

NPTEL
NPTEL ONLINE CERTIFICATION COURSE

Course
On
Human Resource Development

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Lecture 22: Coaching (contd.)

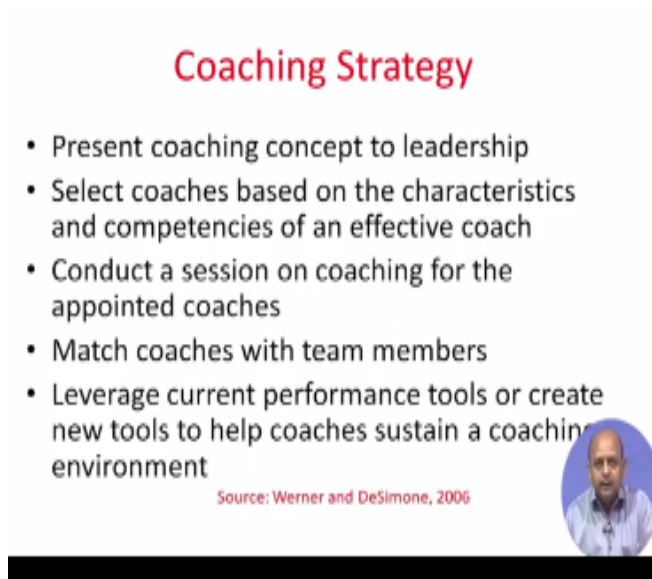
Welcome to the second session of the fifth week where we are talking about coaching and remember in the beginning we talked about coaching as discipline and how coaching takes place and discussed about how to initiate a discussion what coaching is and what is expected from the coaching so the basic idea here is that the coaching is given to improve the performance so what we are going to discuss is that how coaching can be linked with improved performance right.

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So in this session we are going to talk about the role of coaching in improving the performance and behavior of the employees.


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Coaching Strategy

- Present coaching concept to leadership
- Select coaches based on the characteristics and competencies of an effective coach
- Conduct a session on coaching for the appointed coaches
- Match coaches with team members
- Leverage current performance tools or create new tools to help coaches sustain a coaching environment

Source: Werner and DeSimone, 2006



So just like training strategy we also need to develop coaching strategies. The idea for the coaching strategy is to ensure that when we going to offer a coaching program to participate you are able to design and develop a coaching strategy are what are the activity that are going to perform in the name of coaching so that ultimately it delivers better result to you.

So when we are going to discuss about coaching strategy to start with we are going to take up certain points one by one to see that what needs to be done to start with first up all you need to present a concept of coaching to the top what does it mean. It means that you need to make them convince the benefit of coaching and how is going to help to improve behavior and performance of the employees because unless leadership is convinced about the role of coaching and improving behavior and performance probably the kind of resource support and commitment from the top management is expected will not come.

Just like training you also need to understand that it is a kind of all the job training and when we say all the job training it means that you need support and commitment from the top management and in order to ensure that you get the support and commitment from the top management you need to ensure that you are going to design and develop a detailed coaching program.

And then this detailed coaching program has to been submitted to top management to get their approval and this design and development basically you are going to identify the qualities of poor performance and also need to see why people need to be forced you also going to discuss

about how are going to design develop a coaching program, how it would be delivered and what are the likely benefits of the training of this coaching program.

So once this is done probably top management would be in position to be convinced about it that how coaching is going to help you to improve the performance then once you have designed a coaching program the next task is to select a coach because in a coaching program everything is based on the coach, so in order to ensure that the program is delivered effectively you need to select a coach who has certain competency so you need to develop certain competencies and characteristics of a coach which is going to help the individual of the group to perform effectively.

So you need to identify the selection of the coach it could be previous record it could be past performance it could be attitude and behavior and is also related to his motivation to do it so how kind of actors may come into the picture which may be related to his knowledge and his skill base and also his skills specially related to communication because communication and interpersonal skills are two major characteristics that we discuss later on and why I am talking about communication interpersonal skills.

