CoachingAchievement™

Theoretical Background
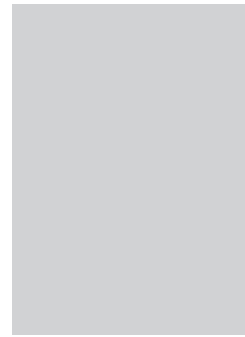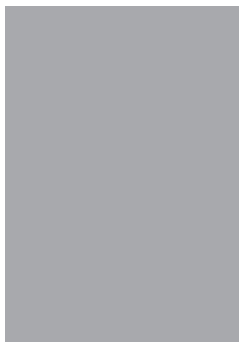
CoachingAchievement™

An Excerpt from the
Facilitator Guide

HRDQ

Introduction to the Facilitator Guide

About the Contents

Section 1: Getting Started

This section provides the basic information about the *CoachingAchievement* program. It includes a brief overview, general procedures, preparation checklists, administration instructions for the game and the self-assessment, as well as information about experiential learning methodology.

Section 2: Theoretical Background

This section provides research-based information for the *Mars Surface Rover* activity and *The Breakthrough Coach*. It also details the ACT process introduced in this program. You can reference the information and use it to enhance your presentation.

Section 3: Program

This section provides a general outline of the 8-hour training program and step-by-step facilitation instructions. For your convenience, the Facilitator Instructions section is arranged with instructions on the left-hand pages and corresponding Participant Guide pages on the right-hand pages.

Section 4: Facilitator Support

This section focuses on additional information or materials for the facilitator. It includes: Frequently Asked Questions, Optional Activity, a Training Outline Template for designing your own training session, and Related Materials.

Section 5: Reproducible Masters

This section contains the reproducible masters for the activity handouts, Certificate of Completion, and Training Evaluation, all of which are also available in electronic form on the *CoachingAchievement* CD-ROM.

Background Information

Mars Surface Rover*

How does an organization build and sustain its reputation for providing quality goods and services, in a timely manner, and maintain its profitability? Through coaching. Leaders, managers, supervisors, and group leaders are in the best position to guide individuals to greater productivity and higher levels of performance. This, in turn, leads to improved organizational performance and excellence.

In recent years, there has been a renewed interest in coaching. The push for individuals to develop coaching skills is based on several independent yet interrelated factors. One factor is the business landscape. Over the years, it has evolved dramatically. What worked in the past, in terms of strategies, processes, roles, and relationships, isn't as effective now. The second factor is the workforce. It too is changing. Individuals are better educated and want to be worthy contributors. Managers' assumptions about what motivates individuals (i.e., money, advancement, security) aren't necessarily accurate in this changing environment. Feelings of involvement and commitment are requirements of today's workforce, not nice-to-haves. The third factor is change. The pace of change requires people to be continuous learners. To keep pace with change, and do so in a way that is motivating and meets organizational needs, individuals must be continuously engaged in solving problems, thinking creatively, and making decisions. Coaches help individuals do so by being less directive and more empowering. The result? Everyone benefits.

- Individuals develop skills for today's jobs while feeling better prepared for the next change.

- Coaches learn how to develop relationships, improve their own skills, and help others to change, develop, and grow.

- Work groups and organizations can realize their goals, improve performance, and retain a satisfied, qualified workforce.

---

*In the original *Mars Surface Rover* activity there are three leadership roles: Traditional Leader, Passive Leader, and Facilitative Leader. The activity in this program is adapted from the original version, but the leadership focus is replaced with coaching, and the Facilitative role has been renamed "Breakthrough."

Coaching, as defined in this program, involves reinforcing good performance, helping individuals recognize performance improvement areas, and then guiding them to improve in those areas. Coaching is carried out through a number of behaviors and skills including:

- Knowing and connecting with the individual being coached.

- Establishing clear expectations and goals.

- Observing individual performance.

- Recognizing the gaps between performance and expectations.

- Providing timely and specific feedback based on the gaps.

- Offering helpful suggestions and perspectives.

- Encouraging and reinforcing each positive step taken toward improved performance.

