

NPTEL
NPTEL ONLINE CERTIFICATION COURSE

Course
on
Human Resource Development

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Lecture 23: Coaching (Contd.)

Welcome to the thought session of this coaching discussion the fifth week here we are going to talk about how you go about discussion.

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Session 3

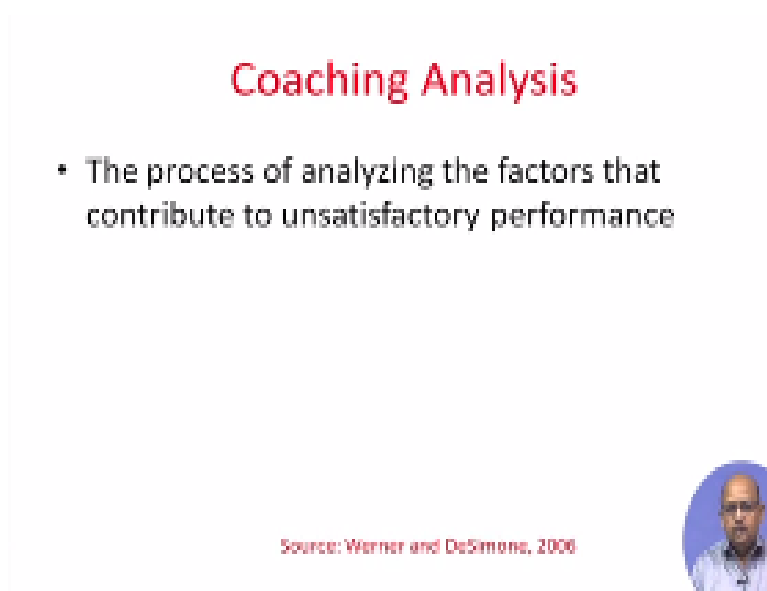
Coaching Analysis and Techniques

The coaching he choose and what are the tools and techniques that could be used in the coaching classes so coaching analysis and discussion goes on simultaneously you remember you talked about various issues related to coach coaching the client and then you have see that the expectation are clear commitments is there from all the parties and the focus is very, very clear that with that it is for improving knowledge skill or it is for development of this it is

required because if the requirement of the organization so was these things are identified then we move the next stage and that is what we call coaching analysis or discussion.

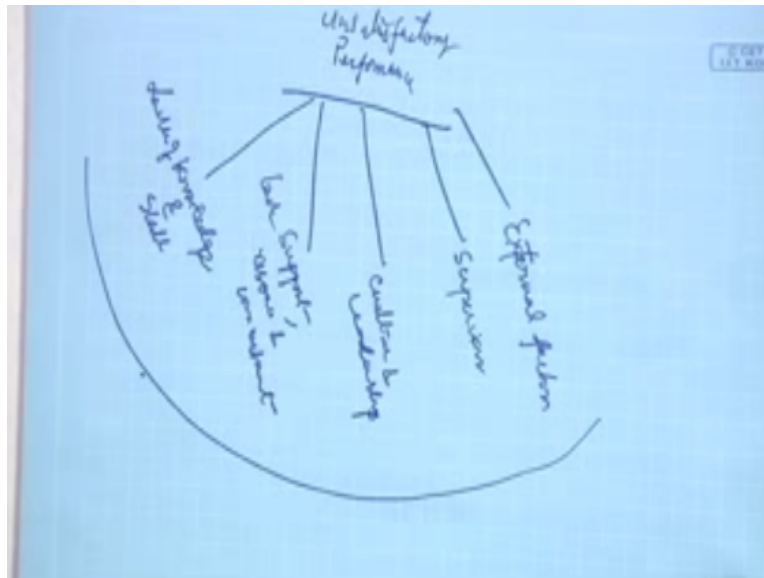
Now when we are talking about coaching analysis and techniques we have to see that how do we do about it so you start with coaching analysis that is the first part.