Because this is the backbone of coaching you know how to perform the job well but when are going to communicate it to the another person you must communicate in the language in which he understands well and these are some of the characteristics and competencies which we discuss later which is very much required. So when you are going to select a coach make sure that the coach has the knowledge and skill in terms of behavior also both technical and non-technical so that he is going to perform his job effectively as a coach.

Next point is once a coach is selected you can go for some kind of pilot testing you ask to do some kind activity to sure that the coach is effective or not. So you ask him to take a session and then you are going to observe it to ensure that the coach that appointed is giving good result in the pilot run. So in the pilot run if it is giving good result you can expect better result at a latest test so that is very important to select a coach which is going to be effective.

See when coach is selected what is the criteria that is used both you use certain criteria based on his technical skills, but you also select them based on the behavioral skills like his communication skills his interpersonal skills which are very important because you are going to

deal and interact with people on a regular basis. So there are the two major criteria that will help you to deal with them effectively: it is not only the technical knowledge which is going to help you as a coach and finally you have to see that you are compatible with the team.

If your team members are not happy with that coach then there is no compatibility then probably you are not going to succeed as a coach. You have heard that the coach is resigned; coaches are not compatible there in conflict with the team members. In that case you cannot expect success from the team and that is very much needed to see that the level of standing between the team members and the coach is very good and the other at the same level, compatible so that they can work with each other to improve performance.

And then you have to see that how you are going to measure it using certain performance criteria and you also need to ensure that the coaches are going to help improve performance and then able to sustain in an environment where the coaching is going to be successful. So these are some of the strategies that you need to understand before you are going to design and develop a coaching program. You must convince the top management about the benefits. You select a coach who is good, who is able to demonstrate the ability, his compatible with the team members, you are able to manage the performance and team performance and you are going to provide an enabling environment in terms of culture and leadership and resources which is going to help for the course to success.

So these are the things which you are going to keep in mind when you are going to start a coaching program process and that is why these strategies are very much required.

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Performance Management and Coaching

- Performance appraisal
 - The first step
- Performance management
 - Employee goal setting
 - Coaching
 - Rewards
 - Individual development



Source: Wells Doty, Ed.D.



Now since performance management is related to coaching now look at this figure. The two people one is the coach and the other is coaching so here is the coach and he is the coaching so the idea is here that he is going to help you to grow so for either performance as concern and that is how we link coaching with the performance management so you take the first step and he will help you to take other step that is very important.

So if you look at performance management as such when you are going to manage the performance of the people so basically the idea is the coach and the coaching sit together and discuss what is the goal that is to be achieved so in the process first of the thing that we are going to do is that you are going to set the goals insulation of the coach that is able within the given time frame which is objective which can be obtained within the given time frame and then the coaching process starts you are going to quick him with certain knowledge and skill base demonstrate it that how to go about it and how to perform well.

So that you can achieve the goals so the coaching is delivered by effective coach and then finally what happens you need to reward in because if coaching is done and performance is not linked with the reward probably the person will not be motivated to sustain that performance in the long ride so the idea is that you need to recognize and reward people for better performance so that you are able to sustain that level of performance and finally it helps on personal and professional level.

So he will help you to set the goal and will help you to see that how you will achieve the goal he will make sure that you are been rewarded and you go and develop your carrier so we are talking about performance management coaching that is very important.

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The slide features a title in red, a bulleted list on the left, and a graphic on the right. The graphic shows a bar chart with four bars of increasing height, labeled 'DEFINITION', 'OBSERVATION', 'GAP ANALYSIS', and 'ACTION'. A blue arrow points upwards through the bars. A person is climbing a ladder on top of the bars. The text 'Improving Performance through Coaching and Feedback' is written in blue above the bars. A small circular inset photo of a man is in the bottom right corner of the slide.

Coaching to Improve Poor Performance

- Defining poor performance
- Responding to poor performance
- Conducting a coaching analysis
- Using the coaching discussion

Source: Werner and DeSimone, 2006

And that is how you go about it look at this very step that is required what is the first stage that your go for is explorations expectations so at the first stage you make it clear what are our expectations from the coach when you trying to go up in the ladder it is very important to see that you virtually clear and expectation with each other what you expert from the coach and similarly coach should also make it clear what is the expectation of the coaching of the client so there has to be virtual clarity of exportation from each other then you are going to demonstrate and the coach is going to observe the behavior and after the obligations she is going to perform that kind of behavior.

