

**Strategic Performance Management**  
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**Lecture - 24**  
**Coaching Process, analysis and techniques**

So, welcome to the next lecture; as you have seen in the previous lecture that you talked about how coaching helps in improving performance. And in the process you have to identify what is the performance standard, how we are going to diagnose for performance right and then base on that we are able to identify what needs to be done ok.

So, you go through a process to ensure that it is done and on that that accounts we also discussed that when you are going to identify performance we are using certain standards ok. So, based on these standards whether it is absolute or relative, you compare the performance identify the grabbing the performance. Another issue that we discussed that there could be certain behaviours which is made by the people which is not desired ok

They like they may engage in political activities, they may be working slowly. So, all kind of deviations are possible at the workplace and if they are engaged in this kind of deviations; then what will happen? They would not be able to achieve the desired performance level.

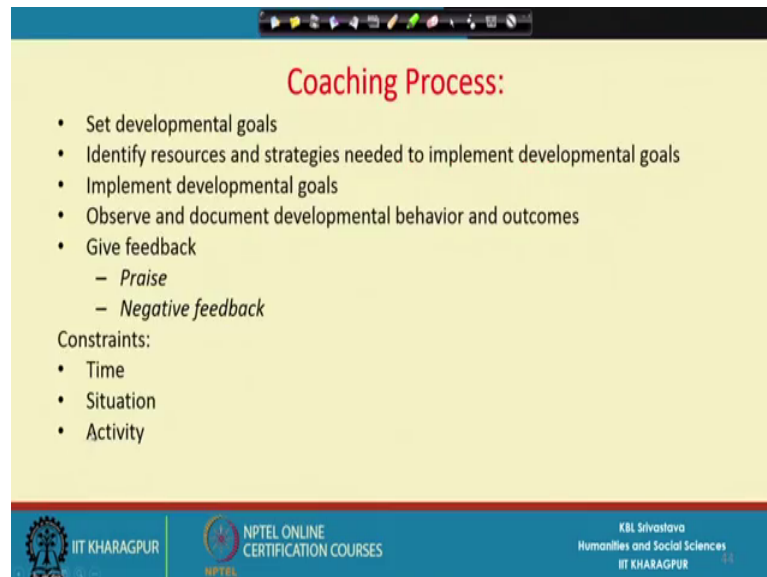
So, there are two things right hand first identify the level of performance and decide whether it is poor performance or not. Second thing you also decide whether deviation is there and this deviation is in what form. So, when we are going to consider the causes for poor performance, you look at the kind of behaviour that is made by the employees and whether.

This behaviour it is a related to poor performance or not. So, you need you also need to identify the deviances which is happening which are more counterproductive in terms of behaviours. And if are they are engaging in this kind of what you call counterproductive behaviours or deviant workplace behaviours which is not desirable that would also lead to poor performance.

And this kind of behaviour could be done because there could be issues related to task performance or contextual performance. So, we need to ensure these kind of things so,

that we can adopt a process or coaching and analyze the requirements and see what kind of techniques could be used to ensure that this coaching is going to help individual to perform very well.

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The slide is titled "Coaching Process:" in red text. It lists the following steps:

- Set developmental goals
- Identify resources and strategies needed to implement developmental goals
- Implement developmental goals
- Observe and document developmental behavior and outcomes
- Give feedback
  - Praise
  - Negative feedback

Below the steps, it lists "Constraints:"

- Time
- Situation
- Activity

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So, in this lecture we are going to talk about the process and then we will discuss about the analysis part and the techniques. Now you remember that the same HRD process is to be used are the same learning and development intervention process to be used when it comes to coaching right.

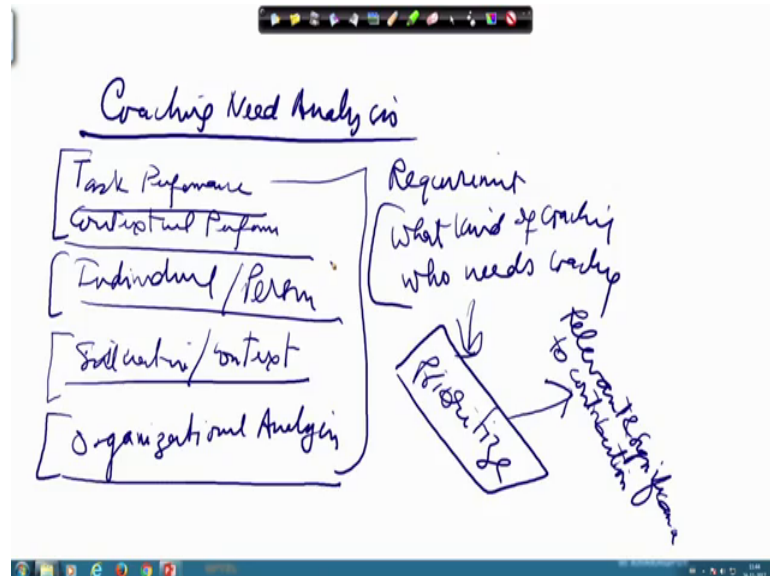
First you need to identify the need for the coaching, then you are going to design and develop a program then moving to the next part we are going to implement and then you have a feedback system. And there could be certain constraints related to time that situation that could act as a constraint.