In this activity, the use of coaching behaviors in a project situation is contrasted with the non-use of coaching behaviors. The outcomes, typically, are what you would expect. In this case, team members view their team coach as being more effective when they are responsive to them. Sounds simple but, in reality, it doesn't happen as often as one would think. Why is that? Coaching requires time, energy, and commitment on the part of the coach. It's not something you turn on and off like a light switch. Instead, coaching involves skills that you practice and refine — and it is a mindset adjustment.

Team Coach Roles

The heart of the activity is found in the team coach roles. These roles were specifically designed to demonstrate the outcomes and benefits of applying coaching skills. The participants who play these roles are given instruction on how to behave to fulfill their roles.

The **Traditional** Coach is told to be directive, to control the building activity, and to prevent creative teamwork. The **Passive** Coach is told to leave the direction of the team to the team, to remain uninvolved with the activity, and leave the team members to work out problems on their own. The **Breakthrough** Coach is told to work with and support the team members, to keep them focused, acknowledge their efforts, and to help them improve performance as appropriate.

Team Actions to Observe and Highlight

After the activity is completed and teams have responded to the Discussion Questions, each team will share with the large group what took place in their team. You can use the following list of possible behaviors to help guide the debrief.

Traditional Coach

- anger; resentment
- team members giving up
- little or no individual involvement or ownership
- confusion over what to do because team coach had trouble keeping everyone from working together
- scrambling at end to complete project
- tensions running high
- team coach yelled orders without thinking

Passive Coach

- frustration with lack of direction
- lack of involvement and interest in project due, in part, to team coach's actions
- members completed project but didn't try to improve on the design or exceed expectations
- sense of "when will this be over"?

Breakthrough Coach

- lengthy planning phase before beginning actual construction
- questions asked, listened to, and considered
- great deal of involvement and interest on the part of the team members
- individuals strived to do their best (e.g., design and/or create the "ultimate" rover)
- team coach observed and provided feedback
- team coach provided support and guidance and ensured they had what they needed to do their best

The Breakthrough Coach*

The Breakthrough Coach is intended to increase participants' awareness of behaviors that contribute to successful coaching.

Five Coaching Skills

Based on a literature review and a review of the available research on coaching, we have identified five distinct skills associated with successful coaching. A description of these skills follows, along with the assessment items that measure them.

Builds Rapport

Building rapport involves harmonizing one's behavior with others. The outcome of successful rapport-building is effective communication, increased mutual understanding, and trust. Establishing rapport is the first step toward creating an environment in which coaching can occur. As Crane (2001) states, "With rapport — and the trust that usually accompanies it — feedback is much more likely to be appreciated, accepted, and used for learning." In contrast, when rapport is not evident, we may feel distrustful of the other person's motives, unwilling to participate in an open and honest discussion, and uncooperative.

In coaching situations, the coach's job is to get to know and understand the person being coached and connect with him or her so that progress can be made toward a common goal or commitment. Obviously, rapport-building isn't a one-time event. It's something that happens over a period of time. However, it is one of the foundational steps in making conversations between the coach and the employee productive and well-received.

The items on the self-assessment that relate to Builds Rapport provide an excellent sampling of both positive and negative behaviors with respect to improving relationships with others. You may want to review the items with your participants as a way to enhance their understanding of this skill.

The statements on the self-assessment that relate to Builds Rapport are:

1. Match my language to the employee's.
6. Mirror the employee's nonverbal behaviors.
11. Put employees at ease by being open to what they have to say.
16. Avoid sharing my experiences as they may not be relevant to my employee. (-)**
21. Keep my promises, renegotiating if necessary.

---

*The Breakthrough Coach is adapted from Get Fit for Coaching, also published and distributed by HRDQ.

**This statement is reverse-scored: Responses of "Great Extent" and "Considerable Extent" indicate less skill. Responses of "Small Extent" and "Very Small Extent" indicate more skill. All reverse-scored statements are identified with a minus (-) sign.

Observes and Analyzes

In general, people don't see themselves as others see them. They have blind spots. As a result, individuals aren't readily able to pinpoint their own errors in order to change or correct them. This is where the coach can help.