So when she is going to perform that kind of behavior you see whether he is able to perform it well or not so if there is a gap you provide him feedback, so this is the gap and also tell him that how to breeze this gap what needs to be done. So you demonstrate it how to do it so that your performance come to the level and ultimately you are able to reset the level and then you need to be monitored on a regular basis so that you have a sustain performance but to start with clear or exportation ask him to see that how the things is done ask him to do it go for identifying the gap in the performance if any providing feedback and the feedback has to be constructed.

So that he understands what is strength and weakness and how to go for it how to develop his qualities into knowledgeable skill which needs to develop and then you follow it up so that people are able to perform well and that is how you go about it. So idea is that traditionally as you know that coaching had been given to improve poor performance so you have to define what is the poor performance the gap in the performance will be there but what is this gap in the poor performance is due to lack of skill lack of motivation lack of interest or certain other factors may be factors is responsible for happening this performance.

So what I want to tell you that you need to define first the performance standard and then you look at the gap and check whether the person is able to perform at the level or not then you have to enable those environment in terms of resources cultures leadership climate these kind of things which facilitate effective performance but because of the lack of knowledge and skill base you don't know how to perform to up lack of motivation are less probably then you can think about coaching as a solution.

So when you want to respond to poor performance you have to see that it is due to lack of knowledge and skill base or motivation in stress it not because of external or internal environment factors which is responsible factors then you are going to conduct a coaching analysis here is that you have to see that what kind of coaching would be required in this class need to attend a motivation development program that is need to attend the skill development program whatever it is so based upon the requirement of the coaching you have to identify this kind of program is required and that is what I said that the first stage is to identify the requirement in the coaching may be isolation and then we discuss how to develop the performance.

What kind of required and what kind of activity is required to bridge this gap so that you are able to perform well.

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Defining Poor Performance

- Definition: "Specific, agreed upon deviations from expected behavior"
- Performance must be evaluated against some standard or expected level of performance
- Standards and expected levels of performance must be known by the supervisor and the worker

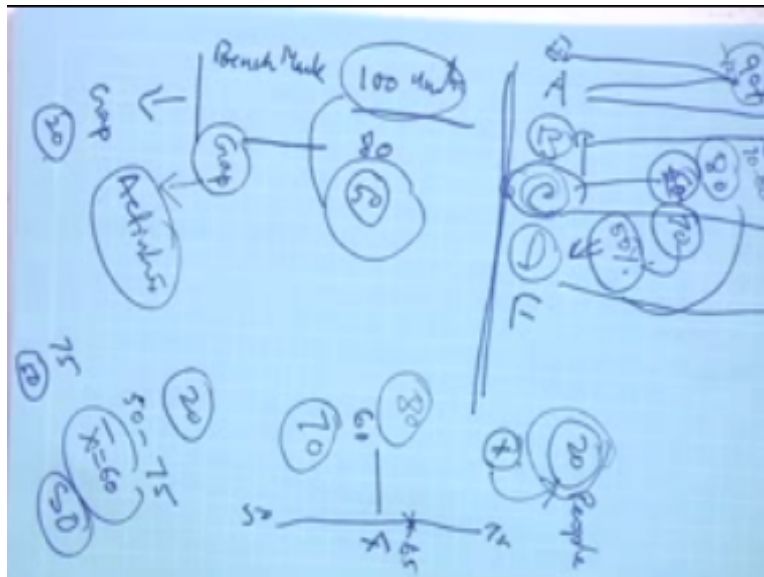


Source: Werner and DeSimone, 2006

19

Now when it comes to achieving poor performance what do you mean by poor say for example if you look at great performance so if you get a grade it is an excellent grade if you get b grade it is called good grade if you get c grade it is called average grade and if you get d grade it is called poor grade and it becomes fail so whether this c is poor or d is poor what do you mean by poor performance so this is poor performance.

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Now if we look at the figure it shows that poor performance is where you get d grade so that is how we define poor performance it means that your performance fall below 50% of the

expectations then it could be created as poor performance and then there is a need to design certain interventions and coaching may be given to other solutions.

