

NPTEL
NPTEL ONLINE CERTIFICATION COURSE

Course
On

Human Resource Development

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Lecture 25: Coaching (Contd.)

Welcome to the final section or the 5th section of this 5th week program where have been talking about the coaches discussed.

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Session 5

Evaluation of Coaching Performance

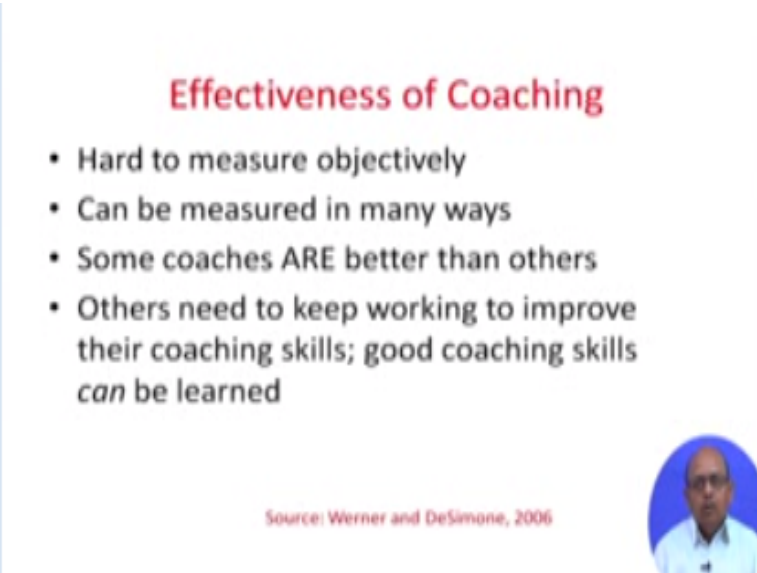
And we discussed a lot of technical and non technical skills that is required for coaching so what we are going to discuss now is that how you are going to evaluate the performances of the coaching process as such so if you remember in the beginning when we say that coaching is also HRD intervention and you need to follow the same process for evaluating the coaching okay you can use model or you can also find out other frame works which can be used for evaluating the

performance that coaching right for example if your remember when we try to use this HRD intimation process in coaching we started with how we are going to analysis requirement of the coaching okay.

Then designing and developing a coaching program and then look at the tenders who is going to deliver coaching and then what kind of skill say require okay and then look at the tenders who is going to deliver coaching and then what kind of s skill say require okay and then he is going to choose a method of coaching openly up on the kind of thing that is to be done and finally what we are going to talk about here is that how we are going to evaluate the performance.

And what are the issues that may come up when it comes to evaluating the performance so that question so we discussed some of the issues related to coaching and finally the performance who we are going to evaluate question performance so first thing that we have to look at it that.


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Effectiveness of Coaching

- Hard to measure objectively
- Can be measured in many ways
- Some coaches ARE better than others
- Others need to keep working to improve their coaching skills; good coaching skills *can* be learned

Source: Werner and DeSimone, 2006



How we can make coaching more effective what are the things that need to be done is see when it comes to measuring performance of coaching it is very difficult to measure it objectively because lot things that goes on in delivering a coaching program is used a qualitative approach that how are we going to measure the behavioral fact say for example the kind of skills that I use we as used in terms of inter personal skills excommunication skills on who we are going to measure the effectiveness of these okay.

Now part of that can be measured effectively for example you can see that the goals and objectives from the coaching process is met okay but that is one part the other things that is also associated with coaching and it is very difficult to measure them objectively so when it comes to measuring effectiveness of the coaching we use both subjective as well as objective evaluations because if we are going to use only objective evaluation.

You are going to focus on only one part that is the performance as improved or not but you go for both kind of evaluation in the beginning as I told you go formative evaluation and summative evaluation so when it comes to formative evaluation we will not be able to for justice with effectiveness or evolution of the coaching because you need to look at the entire process of coaching starting with an analysis the coaching the selection of the coaches delivery of the coaching process.

