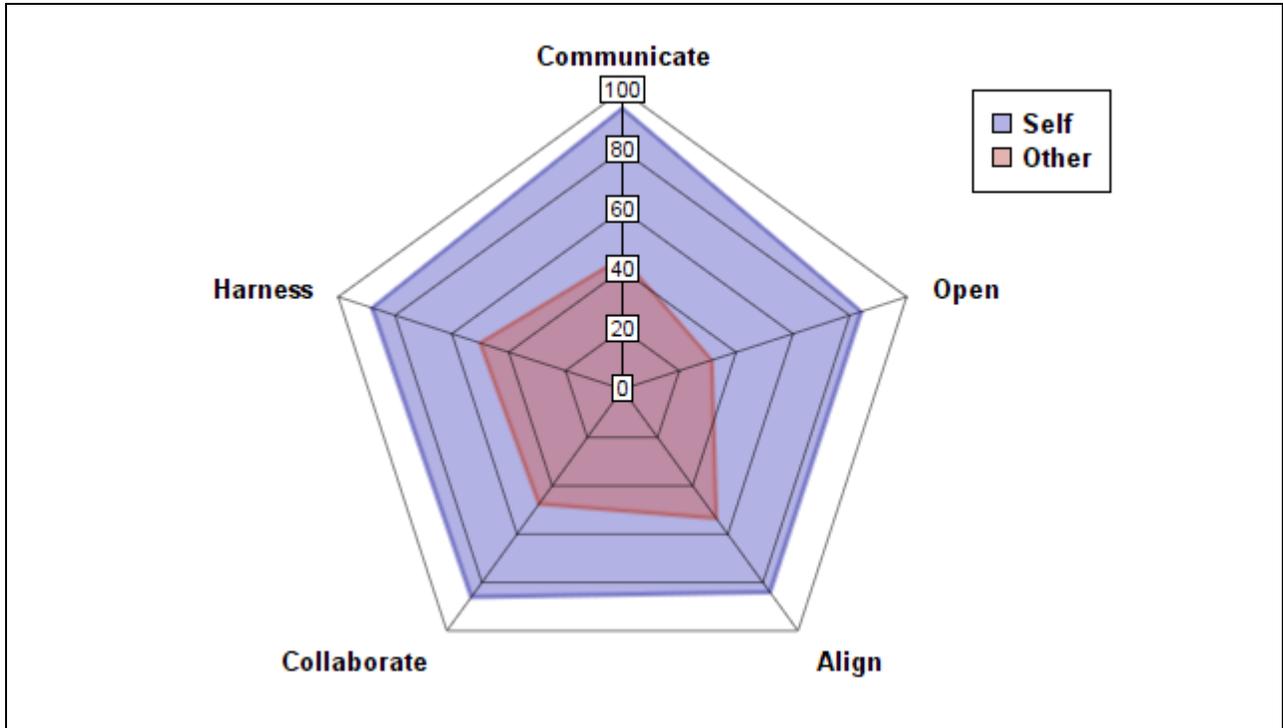
COMMUNICATE <i>to explore and reach agreement throughout the process</i>	Behaviors
	1. Communicates effectively
	2. Listens attentively to others to help guide their decisions
	3. Is perceived by others as a good sounding board
	4. Encourages open communication
	5. Tries to see things from others' points of view
	6. Provides honest feedback
	7. Asks for clarity when what is being said is not understood
	8. Is an effective listener
	9. Rarely makes decisions until he or she has heard all the facts
10. Gives full attention when communicating with others	

Use the space below for your notes.

Part 2: Interpreting Your Results

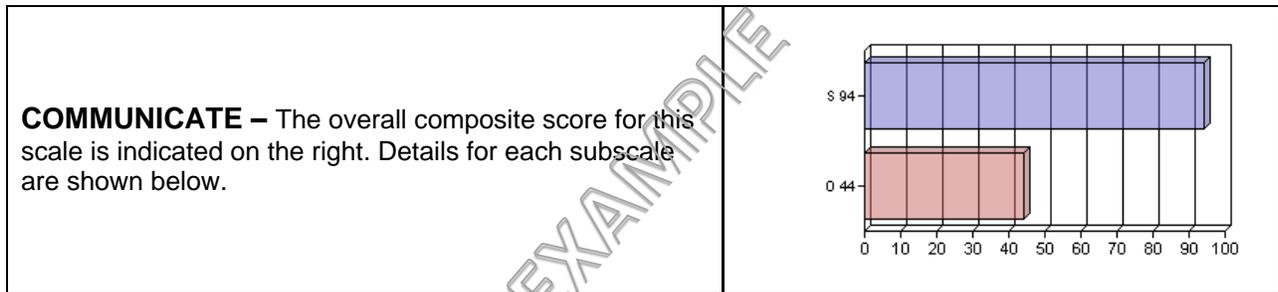
The results in this report are shown for each rating group (self [S] and others [O]). Results are presented in three ways: 1) as a spider graph showing the overall self and others ratings, 2) as a composite summary graph with scores for each element, and 3) as detailed scale items ratings to explain the composite scores.

