

MEASUREMENT PARAMETERS

General Approaches to Measurement:

- As an ongoing improvement effort (formative evaluation/action research).
- As a summary of effectiveness (summative evaluation).

Dimensions Measured:

- Attitudes (reactions).
- Knowledge (learning).
- Skills (observable behavior).
- Organizational results (improvement in "bottom line").

Rationale for Assessment:

- Determine effectiveness:
 - Were objectives met?
 - Did desired changes occur?
- Maintain control over how the process is evaluated (because it will be evaluated whether planned or unplanned, formal or informal):
 - Clarify clients' expectations prior to the work.
 - Review with them afterwards degree to which expectations were met.
- Determine cost effectiveness.
- Obtain data for modification/improvement.

Standards of Measurement:

- Prior agreement (expectations).
- Classic or universal standards (e.g., quality assurance model).
- Comparison against their own previous results.
- Comparison of individuals against another individual or group.
- Comparison of group against other groups.

Points of Intervention:

- Prior to the work (planning, gathering expectations, conducting needs assessment).
- During the work (setting climate for continuous feedback from client, feedback from others if agreed).
- After completion (usually referred to as "evaluation"):
 - Immediately after completion (assess attitude change, short-term change in knowledge, skills).
 - Follow-through assessment weeks or months later (determine long-term change, reinforce content, problem solve re: real-world parameters, assess effectiveness of needs assessment, identify further needs).
- Continuously

Types of Measurement:

- Client performance:
 - Meet classic criteria?
 - Meet management/organization expectations?
 - Meet coach/client contract?

- Amount of skill, attitude, knowledge change resulting from coaching? compared to others in work area? In company?
- Effectiveness of coaching process content and/or implementation by coach.
- Effectiveness of program management.

Analysis (problem solving):

- What was intended? What occurred? What are the discrepancies?
 - What are the assumptions about/reasons for the discrepancies?
 - What are the alternatives for change (ways to reduce discrepancies)?
- Change/modify the coaching process.
- Change coach behavior/contract.
- Accept reality/set more realistic objectives.

How Assessment Can Serve the Client:

- Reinforces learning/change by providing the opportunity to demonstrate mastery.
- Provides feedback by letting client know if desired competencies were achieved.
- Serves as reassessment tool to determine remaining coaching needs.
- Works best if:
 - client is aware of how and why the competencies are being assessed.
 - client has played a role in setting the assessment objectives.