



WELCOME

BROOKE

ERICKA

GAVIN

JULIE

KELLY

TRACI

WADE

WENDY

LSCC TRAINING PROGRAM - WORKSHOP 3 LIVE LECTURE



DESIGNED ALLIANCE



ASSUMPTIONS

Naturally CRWR

Unique & Valuable

Worthy of Being Championed

Capable of Solving Complex Problems

Ready to Live at Choice



AGREEMENTS

Confidentiality

Challenge by Choice

Fierce Wonder

Authentic Presence

Wholehearted



SAFETY NORMS

Give examples when asking a question

Freedom of movement

Permission to use the language that works

for us & develop awareness for
options/inviting feedback

Permission to get it wrong

Emotionality is welcome

Permission to hold each other
accountable (be all in)





BOTTOMLINE: ASSESSMENT COMMUNICATES WHERE WE ARE AND WHERE WE WANT TO GO

INTRODUCTION TO ASSESSMENT

Assessment is the process of measuring, evaluating, and documenting the nature, ability, potential and/or quality of someone or something.

Assessments can take the form of tests or tools. In coaching, we use assessments as tools for identifying present or potential assets in our clients.

We assume that utilizing and maximizing these assets will lead to a more fulfilling and effective life.

This approach to assessment use guides what kinds of assessments we use in our practice and how we use them.

EXAMPLES OF COACHING ASSESSMENT & IMPACT

Assessment

Impact

DISCOVERY SESSION

COACHING OBJECTIVES



EXAMPLES OF COACHING ASSESSMENT & IMPACT

Assessment

Impact



EXAMPLES OF COACHING ASSESSMENT & IMPACT

Assessment

Impact

PERMA+ME WHEEL

AWARENESS + AREA OF FOCUS



EXAMPLES OF COACHING ASSESSMENT & IMPACT

Assessment

Impact



EXAMPLES OF COACHING ASSESSMENT & IMPACT

Assessment

Impact

GUIDED IMAGINING

**EXPLORING + ACCESSING
WHOLENESS**



EXAMPLES OF COACHING ASSESSMENT & IMPACT

Assessment

Impact

**STRENGTHS-BASED
QUESTIONNAIRES**

**EXPANDING RANGE OF
AVAILABLE
ASSETS/RESOURCES**



WHAT ARE STRENGTHS?

Talents are naturally recurring patterns of thought, feeling, or behavior that can be productively applied.

When **talents** are identified, they can then be developed through increased *knowledge*, intentional *practice*, and a positive *disposition* into **strengths**.

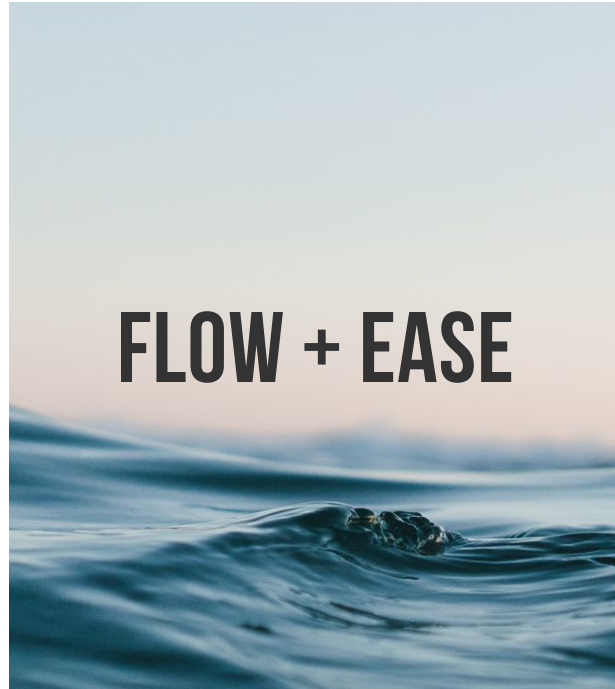
Strengths are abilities used to provide consistent near-perfect performance in a specific activity.