Situation means the environment internal external environment and the context in which the performance happens. And then also the kind of activities that is being carried out by the individual; whether they are going to do goal directed behaviour or not right. If they engage in counterproductive behaviour then it is not good right.

So, if you look at the coaching process assets; so, it starts with what? Once you have been able to identify the need for coaching; it means that you are identified that is there

is a need for coaching then you also decide what kind of coaching would be required, who needs coaching right.

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So, this comes from what you know as coaching need analysis. And in coaching need analysis we also follow the same process that is you look at task performance, contextual performance; both right.

Then you are look looking at the individual and then you also looking at they what you call the situation of the context in which the person is going to perform. And then also look at the requirement of the organization; so, you are going for an organizational analysis. So, task analysis, personal analysis and the organizational analysis individual or the personal. We go to the same process in identifying the requirement of the coaching right.

So, based on this you have identified the requirement of coaching; so, you identified what kind of coaching would be required, who needs coaching, right and then you prioritize.

So, when we are going to prioritize them to decide which costing activities to be taken first, which coaching activities could be taken up later? And in this process you decide that which activity which activities to be taken first in the name of coaching depending

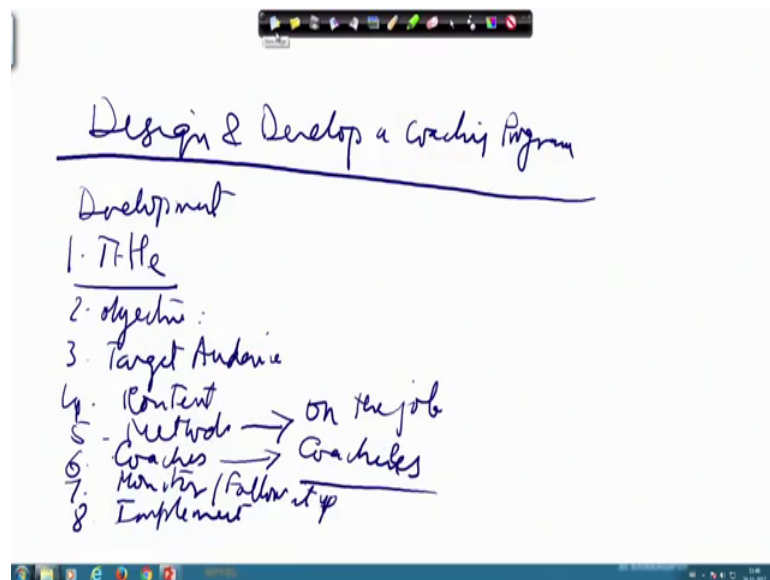
upon how relevant and significant its contribution to the performance of the organization is right.

So, the prioritization is done on the basis of the relevance and significance of that particular activity right; contribution right. And this could be related to both the technical competencies and non technical competencies.

But mostly coaching is given in behavioural competencies as well as functional competencies also I will required in general management competencies. So, depending upon the requirement, you decide whether the coaching is a solution or not. So, once you done you have done this coaching need analysis based on the task analysis, the performance analysis and organization analysis.

It means that what is the requirement of the organization to start with right, then look at the situation context in which is performing, look at the individual in terms of his knowledge and skill base and look at his performance both task performance and contextual performance right.

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Once this is done then you move to the next stage that you are going to design that is the next stage design and develop a coaching program that is the second step in the process.

So, when it comes when it comes to development of a coaching program, you decide about; the title of the program, but for it is then what is the objective of this program,

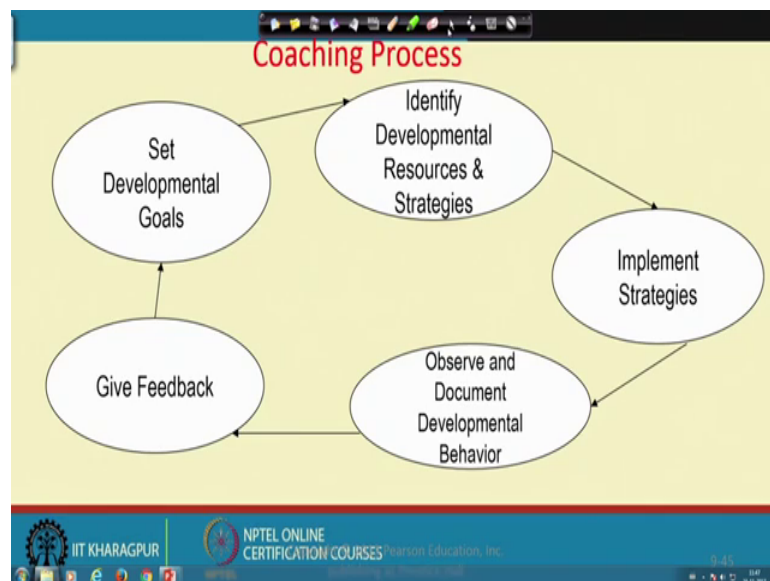
who is the target audience and then you also identify the content that is to be delivered and how it is going to be delivered, the method to deliver since it is on the job training.