An example spider graph indicating overall self and other ratings is shown below.



NOTES

An example composite summary graph with scores and detailed scale items results for the Communicate element is shown below. Review the legend at the bottom of this page to familiarize yourself with the symbols used in the composite summary graph and subscales.



	S (1)	O (3)	NORM
COMMUNICATE – to explore and reach agreement throughout the process	4.7	2.2	2.23
1. Communicates effectively	4	2.33	
2. Listens attentively to others to help guide their decisions	[5]	1.67	
3. Is perceived by others as a good sounding board	[5]	{1.33}	
4. Encourages open communication	[5]	1.67	
5. Tries to see things from others' points of view	4	{1.33}	
6. Provides honest feedback	[5]	3.67	
7. Asks for clarity when what is being said is not understood	[5]	3.33	
8. Is an effective listener	[5]	{1.33}	
9. Rarely makes decisions until he or she has heard all the facts	[5]	3.33	
10. Gives full attention when communicating with others	4	2	

The rating scale and legend information is provided below to help you interpret your results.

Rating Scale	Legend
1: Not at all 2: To a little extent 3: To some extent 4: To a great extent 5: To a very great extent UD: Unable to determine	S = Self O = Others NORM = Average of all COACH 180 Participants (does not include Self ratings) [] = Highest scored item { } = Lowest scored item // = No response/insufficient data (#) = Number of Respondents

Your **COACH**¹⁸⁰ overall ratings and composite summary graphs with scores and detailed scale items results are on the following pages.

Raters Comments

In addition to the 5-point scale assessments, your raters were also asked to make comments about the most important *coaching behavior* they think you should start, stop and continue exhibiting. The responses of all raters who commented have been consolidated and are shown below.

You should start:
Giving employees guidance and support for professional development Being a good listener when others just want to talk things out. Providing honest feedback and building trust among employees. Enabling others to lead.

You should stop:
Relying on incompetent employees to get the job done. Making decisions too quickly before you have adequate information. Tolerating unproductive behavior from others. Being so judgmental towards those who speak their minds

You should continue:
Being an effective communicator. Being patience with employees when they are learning new skills. Demonstrating excellent interpersonal skills. Being a great leader!

If there are too many rater comments for the above boxes, the remaining comments will be placed on the last page of this report/workbook.

Part 3: Conducting Feedback Meetings

The value of the COACH 180 comes with the dialogue that occurs with your raters as part of the feedback process. After reviewing your results, it will be time to schedule meetings with them to seek additional feedback about your results.

The purpose of this feedback is not to find out how individuals rated you, but rather to seek additional information about areas that were rated low and high. When meeting with your raters, there are important dos and don'ts that you should follow:

Dos	Don'ts
Meet with them as a group.	Have one-on-one meetings with.
Thank raters for taking time to rate you on the COACH 180 and for meeting with you to offer additional feedback.	Try to rationalize or make excuses for your ratings.
Explain that the results you received are an aggregate of all the ratings and that individual ratings are anonymous.	Blame others for your ratings.
Be open minded and let the raters state their minds.	Become combative.
Display a positive attitude.	
Record the feedback from raters.	Show raters your results
Thank raters again for their feedback	
Schedule a follow up meeting.	

Before meeting with your raters, think about how the discussion should flow and develop a meeting plan that will allow you to get the most out of the meeting. The following pages contain a template that will serve as planning aids for your meeting and will help guide the discussion with your raters.

Planning Your Meeting

Use the worksheet below to plan and conduct your feedback meeting.

Meeting Planning Template	
What low rated behaviors that, if improved, would enhance my coaching ability?	
What low rated behaviors that, if improved, would enhance the way I coach others?	
It is recommended that I do more of...	
It is recommended that I do less of...	
What support do I need from others to improve in the low rated area(s)?	
Follow-up meeting date:	

Part 4: Action Planning

Your Action Plan serves as a development road map to guide your growth. The COACH 180 process provides useful information that you can use to develop your Action Plan. Review the results of your ratings, along with the feedback you received from the follow up meeting with your raters.

Then, examine the behavioral statements listed in the Recommended Actions for Development section on the next page ([page 20](#)). These behavioral statements are presented as actions that you can incorporate into your action plan. Pay particular attention to the red colored behavior statements. The red color indicates that you received a rating less than 3 on the COACH 180 question measuring that behavior. It is recommended that you select two red colored statements to integrate into your action plan.

Recommended Actions for Development

This section provides you with recommended behaviors that you can integrate into your action plan to improve your performance coaching skills. Review the results of your coaching assessment and determine what actions you can take to enhance your ability to coach.

Based on the ratings you received on your coaching assessment, consider the statements below as actions to take to improve your coaching skills. Select no more than two red colored behavior statements to integrate into your action plan.