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Remember in the previous lecture we are talking about how to analyze the factors which cause which is related to poor performance or unsatisfactory performance now when we are trying to identify the cause of poor performance I said that it could be related to number of factors in the process I also said that it could be related to the individual so when you are talking about unsatisfactory performance it could be related to number of factors it could be related to lack of knowledge and skill.

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It could be attributed because of lack of support resources and commitment it could be also related to culture and leadership it could be also be related to supervisor or external economic factors now you see there could be number of factors which could be related with unsatisfactory performance now not this is in each case you are going to provide training.

So you need to identify what are the factors which are going to contribute to unsatisfactory performance and then pending upon the appropriate response you are going to decide how to improve performance.

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Coaching Analysis

- The process of analyzing the factors that contribute to unsatisfactory performance
- Deciding on the appropriate response to improve performance

Source: Werner and DeSimons, 2008



So if external factors are not favorable you have to see what can be written by the organization if supervisor is a problem then what needs to be done weather they are going to train the supervisor weather they are going to change the supervisor weather going to make sure that the behavior is compactable with that the supervisor is going to provide all the support and resources weather the culture and leader ship is favorable or not weather there is a support resources and commitment from the management weather there is lack of knowledge and skill base so if there is lack of knowledge and skill base then probably you can think about coaching but in other cases but in other cases you need to take other measures to improve the performance.

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Steps in Conducting Coaching Analysis

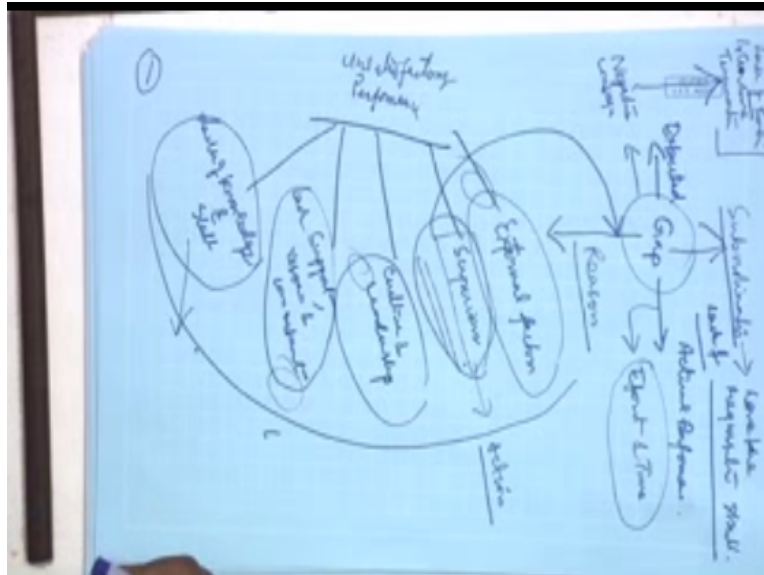
1.	Identify the unsatisfactory employee performance.
2.	Is it worth your time and effort to address?
3.	Do subordinates know that their performance is not satisfactory?
4.	Do subordinates know what is supposed to be done?
5.	Are there obstacles beyond the employee's control?
6.	Does the subordinate know how to do what must be done?
7.	Does a negative consequence follow effective performance?
8.	Does a positive consequence follow nonperformance?
9.	Could the subordinate do it if he or she wanted to?

SOURCE: Fournies, F. F. (1978). *Coaching for improved work performance.*



Now what we are going to discuss is the list of that is done is coaching analysis so the first stage was to identify the unsatisfactory imply performance so how to identify you look at the gap between expected performance and the actual performance so first of all you look at the gap.

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In the expected and the actual performance and then you find out the reason what is the reason for this gap whether it is because of this external factors or internal factors or the individual factors once you are able to identify the reason then you see whether this gap is worth investigating or putting effort in time because again you are going to make some investments so the time and effort that does it required to spend time and effort of these kind of activities or even if it is not doing well it is okay.