And then finally you the performance improvement right so you need to evaluate each of these stages in the question process to understand better whether the coaching is effective or not right so as you go for both objective as well as subjective measures okay and you can adopt different approaches to measure one could be looking at only the performance the other could be looking at the behavior okay.

Or if you are using Kirkpatrick model then you can get the feedback from the people about the coach or what they have learned you can go for an assessment of that so similarly you use different approaches when it comes to measurement of coaching. Definitely you will find and you can discriminate between coaches some are good some are not that good okay and that is where you have to provide the feedback about the coaches about his effectiveness.

So it is you are not going to measure only the process part okay that yes the coaching has been done and they improvement in performance there but you are going to look at the entire process that is you also need to see the coaching and else is part how the coaching has happened you also going to evaluate coach in terms of his skills in terms of delivery okay and the on the bases of that you make decision about the coach and the coaching process both.

In terms of it is effectiveness okay so the idea here is that you get these kind of feedback and so that you are able to improve the coaching as skills okay for example if you want to become a good coach you get feedback from your participants or coaches okay and then you are going to

interline them to become good coach okay so that when next time you are going to do the same job you are more effecting okay.

And it is something that needs to be learned by the coach's okay in order to be effective so now what we are going to discuss some of the issue related to how to do it and how do I go about it.

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Performance Appraisal Interview

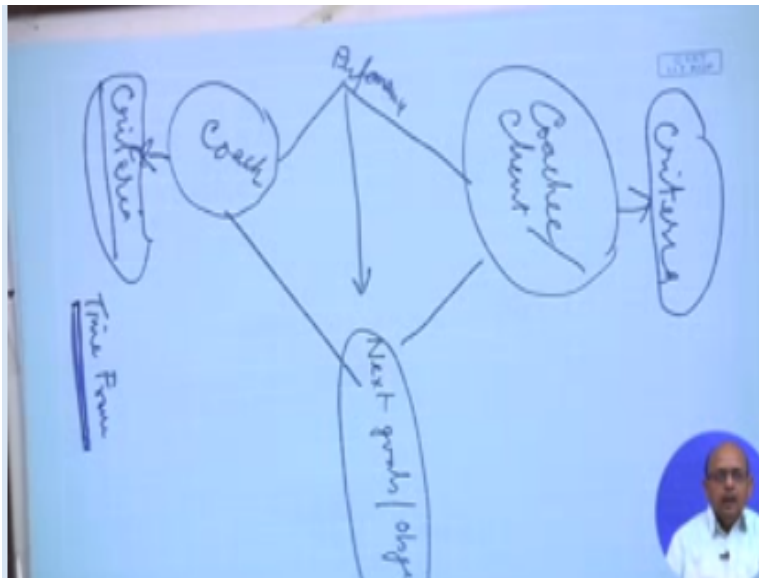
- Time to mutually set next period's goals and objectives
- Provides mutually understood basis for improvement

Source: Werner and DeSimone, 2006

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Okay so one way to look at measuring effectiveness of a coaching program is going look at the performance evaluating the performance of whom the coach and the coaches since both the stakeholders are part of the process so you are not only going to evaluate the performance of the coaching but you also look at the performance of coach on the one side and on other side you have.

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Coach are you call them a client okay whatever it is so the coach and client both have do we evaluate it and they performance need to be evaluated okay and then you need to identify certain criteria for evaluation and the criteria is going to be different in both the cases criteria for evaluation is going to be different but both of them are concerned with what you call the coaching process right.

And when you are going to evaluate you have you are going to set a time frame for evaluation right this is very important because if you do not set a time frame then you will not be able to access it is impact in a timely manner and then it cannot on continually so you have to set a time frame within which the coaching as to be done and then the performance is to be evaluated right because if you do not evaluate you will not be able to set your next goals and objectives and that is true for both.