COMMUNICATE

- Communicating effectively.
- Listening attentively to others to help guide their decisions.
- Being perceived by others as a good sounding board.
- Encouraging open communication.
- Trying to see things from others' points of view.
- Providing honest feedback.
- Asking for clarity when what is being said is not understood.
- Being an effective listener.
- Rarely making decisions until you have heard all the facts.
- Giving full attention when communicating with others.

OPEN

- Being empathetic in your dealings with others.
- Relating well with others.
- Building and maintaining constructive relationships.
- Seeking to develop relationships with others.
- Being aware of the needs and feelings of others.
- Being adept at reading the emotional state of others.
- Being approachable and putting others at ease.
- Making others feel comfortable discussing issues.
- Allowing others to speak their minds.
- Not judging others for what they say.

ALIGN

- Helping others set self-improvement goals.
- Using models (mental and conceptual) to help others accomplish goals.
- Motivating others to get the job done.
- Encouraging others to consider current realities when solving problems.
- Guiding others through the process of considering options when developing a plan.
- Helping others determine their motivation to achieve their goals.
- Assisting others in setting development goals that are consistent with their values.
- Advising others on developing strategies to achieve career goals.
- Using a systematic approach to help others grow.
- Encouraging ongoing self-exploration.

COLLABORATE

- Striving to promote cooperation.
- Helping others recognize and eliminate unproductive behavior.
- Encouraging others to find their own solutions to problems.
- Helping others assess their skills and determine how to broaden them.
- Enjoying working with others.
- Achieving goals through collaboration.
- Encouraging collaboration.
- Challenging others to broaden their thinking.
- Treating others fairly.
- Facilitating the exchange of learning, best practices, and new ideas.

HARNESS

- Guiding others towards goal achievement.
- Bringing out the best in others.
- Helping others map their development paths.
- Using questions to guide the thinking of others.
- Empowering others to achieve goals.
- Enabling others to act.
- Guiding others to discover their full potential.
- Helping others identify their strength and growth opportunities.
- Influencing individuals to accomplish goals.
- Encouraging others to learn new ways of doing things.

Time for Action

Once you have selected two of the behavior statements from the previous page to integrate into your Action Plan, the next step is to use the statements to create development goals. Using the SMART acronym, write your goal statements below. Then, place your SMART Goals into the action planning worksheets on the following pages, and fill in the remaining information to complete your Action Plans. You should develop two Action Plans, one for each goal. Two blank action planning worksheets are provided on the following pages.

SMART GOAL 1	
---------------------	--

SMART GOAL 2	
---------------------	--

Action Planning Worksheet A

Name: _____

Date: _____

Identify a development goal and complete the spaces below to create an Action Plan for it.

Write your goal in the space below

--

Desired outcome (What will be different?)

--

What actions will you take to accomplish your goal?

Specific Action	Complete by

What obstacles do you expect to encounter?

--

Action Planning Worksheet A, Continues

Ongoing feedback

<i>Resource(s)</i>	<i>Specific Action</i>

Role models and coaches

<i>Resource(s)</i>	<i>Specific Action</i>

Training and self-study

<i>Resource(s)</i>	<i>Specific Action</i>

Initial Review:

Use the back of this form for comments

_____ *Supervisor's Signature* _____ *Date* _____ *Employee's Signature*

Quarterly Review:

Use the back of this form for comments

_____ *Supervisor's Signature* _____ *Date* _____ *Employee's Signature*

Quarterly Review:

Use the back of this form for comments

_____ *Supervisor's Signature* _____ *Date* _____ *Employee's Signature*

Quarterly Review:

Use the back of this form for comments

_____ *Supervisor's Signature* _____ *Date* _____ *Employee's Signature*

Action Planning Worksheet B

Name: _____

Date: _____

Identify a development goal and complete the spaces below to create an Action Plan for it.

Write your goal in the space below

--

Desired outcome (What will be different?)

--

What actions will you take to accomplish your goal?

<i>Specific Action</i>	<i>Complete by</i>

What obstacles do you expect to encounter?

--

Action Planning Worksheet B, Continues

Ongoing feedback

<i>Resource(s)</i>	<i>Specific Action</i>

Role models and coaches

<i>Resource(s)</i>	<i>Specific Action</i>

Training and self-study

<i>Resource(s)</i>	<i>Specific Action</i>

Initial Review:

Use the back of this form for comments

_____ *Supervisor's Signature* _____ *Date* _____ *Employee's Signature*

Quarterly Review:

Use the back of this form for comments

_____ *Supervisor's Signature* _____ *Date* _____ *Employee's Signature*

Quarterly Review:

Use the back of this form for comments

_____ *Supervisor's Signature* _____ *Date* _____ *Employee's Signature*

Quarterly Review:

Use the back of this form for comments

_____ *Supervisor's Signature* _____ *Date* _____ *Employee's Signature*