Observing means paying attention to what is happening — in this case, in the employee's world. Analyzing involves understanding what success looks like and determining the gap between it and an employee's actions. Through the combination of observation and analysis, the successful coach can provide an individual with significant insights into a situation. As Finnerty (2000) explains, "Observations about an employee's performance coupled with analysis based on the coach's expertise create valuable information. This helps the employee clarify what is right about her performance and what needs to change."

Prior to observing the person in action, the coach needs to be familiar enough with the job or the task to pinpoint errors or problems. This is easier when performance expectations have been pre-set and agreed upon.   In setting expectations, the coach and the individual know what is to be accomplished and can feel accountable and committed to achieving it.

It is important that the coach find many opportunities, both formal and informal, to observe the individual. By doing so, the coach has a better chance to spot current strengths and areas for improvement as well as understand the impact of the employee's actions on others. From an analysis perspective, the more observation that is done, the more facts that can be gathered, which reduces the number of judgments or assumptions made. When conducting his or her analysis, the coach should consider opportunities for the individual to improve or expand upon his or her skills (Darraugh, 2000).

The items on the self-assessment that relate to Observes and Analyzes provide an excellent sampling of behaviors that can help or hinder a coach in building a complete and accurate understanding of an employee's situation. You may want to review the items with your participants as a way to enhance their understanding of this skill.

The statements on the self-assessment that relate to Observes and Analyzes are:

2.   Find opportunities to watch the employee in action.

7.   Make quick decisions about my employee's actions. (-)

12.   Look for developmental opportunities for the employee.

17.   Use various methods to get to know the employee's current level of performance.

22.   Consider the effect of the employee's behavior on others.

Questions and Listens

Through questioning and listening, the effective coach better understands the individual being coached and helps him or her to consider new possibilities and perspectives. While there are many types of questions that can be asked, the most useful are open-ended or probing questions. By asking this type of question, a coach is inviting the individual to share his or her thoughts, feelings, and perspectives.

A successful coach asks effective questions and then actively listens. As Deegan (in Darraugh, 2000) points out, "A good coach is a good listener. He or she listens to pick up on key points that may need further explanation or probing. It is important to understand what is being said as well as what is not being said." Active listening involves hearing the words and reading the emotional content implicit in what is heard. Unfortunately, what happens in many cases is that active listening doesn't occur. Research shows that we "hear" only half of what is said and understand only half of that. For coaches to ensure that they correctly heard the employee's message, it can help to paraphrase what they heard. Paraphrasing is different from repeating what's been heard in that paraphrasing involves saying what we heard in our own words. In addition to helping the coach confirm his or her understanding, paraphrasing also helps the individual consider whether his or her words are a true reflection of what he or she is thinking and feeling.

The items on the self-assessment that relate to Questions and Listens provide an excellent sampling of behaviors that are consistent with effective communication techniques. You may want to review the items with your participants as a way to enhance their understanding of this skill.

The statements on the self-assessment that relate to Questions and Listens are:

3. Repeat verbatim what my employee says instead of using my own words. (-)

8. Listen for both content and feelings.

13. Encourage employees to share their viewpoints.

18. Ask open-ended questions that help me gain a clear picture of the situation.

23. Seek out specific information regarding a situation.

Provides Feedback

Providing feedback involves taking the information that's been gathered through observation, analysis, questioning, and listening, and sharing it with the individual in a way that maintains his or her dignity while clearly describing what needs to be done differently. The success of providing feedback lies in its timing — sooner versus later — and its relevance. Why is this information important to the employee? Because it will lead to new insights and improved performance. As Finnerty (2000) explains, "Coaches understand the need for employees to achieve and provide them with knowledge and the task, observations, and feedback to help them achieve."

There are two forms of feedback: positive and constructive. Both have a place in the coaching discussion. Positive feedback reinforces what an individual did well. Constructive feedback is aimed at making improvements. When sharing feedback, it is important that coaches are as objective as possible and avoid the "blame game" and accusations. As with building rapport, the coach's ability to deliver effective feedback solidifies the foundation on which the coaching relationship is built.

The items on the self-assessment that relate to Provides Feedback provide an excellent sampling of positive and negative behaviors associated with helping people to understand what is working and what is not. You may want to review the items with your participants as a way to enhance their understanding of this skill.