The coach and the coaching so in the process you will be able to identify what are the issues and how are we are going to set your next goals and objectives which is related booth the coach and the coaches and the criteria in for evolution is going to be different some of the may be common for example performance criteria but now the criteria could be difference for example you are going to look at his in depth of coaching as a skills with that the coaches been able to analysis the things in a better way or not.

What kind of delivery mechanism he has used and here how well he has performed okay weather there is a change in the behavior performance or not so the criteria for coach and coaches is going to be different in the process now if you look at this.

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Performance Appraisal Interview

- Major source of employee feedback
- Gives employee the chance for feedback and participation in the process
- Allows the coach to affirm his/her support
- Time to mutually set next period's goals and objectives
- Provides mutually understood basis for improvement

Source: Werner and DeSimone, 2006

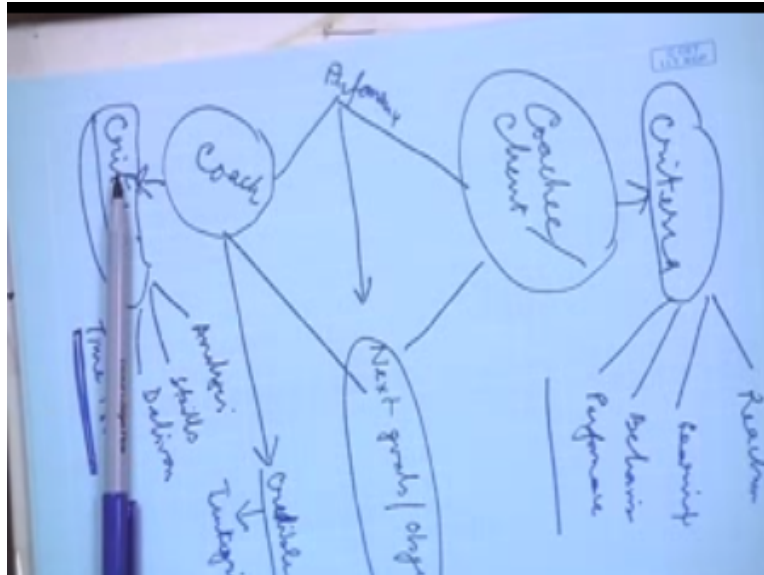


So this gives you a feedback about the employees performance that how well they have done okay and also he is going to participate in the process of getting feedback from the coaches to know how well he has done or what is his performance level and also that helps you to allow the coach firm is support for the future otherwise if the performance is good not good probably those does not get its support from the coach is are the clients, so and it also provide an opportunity for constructor criticisms and structure criticism of both coach as let coach is so in the coach is going to give feedback that how to improve and then coach is also going to provide feedback about the coach how it is going to improve.

Sometimes the focus is not have problem but the individual so you start blaming the coach these characteristics his personality which is not good you had to focus on the problem okay as similarly sometimes coach or not in good relationship with the coach is and that the reason could be personality differences okay not the problem so this kind of things there to be avoided in any situation so when you are going for performance review you need ensure that you get feedback identify what is the issue okay constructed and focus on the problem at hand and provide constructive criticism.

Based on the evaluation criteria that is said for the coach at the coaching right so if you are looking at the criteria it could be related to.

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Risk skills delivery right and here you can use the same model that is used for measuring performance in HRD activity that is reaction learning change in the behavior are performance right, so that it becomes complete when it comes to evaluating the performance now look at this so you need to look at the trending train the supervisor of the coach if he is going to do it.

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Training the Supervisor/Appraiser

Effective training:

- Helps the appraiser to be credible
- Promotes acceptance of appraisal
- Helps provide accurate feedback
- Assists the supervisor in demonstrating support for the employee

Source: Werner and DeSimone, 2006



Okay and here from so of the characteristics which are very important for the coach when it comes to his training yes that he should be credible so credibility is one issue that can also be measured at hoe credible you find and that is why we were talking about one of the points which is very, very important that is integrity of the coach okay how honest how ethical that person is and that is going to decide about the credibility of the coach okay and if that happens then probably you are going to have a more acceptable performance review otherwise that and then with that.