WAYS

TO IDENTIFY TALENT

**YEARNING +
SATISFACTION**

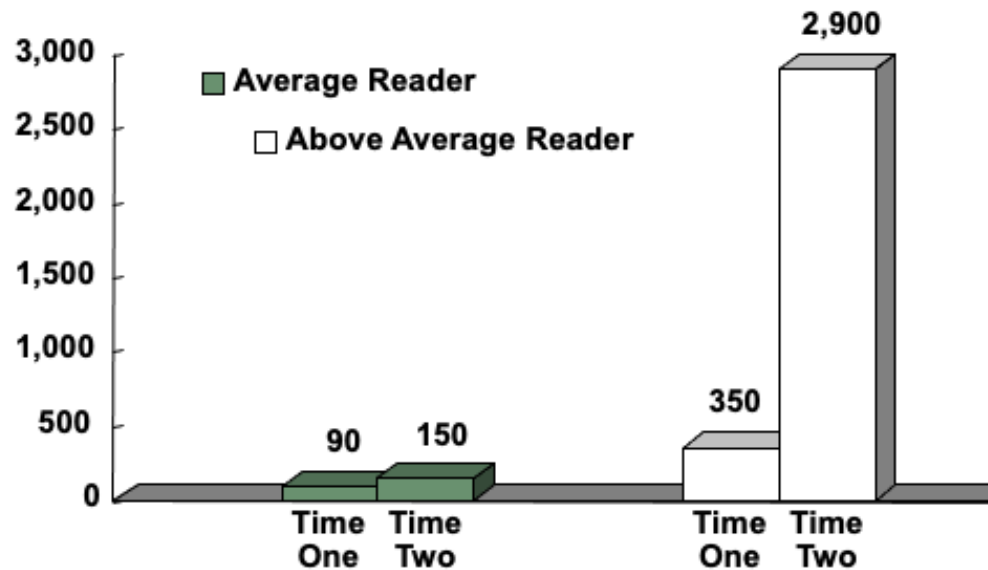


**RAPID
LEARNING**

**FLASHES OF
BRILLIANCE**

STRENGTHS ASSUMPTION

WEAKNESS FIXING PREVENTS FAILURE. STRENGTHS BUILDING LEADS TO SUCCESS.



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Some years ago when there was a lot of activity with speed reading courses, Don Clifton had a good opportunity to study the relationship between growth and talent.

One of the first discoveries he made was that the talent of the instructor made a greater difference than the program or system that was being used. Looking at large samples, he did not see a significant difference in growth between programs, but he did see that some instructors had groups that had much more growth than others. In addition, he saw the dramatic difference that the individual reader's talent made on their growth.

As just one example, a person came into a program reading 90 words a minute. After completing the program, this person was reading 150 words a minute. What misleads us sometimes when we see information like this is that we get very excited about the over 65% growth. But our excitement should cool off when we ask ourselves, "What kind of reading is 90 words a minute?" Would you agree to the answer? "That it is poor." And then we ask ourselves, "What kind of reading is 150 words a minute?" Wouldn't you once agree to poor? If that is the case then that individual has spent considerable time, money and effort to go from poor to poor. And what is in fact exciting is the marked contrast of the person with reading talent who began at 350 words a minute and at the end of the same course was reading almost 3000 words a minute. This clearly underscores the need to build on strengths. Incidentally, the person who went from poor to poor in reading happened to be their city's champion bowler that same year. The time that person spent on bowling was a better investment of their time than on reading. Everyone has unique talents. That is where we get the greatest return on investment.



WHY THEY MATTER...

(FINDINGS FROM 1.7 MILLION GLOBAL INTERVIEWS BY GALLUP)

TOP ACHIEVERS

...fully recognized their talents and developed them into strengths

INTERVIEWEES

... use their strengths in order to manage their weaknesses

THE BEST OF THE BEST

... invent ways to apply their strengths in new and creative ways in order to reach their goals



STRENGTHS ASSESSMENTS IN THIS WORKSHOP

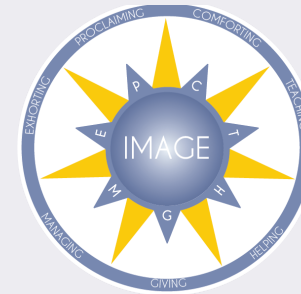


VIA CHARACTER STRENGTHS

Measures 24 character strength themes.

Standardized on individuals 10+ years old.

viacharacter.org



INTRINSIC MOTIVATION ASSESSMENT GUIDE & EVALUATION (IMAGE)

Measures 7 possible proactive motivations

Standardized on individuals 16+ years old.

BOTH ADDRESS INDIVIDUAL STRENGTHS FROM AN ASSETS-BASED, HOLISTIC PERSPECTIVE.

BOTH CAN BE USED TO CLARIFY DIRECTION, INCREASE CONFIDENCE IN ABILITY, AND PRODUCE CREATIVE SOLUTIONS TO PERSONAL AND PROFESSIONAL OBSTACLES.