The statements on the self-assessment that relate to Provides Feedback are:

4. Avoid criticizing the employee when discussing his or her performance.

9. Offer suggestions for improvement after employees share their ideas.

14. Describe in nonjudgmental terms the specific behaviors that I saw and heard.

19. Provide feedback occasionally. (-)

24. Tell employees what they are doing well.

Facilitates Learning

Facilitating learning involves providing the support and encouragement that individuals need to try, perhaps fail, and try again. From a coaching perspective, the key to facilitating learning is to first help individuals to see errors as learning opportunities. This is often easier said than done. In general, people will take mistakes personally, asking themselves, "What's wrong with what I did?" or, "What did I do wrong?" Instead, as Hargrove (1995) explains, "The attitude around mistakes needs to be that a mistake is a breakdown on the path to accomplishment rather than something that represents a personal failure."

Coaches can help to encourage people's commitment to learning by modeling the behavior themselves. For example, a coach might say, "Let's do an experiment," when faced with a situation that could be handled in several different ways. Or a coach might encourage a learning orientation by encouraging questioning, reflection, and ongoing dialogue. Another way a coach can facilitate learning is by simply being helpful and assuming a service-to-others mentality. Helpfulness takes a variety of forms, including providing needed support and resources and empowering people to develop ideas, make decisions, and use their judgment without fear of negative repercussions.

The items on the self-assessment that relate to Facilitates Learning provide an excellent sampling of positive and negative behaviors associated with encouraging employees to be continuous learners. You may want to review the items with your participants as a way to enhance their understanding of this skill.

The statements on the self-assessment that relate to Facilitates Learning are:

5. Provide needed resources to help employees improve their performance.

10. Find opportunities for the employee to link new learning to practical work situations.

15. Tolerate risk-taking and experimentation only when I'm confident of positive outcomes. (-)

20. Model the behaviors that I expect from my employees.

25. Create an environment in which mistakes are seen as valuable sources of information.

Ways to Strengthen Coaching Efforts

Participants will be interested in ways to strengthen their ability to build rapport, observe and analyze, question and listen, provide feedback, and facilitate learning. The following are some suggestions to help them develop action plans.

Builds Rapport

- *Mirror the individual's behavior.* Mirroring involves matching the person's actions and behaviors, including his or her language, voice tone, voice tempo, breathing rate, body movements, posture, and gestures. By copying the other person's behavior, the coach creates a relaxed communication situation. This technique results in the coach naturally — albeit unconsciously — putting the individual at ease. The key is to mirror, or match, the other person's behaviors without being obvious about it.

- *Be approachable.* Friendliness and concern for others will help to draw people to a coach. Then, once approached, it is important to take the time to listen to people — without interruption or distractions.

Observes and Analyzes

- *Make sure the performance standard is clearly understood.* A key component of observation and analysis is knowing the standard against which performance is to be judged. In a coaching situation, the performance standard needs to be set and communicated between the coach and the employee.

- *Make a note of "rights and wrongs."* During observation and analysis, coaches should consider jotting down what the individual does right as well as any errors that he or she may have made. That way, when the coach gives feedback, he or she can provide positives as well as areas for improvement (Lawson, 1996).

Questions and Listens

- *Suspend judgment.* During a coaching dialogue, coaches must remain objective and avoid devaluing the individual's ideas, problems, wants, or concerns. Always consider the individual's viewpoint before replying.

- *Recognize that people differ in their ability to get their meaning across.* As individuals, we each have our own way of communicating. In some cases, the coach's style may be different from the individual's communication style. These situations call for the coach to show that he or she understands what the individual is saying.

Provides Feedback

◈ *Link feedback to what matters.* Feedback can be made more meaningful by linking it to things that people care about, such as beliefs and values (Hargrove, 1995).

◈ Use "I" words when providing feedback. For example, "I have noticed that you are frequently late for meetings" or "I sense you need some help prioritizing your work." Using "I" words limits defensive responses from the coachee because the coach is clearly stating that these are his/her perspectives, not accusations

Facilitates Learning

◈ *Create a supportive work environment.* People want to do a good job. Coaches can create an environment in which people strive to do their very best by expecting the best from individuals; making sure they have the right tools, information, and training to do their best; and recognizing that each person has individual needs that need to be dealt with fairly (Lawson, 1996).