And that also helps you to get better feedback about each other so not is only the credibility of the coach though it is important where at the same time you also look at the credible coaches are clients okay whether they are focusing on the problem are the people whether they are personality access pleasures then these kinds of things integrity will not so that needs to be avoided the you also need to see that how he is going to demonstrate support for the people okay this is the supervisor in the coach.

Okay in many cases we will find the supervisor and the coach is going to tell you how to do the job.

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Organizational Support

- Organization needs to support their coaching and performance management efforts
- Takes time, training, and money
- Needs to be part of the corporate culture
- Needs to be linked to compensation, rewards, and promotion systems

Source: Werner and DeSimone, 2006



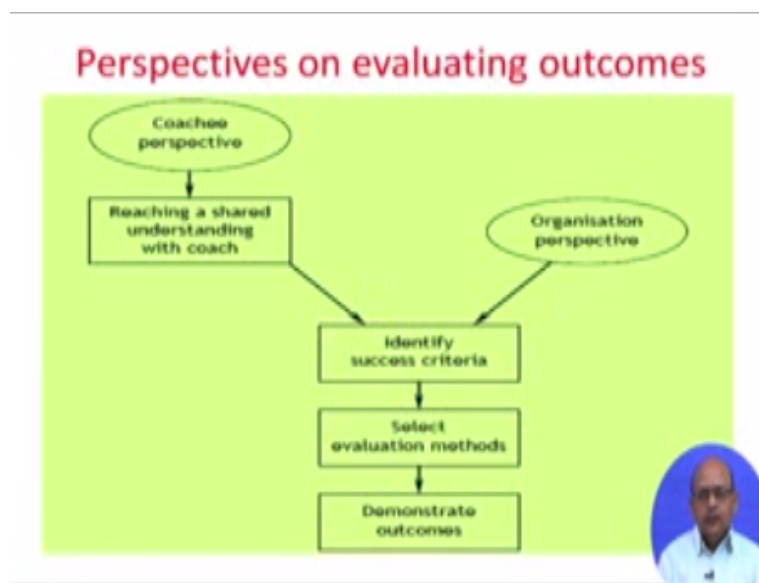
Then another important issue that comes out in enables in terms of resource commitment support from the top management leadership culture structure these kind of things are equally important

in the coaching process and they provide you support to ensure that the entire coaching process is going to be very, very effected right so the entire coaching and performance a management efforts need to be supported by the top management right otherwise is not going to successfully because they are going to make commitments on time trending and money.

They need to ensure that the whatever resources are required okay the intervals of time money and other kind of things is available for this process and for that you know in the beginning the HR department has to justify the case purposing, so that you get better support from the top management right, and entries your part of the culture that is we are going to continuously coach or people upgrade their knowledge in skill base and so that they are able to perform well and if you have this kind of philosophy of culture in organization.

Then it is always enabling factor to contribute to performance of the coach and coach and she both okay and ultimately you also need to link it with our rewards so these who are we coached in their perform well then you need to provide some kind of his though in terms of providing the reward promotions and other kind of things responsibilities right, so that this gives a very clear signal to other going to perform well and if you learn and perform well probably these things are going to be end of it.

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So if you look at evaluating outcomes so have two different prospective from the coaching coach perspective also from the organizational prospective right, so from the coaching perspective is

you are going to reach a shared and shared understanding with their coach okay and similarly you also need to identify the organizational prospective and got his prospective converge together to identify what would be the successes criteria so organizational prospective or success is defined and that should be match with.

The coach and coach is prospective okay which is basically a basic understanding between the coach and said coach a to find out that this is what we need to achieve okay and then you are going to identify an evaluation within how to evaluate it as I have told you need to identify the criteria for both the coach and then you are going to evaluate them and see how will they have perform so far as coach is concerned or the coach is concerned.