So you decide this about this that whether you are going to spend enough time and resources and it is worth doing it because it is going to contribute to the performance significantly another issue is that you have to see whether supervisor is aware about this or not since supervisor is the major factor so he must be communicated about the gap in the performance again so if supervisor knows you know what he is doing his action to bridge the gap to start with so that is related to what you call the fourth point do subordinates know what is supposed to be done to bridge.

The gap so the action may be required by the supervisor or the subordinates or they can come together to identify what needs to be done now another important factor is that talked about the external factors cultural leadership this factor they are external factor so whether it is because of the external factors then you have to find out something else then coaching may always solution. Now if is because of the internal factors then you move to the sixth point that the subordinates who have to do what must be done have the requisite skills or not if they have the requisite skills

or there is lack of requisite skills then the coaching of the solution so because this gap has to be filled and then you also need to look at the negative consequences or bad performance.

The negative consequences may be lack of promotion incentives to the employees all kind of things could be there even termination's from the job if it is not able to perform well so this could be the negative consequences which will follow in effective performance now there could be some lines to call negative consequences for effective performance what could be the negative consequences of effective performance 7.

Here we have to see that negative consequences for positive performance could be supposed to this gap is not there that could be related to the supervisor that how is supervisor is going to treat and consider you because you have been performing well whether he is treating you as a threat for himself because the performance is good what could be the positive consequences of that performance because in that case supervisor is going to dominate all the time.

Since you are not able to perform you cannot raise your voice you cannot say anything to the supervisor and he is going to dominate well he is going to curse you threat you and even give you as a warning that if you do not perform well there could be negative consequences and finally you feel that find that could the subordinates do it free or he wanted to do it weather you are able to improve it or not weather that is you are given an opportunity to go for it or not.

So all these points are equally important and that is why I said that you need to understand what do you mean by poor performance do you really read to address it or you can let it go and then you have to see that weather these subordinates are aware that this is performance is satisfactory or not where the seniors or supervisors know about it or not weather it is within the control or out of control what the consequences both positive and negative consequences are good performance as well as bad performance and weather you get a apprise to improve it or not right, so was these are all is complete look at this one by one.

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Steps to Follow in Conducting a Coaching Analysis

- Identify the unsatisfactory performance
- Decide if it's worth YOUR time and effort
- Find out if the worker knows that their work is not satisfactory
- Does the worker know what is to be done?
- Are there obstacles beyond the worker's control?

Source: Warner and DeSimone, 2008



So you have to identify unsatisfactory performance decide if it is your work time and effort find out that the worker knows that their work is not satisfactory thus you know how what is they did not to do be cost what are the obstacles or barrier beyond the control or worker because there could be external factors.

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Steps to Follow in Conducting a Coaching Analysis – 2

- Does worker know HOW to do the job?
- Does a negative consequence follow effective performance?
- Does a positive consequence follow nonperformance?
- Can the worker do the job if he/she wants to?
- Can the job or task be modified?
- What if the problem persists?

Source: Werner and DeSimone, 2006



Then moving to the next one that you know how to do it what are the negative consequences for effective performance or positive consequences or non performance both of them possible because of the culture and the resource and then if you can do it in a proper way or not. So we have discussed these factors or these issues to identify the need for the coaching that is the first stage in the process or weather does it require restructuring of the job and the task so that you can perform in the better way what if the problem persist still because of that even for going for restructuring or being coursed if still able to perform orally then what are the solutions that you need to look at as a supervisor, right.

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The Coaching Discussion

- Kinlaw's Approach:
 - Confronting or presenting
 - Using reactions to develop information
 - Resolving or resolution

Source: Werner and DeSimone, 2000



Moving to the discussion part because then also then these discussion goes on simultaneously in this basically when you are going to discuss about the performance with the subordinate what are the different approaches that you are going to apply so there could be two ways either we are going to concern with the supervisor or you are going to simply present in the formation related to the performance so if you are going to control or going to present the information related to performance to this subordinate look at his reactions it means that you try to get feedback from him and try to identify the reason for poor performance once the reasons for poor performance is identified.