So, the method is on the job training that is how it is to be delivered right. Then you identify the coaches who are going to deliver the program right. So, once coaches are identified then they are going to see that how their matching are compatible with the coaches in terms of temperament other characteristics right.

Then you also have a system to monitor the progress, follow it up and finally, you are going to implement the coaching program right. So, there are number of a steps that is involved in designing development of a coaching program right.

So, we go through this process to discuss it and we are talks about these kind of things. So, the idea here is that if you have to design these kind of programs and then we all going to look at both you have a feedback system and you also have a constraints of time situational activities.

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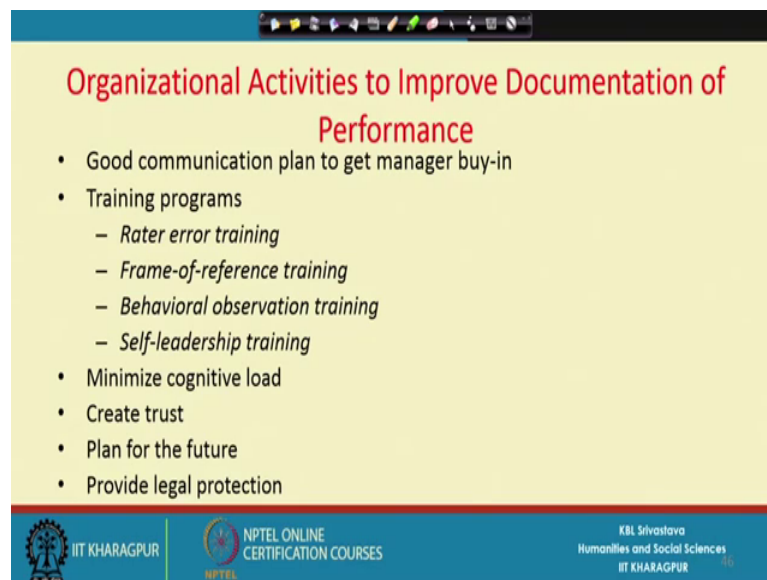


Look at the coaching process axis now we are going to set development goals.

It means that what you want to achieve through this coaching. So, please recite the performing goals that need to be achieved then you also going to identify the resources and what kind of your strategies then you are going to implement it then document and develop the behaviour.

And finally, we are giving feedback that whether the coaching is successful or not right. So, this through this process you are going to design and develop a good program and then see that whether it is going to be successful or not right. So, this is the process that is adapted.

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### Organizational Activities to Improve Documentation of Performance

- Good communication plan to get manager buy-in
- Training programs
  - Rater error training
  - Frame-of-reference training
  - Behavioral observation training
  - Self-leadership training
- Minimize cognitive load
- Create trust
- Plan for the future
- Provide legal protection

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Moving further you have to also identify, but what are the organizational activities to improve documentation of the performance because when we are talking about the coaching process and you say that design and development is very very important; design development means that how are going to design a development coaching program right.

For example, there is a need to improve the communication skills say for example, of employees who are going to communicate in a different language; suppose in a foreign language. So, they are being sent on the deportation to a different country and they need to learn the language in order to effectively communicate right.

And for that you are going to design and develop a program with the rule to learn to communicate effectively in a different language. So, the title of the program is learning the language; it could be Japanese, it could be French, it would be Chinese, right for effective communications we are going to learn business communication in Chinese that is the objective and then you are going to have a case who coach who is going to tell you that how we are going to communicate which includes both verbal behaviour and

nonverbal behaviour it is because also need to learn how we are going to communicate not only verbally, but not non verbally.

So, the content would include both in the verbal behaviour as well as non verbal behaviour right. Next you are going to identify a coach who could teach them the language who also understands the business; have good business knowledge about the China so, that he can communicate what kind of behaviour is accepted what kind of behaviour is not accepted.

And then he would engage them in classes, he will ask them to communicate and then he is recording those things and then is replaying back and then we are going to observe it. And then it say that no this is to be done in this way we performs it himself and then we are going to emulate it through observations and then we are going to see that you are going to able. You are able to learn that and improve on your performance on that particular communication right that is a foreign language communication.

So, the idea of this giving this example to explain with the process so, you set the development goals then you look at the resources and the relevant activities right. Then implement it then you follow it up give feedback how well they do they are doing and then finally, you are going to evaluate it. So, what will happen if you are going to engage in these activities you will be able to see whether the performance is going up or not.

But in the process documentation is very very important; at each and every level you go for the documentation because that would help you to monitor the progress and you will be able to see whether the people is able to perform or not.