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And whether it is linked with goals and objectives of the performance or not so some of the enabling factors as I told you also yes about the relationship between the coach and coaching in terms of his scale level in the kind of style that you uses in during the deliver and so far as coach is concerned the extent to which is motivated what is learning style of course is ability and skills very, very important his personality and the kind of some systems he gets right so these are some of the enabling factors to ensure that coaching is successful similarly.

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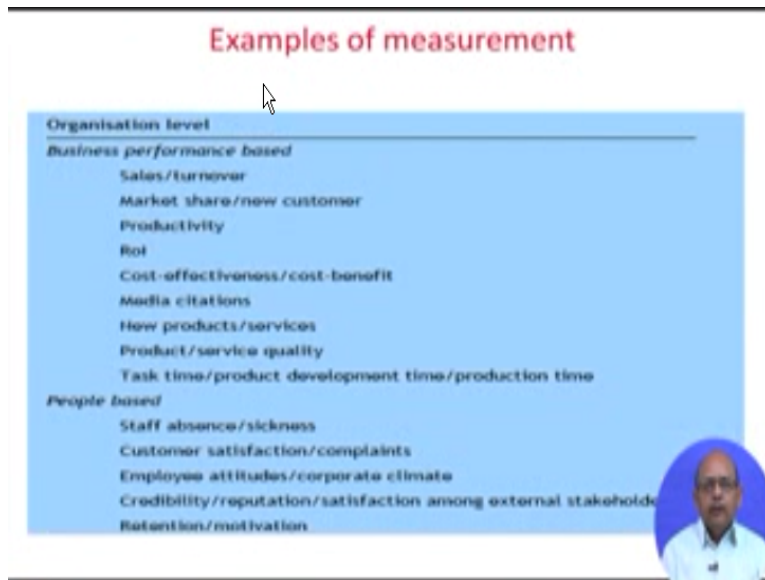
A framework for coaching evaluation

Likely sources of evidence * Evidence sought at: *	Coachees	Line managers or sponsors	Coaches	Documents
Individual level				
Organisation level				
Programme processes				



If you look at how you about evaluation okay so whatever the likely source of evaluation so you need have it is at the individual level group level I am sorry a program level and are the process level the organizational level okay and then they are different stake holders which are going to be in part of the evaluation process it would be the coaches managers or seniors mangers or line managers and also their coaches okay and then you need to provide the accumulated support of each other okay so if you are going to follow this you can see that yes how far in this tier coaching event has been successful from three different prospective from the coachers managers and the coaches.

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And at different levels to show that see this is how the coaching has resulted in including the performance and the individual level group level or that is one thing and then also evaluated the process the coaching process that is we empathy it okay so using this coaching framework we can go for it and see what are the outcomes that we used for measuring performance at different levels okay.


So when it comes to measuring performance or organizational level these are the measures that could we use whether improvement sales turnover market share productivity right return value investment how cost effective it is cost benefit has it is also do the approaching okay then media that could be in some cases okay we are appreciated or not appreciated okay or changes in the products and services that are brought in okay.

And then the quality able of products and services last time product development time production time so these are some of the issues that are very, very important now at the individual level of period based okay and absence sickness customer satisfaction complaints that is important than what is the stage in that attitude in the climate the credibility is reputation satisfaction among the external stakeholders so these are some of the measures that could be taken at the individual people based measures.

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Examples of Measurement

Individual level
360-degree feedback ratings
Achievement of coaching objectives
Comparisons pre and post coaching
Skill level/knowledge level
Appraisal
Manager assessment/self-assessment
Job performance
Process indicators
Coachee, line manager and/or sponsor satisfaction with coaching
Performance and quality of coach
Learning transfer conditions/support
Cost per coachee
Administration arrangements/venues etc.