◈ *Be a cheerleader.* Coaches must remember to acknowledge who people are (e.g., their commitment to quality) in addition to celebrating their accomplishments. Doing so helps to develop positive self-esteem, contributes to one's sense of well-being, and encourages people to stretch and challenge themselves (Crane, 2001).

◈ *Focus on progress, not perfection.* People will learn more and learn it faster if the expectation is that they are supported in making incremental forward progress. Perfection is unrealistic and promotes feelings of failure.

ACT — The Coaching Process

What do effective coaches do? Research indicates that effective coaches follow a process when coaching others. We have created a 3-step process that helps to organize the concepts and strategies identified in the research. While it needs to flex to meet the needs of each person and the coaching situation, this process provides a framework for understanding what coaches need to do and helps them to become more proficient.

The process is accomplished in 3 phases:

Assess
Conduct
Track

ACT

Each of the phases includes a series of steps. By using the ACT process, coaches are provided with general guidelines for coaching others.

It is important to note that this coaching process is based a great deal on the concept of dialogue. This process provides coaches a balanced approach to seeking out objective, behavioral information, listening, and telling. It contrasts substantially to some models that are more telling-oriented. Of course, just as individuals are unique, so too are coaching situations. In using this process, coaches will need to practice the process and find the right blend of seeking, listening, and telling that works for them and the person they are coaching.

The Assess Phase

This phase sets the stage for a positive, effective relationship. A successful coach knows that trust and shared expectations are vital to a healthy coaching interaction. Those two variables don't just happen; they require forethought. During this phase, a coach focuses on preparing, planning, and determining developmental opportunities (Hargrove, 2000). There is an orderly progression to this stage. The first two steps are aimed at helping the coach understand the coachee's situation. The last step focuses on the importance of knowing the individual and his or her motivations.

The following steps and actions can help the coach in gathering information and collecting his or her thoughts prior to conducting the coaching discussion:

- **Identify Expectations** — This step involves clarifying such important factors as goals, responsibilities, and roles. It provides the roadmap for the entire coaching discussion. On the part of the coach, this step requires the consideration of areas that the individual could strengthen or improve. It involves critical thinking in terms of whether or not the individual is meeting expectations and performing effectively and efficiently.

- **Observe Performance** — In this step, the coach determines how the individual is currently performing by observing him or her in both formal and informal situations. The goal is to gather as much objective information as possible while evaluating the individual's strengths and weaknesses (Hargrove, 2000). During this step, take the time to identify and check assumptions. Doing so will help the coach to focus on what is real versus misleading information. When observing, monitor what the individual is doing well in addition to any areas for improvement. During the actual coaching conversation, the coach can then provide balanced feedback.

- **Analyze the Gap** — The need for coaching is driven by the gap between what is expected and what is observed. A good coach explains the difference between the behavior of the coachee and the coach's expectations.

The Conduct Phase

This phase is the heart of the coaching process. It requires a comfortable climate and open, candid dialogue to be successful. During this phase, coaches focus on conducting the coaching session. For the most part, the steps in this phase are linear; however, should the coach and coachee fail to agree on the situation then the coach will need to loop back through providing feedback and encouraging self-assessment. This part of the coaching process is the most iterative (Crane, 2001).

The following steps and actions can help the coach communicate clearly and ensure that both he or she and the coachee are working together from the same page:

- **Set the Tone** — This action lays the foundation for a collaborative discussion. It is important that the coach state the specific reason for the meeting and its expected outcomes to establish appropriate direction for the coaching session. An effective coach also uses this time to establish rapport and gain commitment to applying the coaching process.

- **Illustrate the Gap** — The coach leads the discussion by offering feedback. To ensure individuals do not become defensive, it is important for the coach to communicate clearly, objectively, and without judgment. The coach can do so by discussing specific behaviors in relation to expected outcomes and avoiding generalities. Feedback is provided to be helpful; not hurtful. In addition to providing feedback for improvement, an effective coach balances the conversation by acknowledging positives. In providing some positive feedback, the coach helps to reduce coachee defensiveness and frame the importance of making developmental improvements.