So, what kind of organizational activities are required in order to improve the documentation on the performance and why documentation is required because documentation help you to; when you go for review analysis of the program because now you are going to conduct the coaching program.

After the coaching you are going to evaluate it; so, going for some kind of review of the performance you are going to analyze what are the factors which helped you to improve performance or what are the factors which is did not help you. So, unless you have a return the card of all of the of the observations that have been made by you will not be in a position to do justice with this job and that is why documentation is required right.

So, in order to document you have to have a good communication skill that is very very important right. So, a get manager will buying; so, getting their confidence they should be convinced that yes why it is required why you are want to go for documentations.

So, you need to communicate effectively with your management and convince them that this documentation is required at each and every stage of the coaching program. Then those who are going to coach they also need to be trained that mean they are going to evaluate the performance and when they are going to observe it they are not going to be biased right.

So, we have already talked about these kind of things like rater erro training frame of reference training behavioural observation training. Because coaches are going to observe the behaviour of the employees who are doing a particular job right for example, a baseball coach is going to see how you are going to throw the ball.

And whether you are doing in the correct gesture and posture or not so, I am in order to observe these behaviours the he should be trained in this kind of behaviour. So, he should know based on his knowledge, experience and his skill he should be able to tell you whether you are following the correct process or not right.

And then he should have in confidence and that is why we go for self leadership training so, that he will be able to image what is happening is able to visualise the things; he will going to identify the trend that is going on right and that is why self leadership is required ok.

So, make sure that those who are going to work as coaches because coaches are the elevators here. You are not going to for a third party evaluation right the coaches are going to evaluate the performance at the first stage whether you have to able to perform well or not and while performing you will be able to see whether they are able to perform well or not.

And that is why it is different from training activities right; while you get feedback from the coaches about their coaches how well he is able to do his job whether he is able to do justice with his job, but ultimately it is the coaches who are going to learn the process, but perfect evaluation.



So, you have to see that this understand what kind of errors may crop in the evaluation. So, they should be trained in rator errors right not going through the biases and are being very lenient a strict are not following certain norms and behaviours which is accepted right.

So, greater training program basically helps them to understand them better and what kind of errors can be made by the individual while evaluation happens. Then they should understand the frame of reference, why this kind of training is there in what way it could be linked with the organizational goals and objectives and why it is required right.

Then they should be clean observations of the behaviour. So, they should be trained in behaviour observation as soon and then they should have self confidence they should believe in their ability that yes they we will be able to do it and that is where self leadership training is very important.

The idea is that as a coach you are able to minimize your cognitive biases both cognitive biases and non cognitive biases. Similarly you should be able to minimize both kind of errors, whether it is done intentionally by you or unintentionally.

We talked about unintentional biases but with there could be lot of intentional biases also right despite their whatever performance level is when you say that everybody is good or bad everybody is average, then we are making an intentional error right.

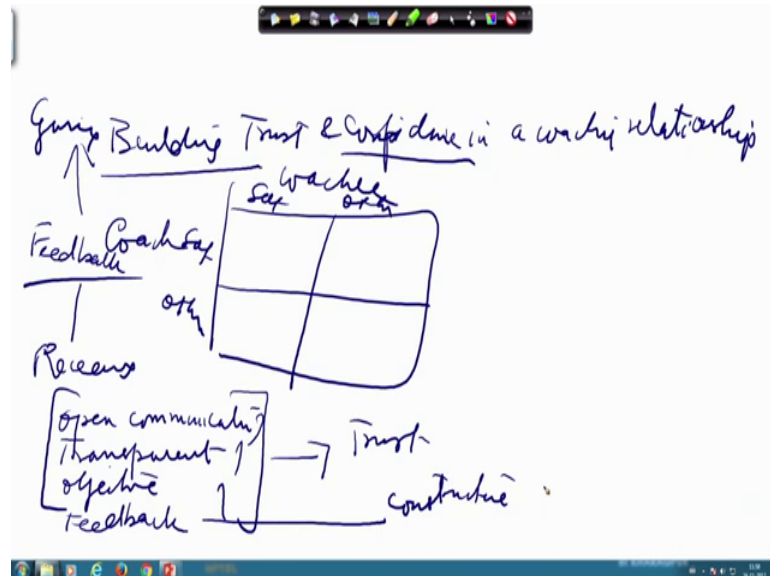
So, they should know that what would these are the different type of errors that can be made by the individual and then how they can minimize it. So, training is very very important for the coaches. So, they know how to evaluate correctly in spite in spite of having good knowledge and experience and they know their job very well, they also know that how they are going to evaluate the performance.

So, that is where you talk about minimizing the on the cognitively it load. Next factor is trust in a coaching relationship it is very much important that both the coach and coach is trust upon each other.

And how they trust builds up right; it distrust builds up only when the coach and coaches try to understand each other very well. In this process I can give example of a framework where you try to open up more and more, when you communicate more and more about

yourself to the other person so, the other person also communicates you over and over it something like this.