So you have information and then you look for a solution you go for a solution that how you can work it out together with the subordinates to see that this problem does not happen again this is one approach to look at.

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The Coaching Discussion – 2

- The Fournies Approach:
 - Get agreement with worker that a problem exists
 - Mutually discuss alternative solutions to the problem
 - Mutually agree on actions to be taken
 - Follow-up to measure results
 - Recognize achievement when it happens

Source: Warner and DeSimone, 2006



Then there is another approach there is no Fournies approach relatively better approach it means that the most important thing is to convince imply that he has a problem with the performance because in most cases the moment you say that you have a problem with performance he becomes defensive he tried to attribute to the external factors so you need to give feedback in such a way so that the employee understand that has is a problem with the performance and once he agrees that he has a problem with the performance rest of the job become very, very easy then you move to the next stage to discuss.

What could be the various solutions of this problem how you can solve this performance related problem and then you develop an action plan to see that how we are going to take it up and to follow it to see that the performance is progressing as per the action plan and that is we are going to monitor the progress and once he is able to successfully perform then you are going to recognize it is a achievement it means you are going to link it with the dividends and terms. So that it is sustained, okay.

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What if Coaching Fails?

- Transfer the employee to work that the employee can do
- Terminate for substandard performance
- Have adequate documentation of coaching efforts to support termination!

Source: Warner and DeSimone, 2000



Now what if coaching fails what are the options that you have it means that person is not suitable to do the job what is doing currently so he could be given any other job with in a different department different setup which he can do depending upon so it is very, very important to match his knowledge and skill base with the task that he is going to perform so despite coaching if he is not able to perform well then either option that you have that you can transfer in to another department.

Whether you expect him to perform well depending upon his knowledge and skill if he consistently perform or does not perform well then you have no other option but to terminate itself because you know longer him because he is not able to consistently perform well and the question does not have effect even if you transferred they are also not able to do it ii means that the employ is nor either interested or he does not have the knowledge and skill or he is not interested to do it all.

So undergoes condition you have no choice you do not have many to do but if you are going for termination make sure that you have all the documentation because it could be a legal case and he might file a suit in a court of law and then you are going to have a problem so you make sure that even after coaching effort it has not been successful and you want to terminate them the employees you have all the documents ready at your level so that you are not going to face any legal action or even if there is legal action are not going to be talked by that and that is very, very important I know that we are living in the FRTI so it is very, very important that you have

all the documents ready at time so that whenever there is any query under the RTI act you are able to communicate that to the concern parties and you have valid ground and reason with the documents to support this kind of domination.

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Maintaining Effective Performance and Encouraging Superior Performance

- Must reward good performance
- Use:
 - Goal Setting
 - Job redesign
 - Worker participation
 - Job ownership

Source: Warner and DeSimone, 2006



Now so far we have been talking about managing poor performance but question is also given to manage effective performance and in case superior performance we start only that we are going to identify gap up for poor performance those who are not able to perform well but coaching could be offered to those who are performing well to achieve to these performance, so that they are able to upgrade their knowledge and skill base compared to their current skill base through which they are able to perform well and for that what you need to do is you need to adopt certain strategies apart from providing coaching you also make sure that if he is able to perform better than what is the expected means that meets the performance level then it is linked with suitable rewards what are the other activities that can be done is that you set the goal in such a way of these people who are expected to perform better than the expected so you make sure you are going to set goals little high than the average of the bench mark performance other things that can be done as a part of the strategy that you are going to restructure the job in such a way so that it facilitates the effective performance and when you are going for goal setting or restructuring the job or you designing the job you allow workers to participate in the process so that he knows what are the things that is to be done what kind of a dominant freedom.