- **Encourage Self-Assessment** — Through questioning, listening, and reflection, the coach and the individual being coached can gain a better understanding of the situation and each other's motivations and perceptions. At this point, it is important for the coach to gain the individual's agreement on the situation and his or her commitment to addressing it. Otherwise, the individual will have little motivation to stay engaged and take action. In conducting this step, ask questions and listen to what the coachee has to say. You might find you agree with their assessment. If so, be sure to consider that when brainstorming options. If you don't agree with their self-assessment, provide more detailed feedback and help the individual understand the consequences associated with the issue.

- **Brainstorm Options for Improvement** — Coaching is a collaborative partnership. This step involves working together to identify appropriate alternatives for addressing the situation. It is important to avoid telling people what to do. Instead, an effective coach encourages participation and initiative. Through involvement, individuals will feel greater commitment and strive to accomplish the better outcome. Key skills for the coach to apply in this step are patience and critical thinking.

- **Set an Action Plan** — In developing an action plan, the first step is to agree on the most effective option(s) identified. Once agreement has been reached, the next step is to determine specific action steps for achieving it and develop timelines from which to monitor success. Doing so provides the individual with direction as well as builds commitment to accomplishing the work. It also places accountability with the coachee. The role of the coach, in this step, is to provide support to the coachee while ensuring responsibility for carrying out the action plan remains with the individual.

The Track Phase

This phase helps to perpetuate forward motion by measuring and monitoring performance. It's demotivating to work on something and then have no one recognize one's efforts. That's why the end of the coaching discussion isn't the end of the process. An effective coach monitors the individual's progress and provides support, guidance, and recognition as needed. In doing so, the coach ensures that the individual is aware of where he or she is with respect to the goal and maintains responsibility for seeing the situation through to the end (Whitmore, 1996). During this phase, the coach emphasizes positive momentum.

The following steps and actions can help the coach to reinforce the coaching relationship, provide support to the coachee, and ensure commitment of and acceptance to making change happen:

- **Monitor Progress** — This step involves following-up with the individual to ensure that what was expected to happen (by when and how) actually did. It is critical to confirming accountability.

- **Provide Support** — While letting go of responsibility for turning the plan into action, the coach stays involved by offering support and guidance. Doing so shows commitment on the part of the coach and also reinforces the collaborative partnership of the coaching session.

- **Recognize Accomplishments** — To keep progress moving forward and sustain improved performance, it is important to recognize achievements as they occur. The effective coach does not wait for the goal to be achieved completely; instead, he or she recognizes incremental improvements along the way.

Technical Development

The Breakthrough Coach

Data Analysis

HRDQ uses the following statistical concepts in its technical development: Validity, Norms, Ranges, Means, and Standard Deviations. The results, which follow, are based on a sample of 158 individuals who have responded to the first edition of the assessment. The norms for this instrument are based on a small sample (n = 158) and should be quoted with caution because of the small sample size.

Sample Size

To determine sample size, we used a simple random sample method. This method allowed us to determine the appropriate size of sample needed to accurately report our results.

For this assessment, we determined that a sample size of 42 was suitable. Based on the simple random sampling method, this gives us a 90% confidence level with only a 6% margin of error that the data presented is representative of the population who will use this instrument.

Validity

The validity of an instrument is the degree to which it effectively measures what it claims to measure. Keep in mind that an instrument's validity is dependent upon how the instrument is used.   For example, if this instrument is to be used in the context of a training experience, then the instrument can be considered valid. If it were to be used as a predictive tool for selection purposes, then it would not be valid.

Face Validity

Face validity answers the question, "Does the instrument seem to make sense to the average person and will it help him or her learn more effective behavior?" To determine the face validity of this assessment we distributed it to a panel of 10 training and development practitioners who train or consult coaches. The panel responded that the instrument did possess face validity.

Content Validity

Content Validity answers the question, "Is the content of the instrument representative of the theory on which it is based?" HRDQ's mission is to provide theory-based, results-driven training. Recognizing this mission in all our products, a thorough and comprehensive review of available coaching literature was completed. In addition, a panel of 10 training and development practitioners was consulted. Their responses indicated that the instrument appears to cover the topic accurately and comprehensively. Comments and suggestions were taken into consideration and inserted into the final product.