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Then it talks about building trust and confidence in a coaching relationship right. So we now talking about building trust and confidence in a coaching relationship; so, two factors are important trust and confidence right. So, there is a coach and there is a coachee right.

So, look at self a others I am a using this framework which is based on feedback. So, the system of feedback is very important; so, feedback means receiving and also feedback means giving feedback.

So, when coaches give feedback and also receive feedback about their performance from the coaches it means that they are engaged in what you call an open communication, they are more transparent right and objective in their assessment.

If they are open transparent and objective in the assessment of the performance and others probably this would lead to what you call trust; building trust. So, and if the it is not happening then there is will be lack of trust. So, in a coaching relationship building trust is very very important; it depends upon giving and more and more feedback.

And also receiving feedback and make sure that this feedback is constructive in nature; the idea is to help. So, in the process both the both the coaches and the coaches learn and

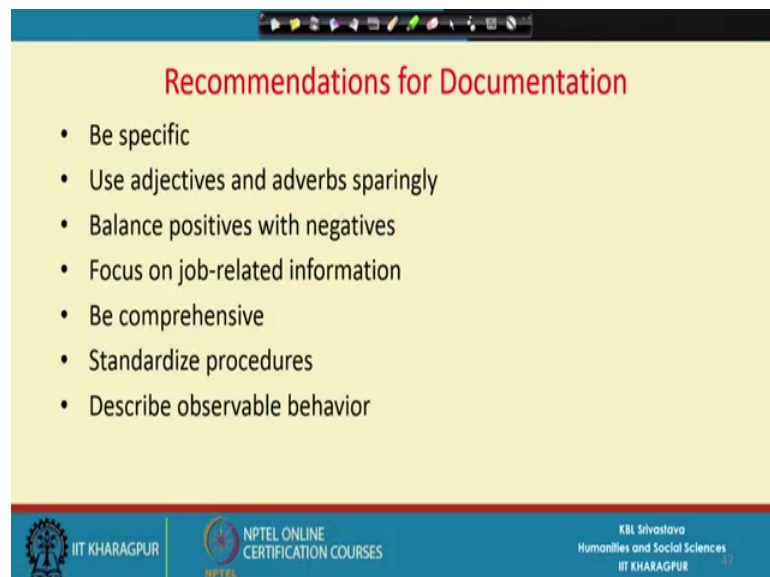
that is how they are able to develop a trusting relationship where the coach and coaches try to help each other and the relationship is built on trust and they have confidence in each other.

And if that that happens probably, you are removing a nature bottleneck in working together and that is how it is there to help in improving the performance. And that is why we talk about these kind of things ok; so, it is very very important that you develop trust, you make sure that it does not they do not make any error.

And if you are going for documentation definitely it you are safe because if there is any queries later on, any kind of legal issues comes up are say those who are performed well or they thing that their performance is not been evaluated properly they filed an RTI applications to know about their performance.

So, you have all the documents ready with you to defend and protect your performance. So, it is very very important that while this relationship is based on trust and confidence, you make sure that documentation happens at each and every level so, that you are safe right.

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**Recommendations for Documentation**

- Be specific
- Use adjectives and adverbs sparingly
- Balance positives with negatives
- Focus on job-related information
- Be comprehensive
- Standardize procedures
- Describe observable behavior

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Moving further we will see that how we go about documentations. So, when you are talking about documentation make sure that you will a specific, right to the point, use the

objectives and adverbs sparingly you should not I should have done they say should that he I supposed to do this ok.

So, you do not write these kind of things because if you are using are adjectives and adverse it means that you are talking about in a superlative form which is not good right. Make sure that when you are going to document, you identify both the positive points and negative points. And make sure that whatever information is being documented it is related to the not related to the individual system employment in characteristics and personality, but it is related to his job right.


Make sure that it is comprehensive you follow standard processes relating that and you are going to describe observable behaviour that is how he has performed right; how do the job has been done.

So, you identify the competencies indicators of the competencies and if you have been able to identify the competencies and the indicators of the competencies; what happens? Look for those behaviours, see whether they are made or not and how they have contributed to the performance and in that way you would be in a better position to document effectively which is which could be used for the evaluation purpose feedback that is what I have been talking about.

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**Feedback**

- **Main purposes of giving feedback :**
  - Help build confidence
  - Develop competence
  - Enhance involvement
  - Improve future performance
- **Potential Costs of Failing to Provide Feedback**
  - Employees are deprived of chance to improve their own performance
  - Chronic poor performance
  - Employees have inaccurate perceptions of how their performance is regarded by others

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Feedback is an important or you can see the most important element in the process. Because the entire system of coaching runs on feedback; for example, if we are telling as a sports coach you are saying that how in going to throw a ball in a basketball so, that it goes to their net right.

So, what we are going to do? You are telling, you are asking him to do the job and then you tell that this is how you should do it means in the process of giving feedback you tell him that how the job is to be done; that is one thing and you see if he is able to do it job well provided you give a constructive feedback.