He will have what kind of job he is going to do how he is going to do it what is the goals in terms of performance expectation that is to achieve and then you give him freedom and attorney that is ownership you may team a countable responsible for what he is doing so that he is able to perform the job effectively and that is how you can achieve a superior performance from the people and that requires require a ownership and a count ability on the part of the response and the participants and also giving him a freedom and attorney to decide what to do and how to do about it.

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Manager-Coach Responsibilities

- Provide evaluation
 - Self-evaluation can be difficult
 - People often focus on their weaknesses
- Manager-coach can:
 - see the big picture
 - make suggestions for improvement
 - reinforce company values

Source: Werner and DeSimone, 2008



Now another issue that comes into the four is that how manager as a coach are is going to responsible for these kind of activities so the coach is responsible for certain things in the process because he is going to provide the evaluation he himself cannot evaluate so he gets feed back or sometimes people talk about only the week points not the strong points so when you are going for evaluation make sure that it is run by others so you can go for 180 degree evaluation 360 degree evaluation based upon the requirements and make sure that all aspect of performance is focused not only on the weaknesses.

So that way it is going to be more and more comprehensive because if you are going to act as a manager and a coach as well so you try to visualize the best picture performance in the context of what in what way it is going to contribute not only to the individual performance that is very well

understood but the performance of the department or in what way it is going to contribute to the organizational performance.

So you have to see the best picture and then you have to see that what kind of improvements are required in systems and the manager I say suppose to re enforce the company well it means what is the philosophy of the management related to performance what is their expectation in terms of performance that is to be reinforced to the people so that they understand what is expected in the real and broader framework because ultimately it do a performance is to be linked with organizational performance so manager is going to act as a coach have certain responsibilities in terms of evaluation.

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Now some however teach techniques that is used in coaching include facilitation. Now if you look at the this picture the role of the coach is to facilitate the process of learning so he is going

to observe in free you can find here different types of people are working so he is a facilitator so he is doing certain things they are asking people to perform certain activities in the process he is also trying to tell you how to do it so facilitation means that he is going to facilitate the process by creating and enabling environment providing all kind of support that is required in the process.

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Demonstrating what to do




Second you can see here four pictures which are related to different kind of activities by if you look at this picture. You can clearly say that here the coach is going to tell you how to do it, it means that he is going to provide a demonstration of different kind of activities weather going to climb the rope or they were going to try a vehicle or whether going to take up some other activity o if you look at these four examples all of them are basically related to demonstrating some activities that is t be taken up by the coach at the latest. So apart from facilitation other thing that is run by the coach is actually demonstrating what to do.


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The GROW model

- *GROW*:
 - *goal*
 - *current reality*
 - *options*
 - *will*

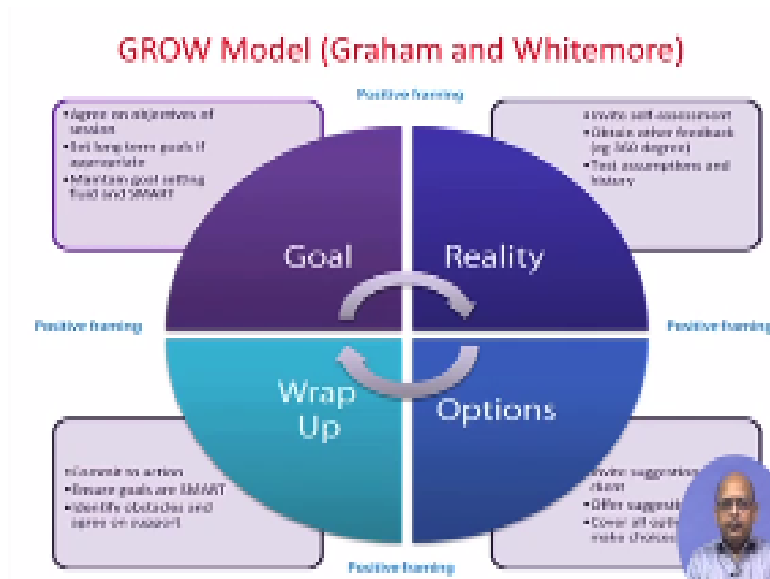


The GROW Model raises an individual's awareness and understanding of:
their own aspirations;
their current situation and beliefs; the possibilities and resources open to them; and the actions they want to take to achieve their personal and professional goals