Construct Validity

Construct validity answers the question, "Do the items measure what they claim to measure?" HRDQ takes pride in the amount of attention and time we devote to the development of an instrument's categories and its items. Not only do we select each of the instruments' categories and items on the basis of theoretical constructs, we also conduct factor analyses.

The final 25 items selected for the assessment were chosen from an initial group of 36 possible items. The initial group of items was developed from an extensive review of the literature and research on coaching. To reduce the initial group of items to 25, we conducted several factor analyses. HRDQ's Research & Development Team conducted the first analysis. This analysis consisted of sorting the initial items into each of their appropriate competencies. Those items that did not seem to "fit" well were either discarded or revised. The remaining 30 items were then distributed to HRDQ Staff. Staff members were asked to sort each item into the competency they thought best described it. The results of this informal factor analysis led to the elimination of five items and revision of five. The final 25 items were redistributed to the HRDQ Staff. The results of this final factor analysis showed that the final revised items factored considerably well around each competency.

As a final inspection of items, HRDQ examines an instrument's items using the Principal Component Analysis method processed through SPSS, a statistical data analysis software program. Here, HRDQ's Research & Development Team looks to see how items factor with the competencies chosen. This analysis is the final step before any HRDQ instruments are published. Upon initial observation, and at this point of data collection, it appears that all of the items fit with the competencies. As we continue to collect data on this instrument we will also continue to monitor this aspect of measurement.

Ranges, Means, and Standard Deviations

Ranges show the highest and lowest scores attained by the sample. Mean scores are the statistical average of all the scores. Standard deviation scores indicate how closely the score data are clustered around the mean. For example, if the standard deviation is large, the scores will be more spread out.

As can be seen from the table below, all scores are in the acceptable range for this instrument in its present stage of development.

Competency	Range	Mean	Standard Deviation
Builds Rapport	11–27	17.73	2.72
Observes and Analyzes	14–23	19.17	2.35
Questions and Listens	14–25	19.00	2.21
Provides Feedback	13–22	17.96	2.27
Facilitates Learning	13–23	18.17	2.36

Norms

HRDQ assumes a normal, bell-shaped distribution of scores when determining norms. These norms (which are divided into three categories — Above Average, Average, and Below Average) are deliberately broad and intended to offer the respondent only the most general information about where he or she stands relative to others who have taken the instrument. In this example, an individual who scores in the high range for any of the competencies is probably comfortable applying those skills to personal and professional situations. Scores in the average range might indicate that they aren't as aware of using that skill. A low range score may be indicative of the participant's non-use or discomfort in using that skill. The normative data for the competencies are as follows:

Competencies	Below Average	Average	Above Average
Builds Rapport	5–14	15–21	22–25
Observes and Analyzes	5–16	17–21	22–25
Questions and Listens	5–16	17–21	22–25
Provides Feedback	5–15	16–20	21–25
Facilitates Learning	5–15	16–20	21–25

Facilitators should caution respondents to interpret their results as approximations. With training and development instruments, individuals' scores are simply benchmarks to help the respondent consider what needs to be changed or improved in his or her work behavior. It should be noted that the normal curve is a convenience and does not suggest any normal behavior in nature or in the behavior being measured.

ABOUT **HRDQ**

HRDQ is a trusted developer of soft-skills learning solutions that help to improve the performance of individuals, teams, and organizations. We offer a wide range of resources and services, from ready-to-train assessments and hands-on games, to facilitator certification, custom development, and more. Our primary audience includes corporate trainers, human resource professionals, educational institutions, and independent consultants who look to us for research-based solutions to develop key skills such as leadership, communication, coaching, and team building.

At HRDQ, we believe an experiential approach is the best catalyst for adult learning. Our unique Experiential Learning Model has been the core of what we do for more than 30 years. Combining the best of organizational learning theory and proven facilitation methods with an appreciation for adult learning styles, our philosophy initiates and inspires lasting change.

For additional information about this publication, contact the ResurseDeTraining.ro - Client Solutions Team at:

Phone: 0741 097 033
         0725 014 123
E-mail:office@resursedetraining.ro
Online: www.resursedetraining.ro