Then there is the organizational based measures performance based measures and the organization now from the organizational level if we look at the individual level then we have 360^o feedback whether get coach rating from seniors coach line managers yourself right then whether you have been able to achieved the objectives of coaching or not okay.

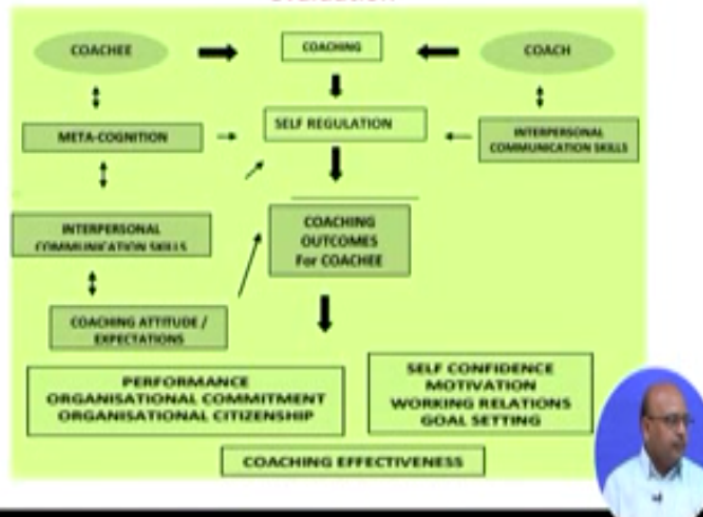
And then you go for pre post design and see the difference in the significant difference in the performance and also you say skill level knowledge level whether the improvement or not okay and that can be done through the project process mangers kind of and you go for assessment and then we also showed that they are significant marketable improvement in the job performance okay.

And finally had the process level these some of the indicators like all satisfaction with the coaching okay performance in the quality of the coach transfer whether the conditions are supported problems of transferring doing coach possessing process but if the cost approach okay and then what kind of administrative or recognition values that you have made so these are the examples of the measurement if you remember we talked about here.

When you are talking about these things these are the evidence and outcomes that can be measured relates to what we are discussing here organizational level and process level and then these are the three people who are going to get feedback based upon the documents so you will be in the position to let it very well okay.

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An integrated model of factors affecting coaching evaluation



And finally we are going to have very integrated normal for looking at the performance now if you look at this model this will show you the entire thing in the lecture okay this is the entire integrated model with basically sees that what are the factors which are going to effect the evaluation of the coaching.

But you have discussed for that however you are going to evaluating the coaching at three different levels at individual level organizational level and process level right no other step involved in the process coaches coaches and line managers relations right and we also discussed about the various outcomes that is required.

Now if you look at coaching effectiveness which is very, very important because if you do any kind of analysis so that is been cost effective which is very, very important to assess that effectiveness of the coaching program so when we talking about assessing the effectiveness of the coaching program then we are egering to use this integrated model to ensure that you will be able to understand that how coaching effect made more effect.

Now if we look at the first part you have two stake holders okay that is coach and coaches okay both of them are a part of the coaching process okay because both of them are going to be the stakeholders so far coaching is concerned both of them had their own set of knowledge and skill based right that is you require certain characteristics and skills that we have discussed from the coaches okay.

And never we talk about two measure factors that is communication skills and in top of skills okay and when we are talking about interpersonal skills I told you that when it comes to interpersonal skills it relate to other mutual respect trust and recognition of each other okay and these kind of things and I am not talking about communication skills how effectively communicate become attentive okay.

Whether listen to coaches are not so these are the factors okay so these are some of the factors which is very, very important for the coaches right so coaches are going to be effective provided they are able to make use of their communication skills as well as the interpersonal skills right I will bring you back to same example which I was given in the beginning of the session.

That is when call is going to communicate to the players if we look at some of the instances will find that yes he is using words communication skills good communications kills as well as interpersonal skills to communicate with the stakeholders that is players or the coaches is not only in order to develop respect and trust but also develop good relationship at our place that is very, very important now if we look at the coached that is the most important thing for the meta cognition now this term better organization is very, very important meta cognition means what cognition refers to what the knowledge the perception and the thinking.