Then it would help in building the confidence in the individual because suppose he is following your methodology or the style that you have asked him to adopt and he is able to throw the ball in the basket. And able to sustain that performance what happens? He develops confidence yes now I can do it right.

So, the idea is not only to develop the competence, but also build confidence. And if he is able to do it as able to sustain it probably it would create more engagement on the part of the individual. To engage in these kind of sustainable activities to further improve his performance right and that is the major objective of providing feedback to the individuals right.

But you are not able to provide feedback what will happen? Neither he will be able to build confidence, he would lose interest in you, he will not be able to develop his competence and if he would feel disengaged probably you will think that you are not helping him you are not giving any feedback and how to do I do my job.

So, that would be creating a very discrediting situation which could be demotivating and be moralizing for the individual right. So, the idea is that you facilitate this process to ensure that he is able to improve his performance. In some cases there is a problem those who are not able to perform on a sustainable basis they are known as chronic perform poor performers.

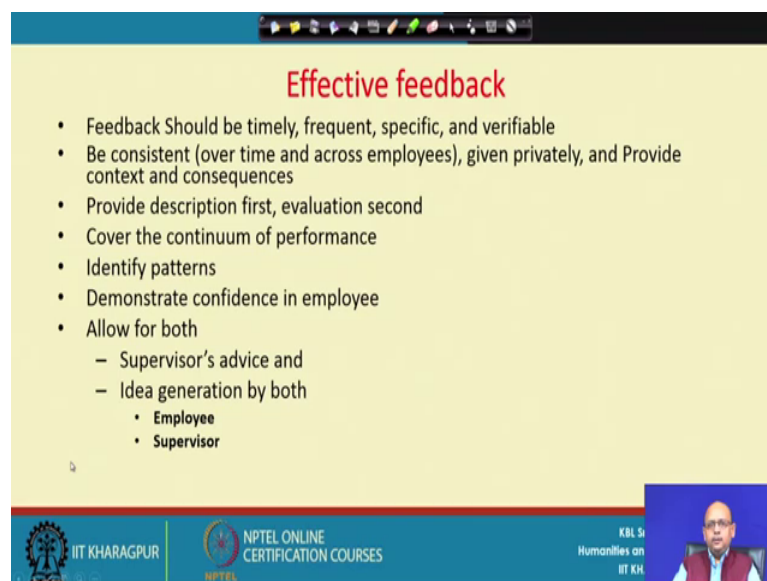
So, in case of chronic work performance you have to think about your strategy what need to be done, who despite being consistently coached and given feedback are not able to perform well.

It means that in this case you need to decide whether you really want to continue with coaching or you want to ask them to go for some other kind of activities because coaching may not be the solution. The coaching is going to help the individual only when is motivated enough and has their skill and knowledge on how to perform the job right.

So, maybe he requires counselling as other kind of interventions and coaching may not be solutions right. Similarly you have to see that implies are able to perceive about their performance accurately; because if they are able to not perceive accurately and if they have an inaccurate a perception about their performance then it is not good.

For example, if you have evaluate it the subordinates and they think that you have not done it properly or they have done well, but to have evaluated them wrongly then what will happen? So, it means that somewhere the feedback system is not very effective it did not work.

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**Effective feedback**

- Feedback Should be timely, frequent, specific, and verifiable
- Be consistent (over time and across employees), given privately, and Provide context and consequences
- Provide description first, evaluation second
- Cover the continuum of performance
- Identify patterns
- Demonstrate confidence in employee
- Allow for both
  - Supervisor's advice and
  - Idea generation by both
    - Employee
    - Supervisor

The slide is part of a presentation from IIT Kharagpur, NPTEL Online Certification Courses. It features a video inset of a speaker in the bottom right corner. The slide title is 'Effective feedback' in red text. The background is light yellow with a blue header and footer.

So, make sure that feedback is given and when it comes to giving feedback or the process of feedback make sure that it is very frequently given, this is very specific which could be observed and it is given in a time frame and be consistent while giving it feedback; make sure that it is not given in public but privately because a noodle might feel embarrassed when you are giving feedback about his performance right.