BOTH CAN BE ADMINISTERED AND DEBRIEFED BY ANYONE, REGARDLESS OF EDUCATIONAL STATUS.



ASSESSMENT PRACTICE/MALPRACTICE

Look for and use...

THE VALUE...

1. Can infuse coaching with objectivity and fresh curiosity
2. Incorporates the knowledge and understanding of other professional fields adding credibility to your practice
3. Provides a method for identifying, appreciating and exploring the complexity of the human experience and our infinite differences

THE LIMITATIONS...

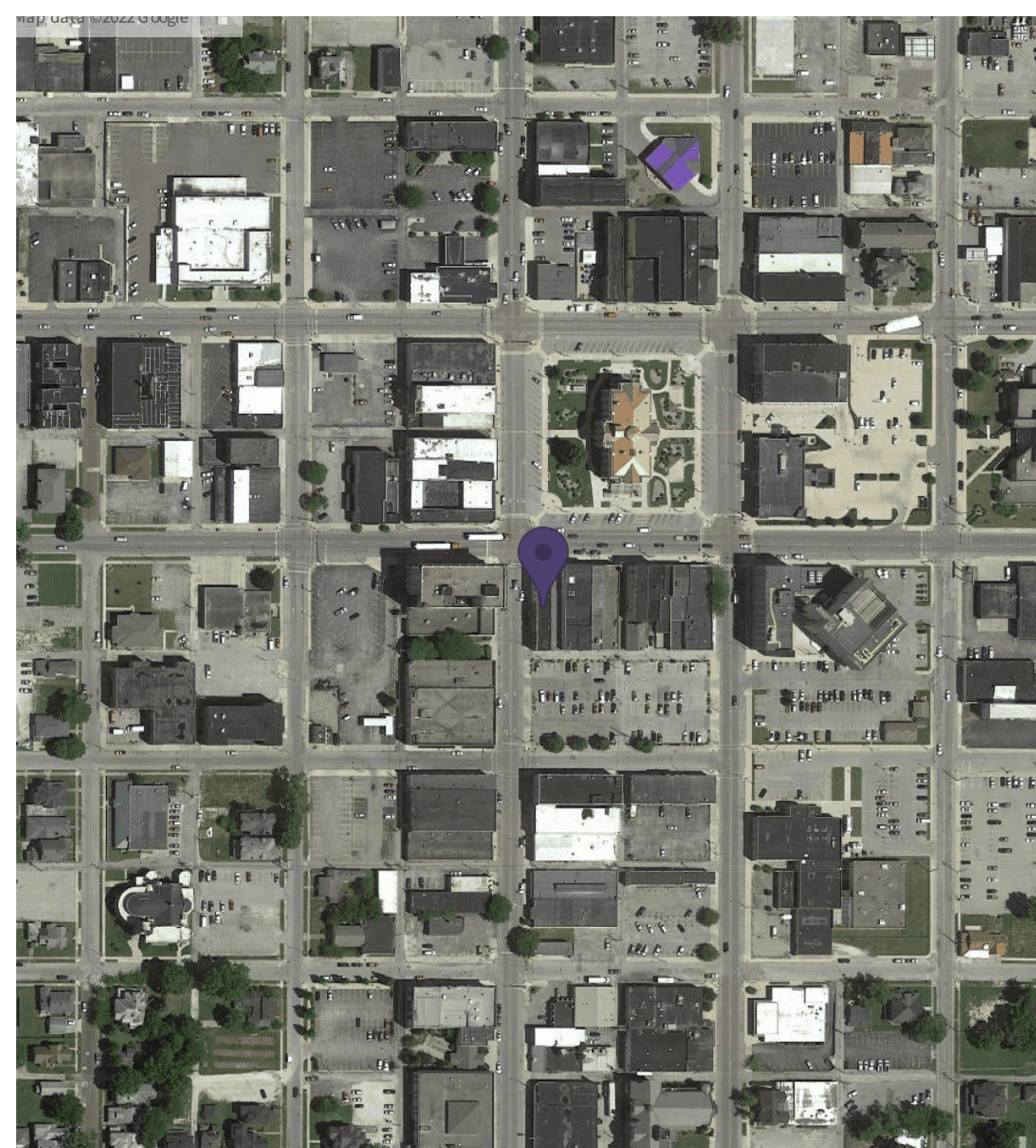
1. Compartmentalized focus
2. Most strengths assessment tools are self-reporting
3. Most strengths assessments are snapshots in time



COMMON MALPRACTICE MISTAKES.

(don't do it!)





SEND US SOME LOVE

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