And this is the model that we are going to discuss related to which is not as a grow model and this grow model basically is related to understanding the coaching process so growth stands for four things that is goal current reality options and will so if we look at these models it is expected to raise the understanding and awareness of the people about their own expectations since inspiration the condition under which they are going to work possibilities and resources which are open to them and what kind of they need to require in order to achieve the goals both personal and professional goals now if you look at this grow model it clearly says four things.

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Grow that is related to goal reality wrap up and options and wrap up so it moves like this one now if you look at this two things you can find out so it is based upon the concept of positive framing positive framing is that the idea is to improve so if you look at the goal it means the first stage you are going to see that these agree upon objectives goals are set as they are going to maintain goals setting using this small that is specific miscible achievable realistic and given time frame first you are going to set the goals then you go for your assessment get feedback.

Then see that how they are going to look at it test yourself these assumptions look at the background. And then you see what are the options for you and finally you wrap it up you are going to commit to the actions ensure goals correspond you identify obstacles and agree on support and then you move up so this cyclical process that goes on which basically suggest that this kind of thing can be used in a coaching context.

Because if you remember before this when we are talking about this one this grow model what we are saying that the idea is to raise the awareness of the individual and his understanding what does it mean it means that it should be aware about the goal and your reality and then you see what are the options that you have and how you go about it now if you look at this figure this is related to a goal so for a player in a team the goal is to make a goal to win now if you try to understand from the perspective of a game so that the goal is set together what you actually want

to achieve in this process you can say that you understand your aspirations what you need to achieve and accordingly you are going to set goals for yourself and that is why I am moving to final slide so whether you have to set the goals for the objective it has to be agreed upon by the coach and the client and the winner is going to set the goals it is based on certain things it has to be specific.

In terms of achieving it you are able to measure it in quantitative way that is a standard for it should be achievable it means it should be achievable it means that you are not going to set your goals which are very high are very low so you need to benchmark it then it has to be realistic that could be really achieved within a given time frame that is 30 so first his goal setting is goal setting is done then you move to the next stage reality look at your own assessment.

In terms of no strength and weakness so why I am going to talk about self assessment because the self assessment tells you what are your strength and weaknesses so you go for your own assessment you also get feedback from others from your peers your co workers from your subordinates from your seniors also because they would be able to give a more comprehensive about your strength and weakness because your goal and reality has to be concurrent with each other because your reality is going to help you to achieve this course.

If you do not have the strength that is required to in order to achieve the goal then you need to develop and that is where you are going to see what are the options for you to develop there what needs to be done and then there you are going getting suggestions what are the various options to ensure that you are able to achieve this goal based on your self assessment so based on your self assessment and also assessment from others you will be having a clear picture about your strength and weaknesses.

I have to see that what needs to be done to improve upon that so that it is going to help you achieve your goals and objectives so you have different kind of options so you select the best option that is going to worry you so once you get from your client look at this what need to be done this what you need to develop in order to achieve the goals and objectives that is set you select the particular option and the option is based upon your strength the goals that you have achieved and with that is really possible to go for it or not and finally you are taking it means once you decide about a particular course of action in order to improve yourself then you

commit to that kind of actions and make sure that whatever you are doing is leading to the achievement of the goals and objectives and in the process.

You also need to identify what are the barriers in the process so make sure that this enabling environment and here you also need support commitment and resources from the top management that will help you to create those obstacles and barriers which may be there and that is how you will be able to achieve the goals and then ultimately once you wrap it up you compare it with that you have been able to achieve the goals or not, so that all. Thank you very much.