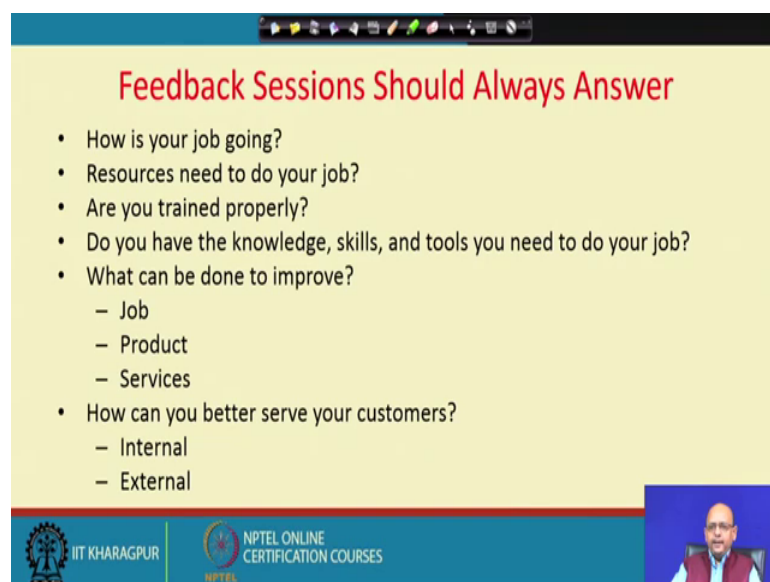
First you give a description and then you evaluate him what I mean to say you tell him that this is how you have done it and this is how it should be done right. And then you look at the pattern whether it is going up or down into service performance.

And make sure that he believes in himself; he is able to develop confidence because if the person is not able to develop confidence nothing will happen; he will not be able to carry it forward not will not be able to perform very well right.

So, on the one side make sure that you are telling him what to do, how to do; you also try to ensure that the employees also have their own idea how to go about it, how to perform well.

So, since it is a joint activity by the individual and the supervisor both. So, both generate ideas in order to see that what can be done best to improve performance. So, it is not one way feedback there where the employees are getting feedback from their supervisors, but supervisor also receive feedback and not needs to be done in order to perform well by them right.

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**Feedback Sessions Should Always Answer**

- How is your job going?
- Resources need to do your job?
- Are you trained properly?
- Do you have the knowledge, skills, and tools you need to do your job?
- What can be done to improve?
  - Job
  - Product
  - Services
- How can you better serve your customers?
  - Internal
  - External

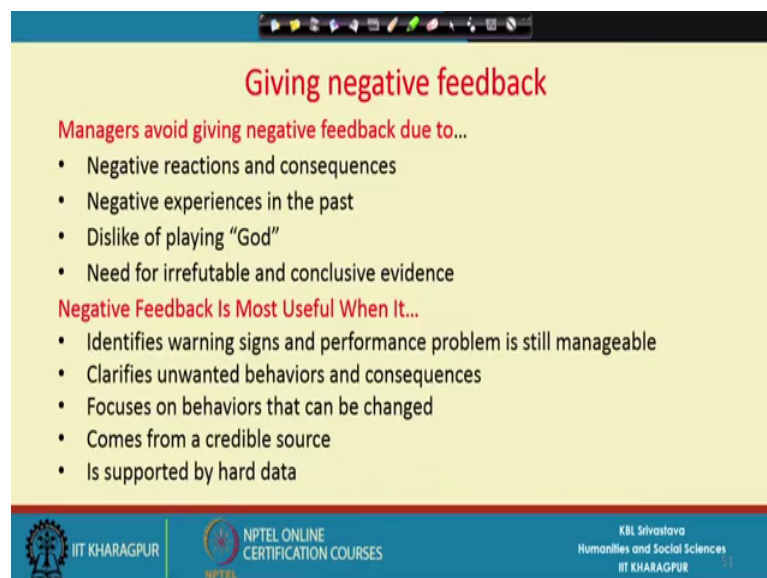
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So, when you have feedback sessions you this is how you should try to proceed further like you are asking about how you are doing ok; whether you are having resources to perform your job effectively or not, whether you have their skill and knowledge and attitude that is required right; have you been trained in this kind of activities earlier.

And what needs to be done to improve your performance in terms of job, products and services; whatever it will related to your job is right and what way you going to serve your customers whether its internal customers or external customers, but say for example if you are in a charge of their employees or internal customers, but in sales job or marketing job you have external customers.

So, the idea here is to identify that in what way you can perform well job very well. So, the answer should come from the employees and during this feedback session make sure that they are either defensive not aggressive ok.

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**Giving negative feedback**

**Managers avoid giving negative feedback due to...**

- Negative reactions and consequences
- Negative experiences in the past
- Dislike of playing "God"
- Need for irrefutable and conclusive evidence

**Negative Feedback Is Most Useful When It...**

- Identifies warning signs and performance problem is still manageable
- Clarifies unwanted behaviors and consequences
- Focuses on behaviors that can be changed
- Comes from a credible source
- Is supported by hard data

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So, you need to make a balance and ensure that they are able to perform their job very well ok. Some sometimes they are not able to do their job well; so, it makes sure that you are giving both positive feedback as well as negative feedback right.

So, because negative feedbacks have the negative reactions and consequences from the employees right and that is where sometimes employees avoid it right.

And see what kind of negative experiences have been in the past and do not play god you do not think that it was a father figure, you are going to destroy and make his career right do not act like that you are simply giving feedback on his performance; as his immediate supervisor right. And there that is where you getting feedback about how well the person has been able to perform right.