So if you are going to define performance it is specific agreed upon divisions from the expectant behavior so expected behavior is the average performance if you perform better than what is expected then it is on this so if 60 as a 70 so 70 is expected performing here is 50.

So it means your is a poor performance b is an ever average so the bench mark could be this one or this one it depends upon one how the management sides for the bench mark because you are going to compare your performance with bench mark performance now you have to set up a bench mark performance suppose it if is it is 80 in the gap is high and 70 then the cab is less.

So it is very important that in consultation with the management and the supervisors you decide what mean by the poor performance it has to be agreed upon and how much the variation from expected from behaves performance is their which could be counted as poor performance and then it has to be evaluated against some standardized expected performances.

So it could be b or c as I told you it could be good behavior average behavior against which your performance is going to be compared like then you must communicate this level of performance which is to be achieved by the worker so that he knows that what is the level of gap what is the extent of gap that he has so standard and expected level of performance must be communicated to the worker by the supervisor so that the worker understands this is the standard level of performance which I am supposed to achieve.

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Types of Performance Standards

- Absolute
 - Same scale or standard is applied to all subordinates
- Relative
 - Performance is evaluated relative to the performance of others

Source: Werner and DeSimone, 2006

Now when we are talking about performance standard we use basically two kinds of performances this time that is absolute standard and relative standard Now I am going to use the same thing for example in a grading system if you get 90+ then you get grade A if you get 80+ then you get B grade if you get 70+ then you get C grade if 60+ then you get C+ if you get 50 you get D then you will get below 50 you will get F grade.

So this is the range of scores so if you get 90 and 100 then you will get an excellent grade if you get A means your score is somewhere between 80 and 90 70 -80 is B grade 60 – 70 is C grade 50 – 60 is D grade and below that if you get below 50 then you are fail suppose this is the that is fixed, now when you are going to compare your performance using an absolute standards and suppose you get 70 so the score of 70 corresponds to this level this means that your performance is average suppose you get 80 your performance correspondence to this it means that you get B.

But does it mean to say is that you are going to be compared with a standard performance which has been predefined in absolute terms and your performance would be compared with that absolute standard and this would be equally applied to all the subordinates now coming to relative performance standards here what happens that you are going to compare that individual with his peers you are not using that absolute performance standards.

So suppose that there are 20 people in the group and you are one of them so your performance say x is to be compared with these 20 people and see that where what is your relative standing with the other 20 people in the group in terms of performance.

So when we go for relative grading we are not using these absolute standards slot comparing your performance and giving you certain grades in terms of performance but what we were going to do we are going to see the grades for these 20 people and how much division is there and where you stand and that is how your performance could be compared so suppose the range of this course is in between say 50 and 75 for these 20 people with you have an average of 60 the highest mark is 75 the lowest is 50.

So you calculate mean and you also calculate the SD standard deviation so once mean and SD is calculated then your score is to be looked at so 50 is the lowest and 75 is the highest score the average is 60 is the MEAN so if your score you are falling somewhere else with a score of 65 that is above an average score depending upon your location on this division you are given a grade in terms of performance it means your grade is going to be relative compared to others performance in the same group and that is why you were going to use relative grading or relative performance standards both of them have their own advantage this is a small group you are going for relative grading.

But in big groups you can go for absolute grading where performance standards are pre defined and you can make use of them then we also need to ensure about deviant work behavior.

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Deviant Workplace Behavior

- Production deviance
 - Working slowly, leaving early
- Property deviance
 - Sabotage, lying about hours worked
- Political deviance
 - Showing favoritism, gossiping
- Personal aggression
 - Harassment, abuse, stealing, etc.

Source: Werner and DeSimone, 2006



Deviant work behavior means that is also indication of what is performance which could be called poor and because of this deviant work behavior there could be a poor performance and this might include production deviance if you are working slowly and leaving early if you or in case in those kind of activities like sabotage lying about working hours this is a favoritism or gossiping while working.