That people hired about themselves so the overall understanding about the individual level himself in terms of knowledge skills his thinking his ability his feelings his emotions his behaviors so because this is going to write coaches so sometimes they come out with free mindsets then to frame attitudes okay something they think that others are going to attend the coaching but I do not know that is going to help them right.

Because you make sure that this coaching is going to help you so always things will come at the part of the cognition meta cognition and why you are using this meta because all of them converts together to form something that is as met of cognition for the coaches know what we have discussed here is so both of them are going to engage in the process us coaching and here we are understanding coaching as a process coaching as a process means that it includes analysis design and development of the coaching program delivery and evaluation right includes and at each.

And every stages both this stake holders participate in the process right now both the knowledge is skilled at coaches has and the kind of communication that coaches make okay they converts together to regulate their behavior during the coaching process okay the idea here is that you are going to use your communication skills into personal skills to ensure that the kind of skill set that people have change this right the kind of same that they have the mental frame that they have is reframed right the kind of thinking that they have is extended.

So that they do not look at things from a narrow perspective but from a boarder perspective that able to visualize things in a different way from different perspectives okay so that need to be changed and for that you need to control yourself control your behavior and that is what is called self regulation because you are not able to regulate your scares expression is behavior and these kinds of things which is not enough so self regulation means the kind of competitors you remember and talked about social competitors and emotional competitors that could be required right.

So what we have discussed here this integrated model is the role of coaching and the coach okay and the kind of discuss they have which basically converts this into regulation right and look at this self regulation leads to what coaching outcomes for coaching what does it mean because if coaching is not able to regulate his behavior and control his behavior move in the direction that is required by the coach probably he is not going to be successful okay.

The hierarchy how alone to measure that coaching process sorry interprets its outcome at individual level looking at the feedback what he has learned in terms of change in the behavioral and the performance these are the four criteria that were using for merging the behavior of the coaching right I will have an important factor that basically this is apart from the that is his own communication and proessional skills for both coaching and coaches evaluates and what you need to understand the level of inter personal.

And communication skills in coach and coaches because they both contribute to regulating their behavior whether it is coach or coaches and then it so other coach as well coaches right now other part in think that what is the attributes of the coaching towards the expectation that is to right and this expectation is said or the goal is set in constitutional with each other and in order to achieve that the coach as to provide certain or fascinated this process when the relationship and go through all the process of coaching to ensure that better outcome for the coaches is achieved.

So I coaching is achieved is that provided you have adopted a process of coaching which is good right so the coach attitude comes or derived from where the kind of communication skills or interpersonal skills because that is also going to partially contribute to the coaching out for the coach and finally it leads to what a call of individual and finally it leads to what to call two things development of the individual and also the performances right.

When we are going to measure performances of the coaches basically we are going to feel that it is not only the actionable learning they have in performance that is changed but these kind of outcome further leads to better commitment as support from the for the organization by the coaches.

And he goes beyond the task it means he goes beyond the formal job description to engage himself in what you call in organization citizen ship behaviors that is also not going to help him to perform well but he is also going to ensure with basic he has done to help others to perform well so it is what you called the extra role behavior that is also developed with the process right and in the process you will also find right he develops confidence because now he has learned on the skills is motivated enough to perform well and he has developed good relationships to set a goals as if he is done probably the coaching is more effective.

So you are not going to measure or evaluate of the performance of the coach only in terms of behavioral performance but you also need to see that he goes beyond the formal descriptions he has commitment for the organization he develops self confidence motivation he is committed to the goal and he is in the process to developing self in such a way.

So that he can do at latest stage without the help of the coach and when it comes to evaluating the performance of the coach I have already discussed about it so if you look at this model it basically suggests that how you can go through the entire process and put things together in such a way so that trying to evaluate then coaching thank you very much.