So that is also going to add to your performance so this could also lead to poor performance so the job of the manager is also to ensure that how to identify poor performance and weather it is due to lack of knowledge and skill or because of deviant behavior that is made by the people at the work place so that could be different kind of deviant behavior which is going to lead to what you call poor performance at the work place.

So the managers must be able to understand when they are going to analyze the requirement of the coaching to improve performance that weather this performance is because of lack of knowledge and skill base or whether it is because of the deviant behavior that is made by the employees at the work place.

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Coaching for Poor Performance

- Consider causes
- Encourage employee input
- Work to develop solutions
- Renegotiate goals and objectives
- Agree on an action plan
- Schedule follow-up sessions



Source: Werner and DeSimone, 2006

So you need to coach people for the poor performance if you look at this photo you can see that how depressed the frustrated person is because his performance is not good now the thing is you need to identify why this poor performance is that what is the reason for the poor performance so when you are going for analysis of the coaching then you have to see identify various causes for poor performance and then you need to see that what kind of encouragement has been there to the employees from the organization and also need to ensure that what kind of solutions can be developed to ensure that people are able to develop their performance.

So as a coach it is your responsibility to find out the solution so you have to see that how the person is going to improve his performance and then you are going to renegotiate the goals and objectives depending upon his characteristics his knowledge and skill base you can work it out you can go for negotiation of understanding his goals and objectives which can be achieved by him within a given time frame.

So once you understand the causes the other things become logically follow because in that case once you are able to understand you understand what is need to be done what kind of solution would be required what are the goals and objectives that you can met within a given time frame and then both the coach and coachee has to understand the additional plan and then you go for scheduling other activities that how you are going to do it so coaching for poor performance is very important.

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Responding to Poor Performance

- *Causal Attribution Theory*
 - People assign causes to behavior
 - Different actions are likely based on internal versus external attributions
- *Fundamental Attribution Error*
 - Assumes or attributes behavior comes from a cause *within* a person
 - Supervisor may overlook other causes

Source: Werner and DeSimone, 2006

23

Because ultimately it has been leading to that one and finally we are going to talk about how he is respond to poor performance, there two major theories that have been used known as causal attribution theory and fundamental attribution error these are basically physiological theories which have been used to attribute poor performance. Now if you look at as causal attribution theory which says that what is the perceived cause of the behavior, okay.

So people actually assign a particular cause to the behavior and this cause of the behavior could be internal or external attributions so internal attributions it may to lack of knowledge skill base or external attribution could be because of external factors which are not under the control of the person so if this causal attribution is try to link cause with the behavior if you think that ok due to knowledge and skill base you have not been able to perform well or internal external factor internal external factors were not favorable.

So it affected our performance so your attributing the cause of your to either internal factor or external factor for example when we fail in the exam so we can attribute to our self because we did not read well so far our knowledge and skill is concerned we do not have it we can also attribute to the external factors the paper was from out of the syllabus the paper was very tough and all kind of things you can say.

So you are blaming to the external factors that is what we call as causal attribution theory when it comes to fundamental attribution error it means for everything you thing you are responsible for

it you assume that you are the cause of the behavior it is because of which you that the performance has been very important.

So it is a kind of error that you make not necessary that you make not responsible that you are responsible for what you do there could be external factors which are responsible so these kind of things must be kept in mind when you go for coaching analysis to ensure that you are able to rightly identify poor performance because you are not able to identify weather it is because of lack of performance or knowledge and skill or external factors how you are going to go and develop the national plan for coaching.

So it is very important to do not over loop these kinds of things so you must find out what is the cause of poor performance and that is where you are going to use these studies to ensure that person does not make an attribution error and you are able to rightly identify the cause of the behavior.

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Role of coaching, drivers and focus

Role	Driver(s)/usage	Coaching for	Duration
Coaching for ...			
Knowledge/Skills	Need to acquire or sharpen the knowledge, skills, abilities or perspectives that enable effective action in current role. "I need to sharpen my skills for ..." "I know how, yet I don't always do it well ..."	Executives work with coach to: Assess current knowledge/skill level Clarify expectations for current role/tasks Prioritize the executive's project/tasks related needs Plan for skill building to enhance effective action, and/or improve (to some extent) learning agility	Short term—one or more sessions over several weeks or months (four coaching)
Performance	Need to correct, sustain, or improve outcomes and results in current job or role. "There is pressure to improve ..." "I need to do a better job at ..." "To get aware of my impact on ..."	Executives work with coach to: Assess current competencies and related deliverables for current portfolio Clarify success indicators and performance metrics Plan for improvement and taking effective action, and/or Strive to realize a noticeable improvement in the executive's overall learning agility	Short to medium (several weeks, months or quarters)

So next case if you look at it that gives you ideas about different kind of things that go for coaching and what are the motivations what are the focus and how long it will go for if you look at coaching for knowledge and skill base it mean you want to improve knowledge and skill you want to sharpen your skill in that case you will have to be caused accordingly and finally it has to be short term one session or some but it is coaching for performance then you have to identify

correct answer or improve your outcomes it means there is a gap in the performance and that's why you need coaching and in this case your competencies need to be improved and it could be too short to medium term.

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Role of coaching, drivers and focus			
Role Coaching for	Driver(s)/scriptes	Coaching foci	Duration
Development	Preparation for future job or role in terms of competencies and mind-set. Increased expectation of the executive becoming more open (i.e., able to entertain alternative perspectives), differentiated (i.e., able to draw more distinctions), and integrated (i.e., able to weave these differences into an increasingly complex whole). "I'm being promoted to advance . . ." "I'm considering a career move to . . ."	Executives work with coach to: Assess current competencies compared to "success profile" of target role(s) or job(s); Clarify performance expectations of future role to inform focused development planning; Engage in a range of developmental job rotations, special projects, external professional development programs, feedback and executive assessment centers, etc.) and/or Improve learning agility to a significant extent.	Larger term (several quarters or more)
Executive Agenda	Triggered by broader, often more strategic and/or systemic, functional and/or organizational priorities (e.g., change initiatives, layoffs, downsizing, and restructuring, start-up, turnaround, realignment, or sustaining success). "We're facing a big challenge at . . ." "I need an objective, thinking partner for . . ."	Executives work with coach to: Clarify components of executive's agenda and priorities such (e.g., situational analysis, align expectations, leadership style work, acquiring resources, professional development work, etc.); Support executive in focusing energy (related to learning, defense, and/or offense as needed); Expand range of ideas and options (i.e., perspective taking); Devise strategies for each and/or Foster learning agility and build capacity across the organization.	Highly Variable (context and situation specific)

Similarly if you look at development activities the coaching is for the development it means that the coaching is given to you to take up future positions. So the focus is not to look at your current competencies but to develop those competencies which would be required by you to be successful in a future identified job it could be long term goal and if it is a part of the executive agenda which is triggered by the broader more often strategic cause systematic functions or additional priorities the focus of the coaching is those things which would be required by the organization and it may vary depending upon the context and the situation.

So if you look at the role of the coaching what drives these kind of coaching what is the focus of the coaching and how long it will go for it depends depending upon you are going to coach for what weather you are going to coach for knowledge skill development or some other activities.

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Critical Success factors for coaching

Clarity: clear framing of the executive's expressed need and related focus (i.e., coaching for skills/knowledge, performance, development, or executive agenda);

Conditions: supplementing the initial framing of the situation with assessment (i.e., data gathering from multiple sources, along with analysis and feedback) to determine if there is a gap between the executive's goals and reality (includes barriers and supports);

Commitment: agreeing to coaching contract by all key organizational stakeholders, including goals, roles, desired outcomes, and related progress indicators informed by assessment data and feedback; and

Continuous Improvement: engaging in ongoing cycles of action with intentional reflection to ensure that actions achieve the desired results, including celebration of successes and making adjustments as needed.

And finally if you look at the success factor these are the four important things which are very, very important like clarity both of them should be clear about what is being to be done in terms of expectation focus what is to be developed at conditions under which has to happen and the commitment from both all these take holders coach the coaches and all the clients and the take holders and finally all of them have to work for continuous improvement on ongoing manner to ensure that the action achieve the desired results and that is how coaching is going to be very, very successful. Thank you very much.