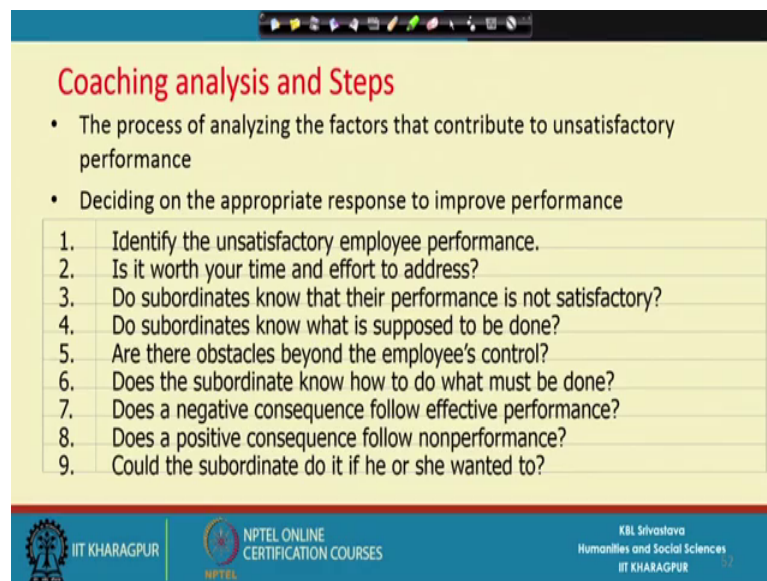
And make sure that you have documented all kinds of negative performance. So, that you are able to take claims when you are saying that you have not done job very well right. But it is more effective provided when the problem starts and then you give it.

Because once; if you receive certain warning signs that the person has deviated from the track, you immediately then and there is start giving him certain advices; feedback right. Make sure that he does not make unwanted behaviour, make sure that he comes to he comes back to track.

So, if you give regular feedback and tell me and give him warning that this is not the right thing to do; this is the a counterproductive in your in which you are engaged so, probably the people will understand and try to see that they are able to perform well ok.

And they are able to focus on those behaviours which would improve its performance right and then make sure that whether we giving negative feedback are supported by the hard data right.

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**Coaching analysis and Steps**

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

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?

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So, look at the coaching analysis steps right; first you identify the poor performance and then see whether it is really need to be addressed in terms of time and effort that you are putting in right.

Then make sure that they know that is their performance is not good, it is not satisfactory right and then subordination also know that how what is to what needs to be done.

And what are the barriers that need to be removed; barriers which are under the control and which are beyond the control of the employee's right. And then the employees should know that what needs to be done in order to improve their performance. What could be negative consequences if they are not improving their performance like losing the jobs withholding careers or promotions?

These are the negative consequences which could follow and what will the positive consequences? Reward, promotions career, growth; that these are the positive consequences and whether he knows how to do his job or not. So, when you are going for coaching analysis make sure that you are able to identify the reasons for unsatisfactory performance; it is communicated will identify those barriers which are beyond the control and make sure that they understand how the job is to be done right.

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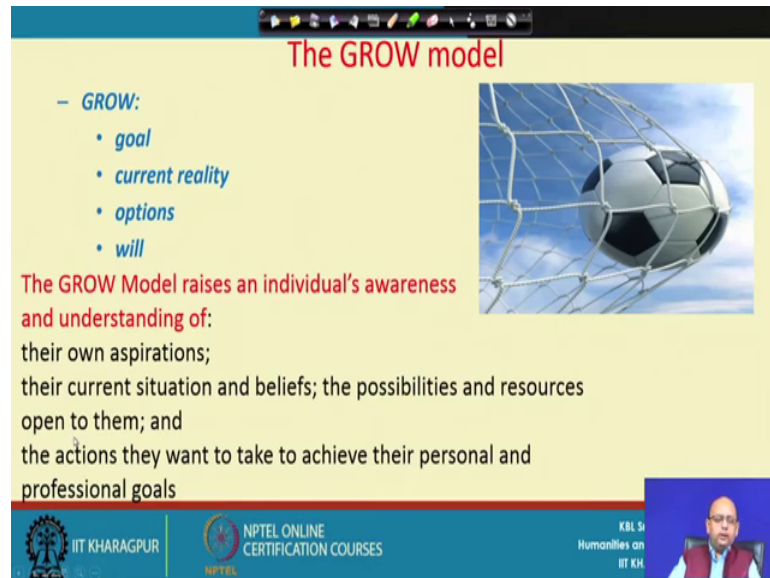


Coming to techniques there is the last part let us see what happens; see how we coach them. So, there are four different examples four five different examples. So, facilitation is one way right; you facilitate the in the process, you tell them how to do it; they are doing the job and then it start I am not able to do it you tell them how to do it ok.

So, the best way to facilitate is demonstrating what to do, how to do it. Now if you look at these four examples this gives this will give an idea of performing different kind of activities or job. So, as a supervisor or as a coach your responsible is you need to tell employees how the job is to be performed, but before that you also need to ensure that

whether they know how to do their job or not and if there a they know how to do their job well probably they will be able to perform very.

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The GROW model

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

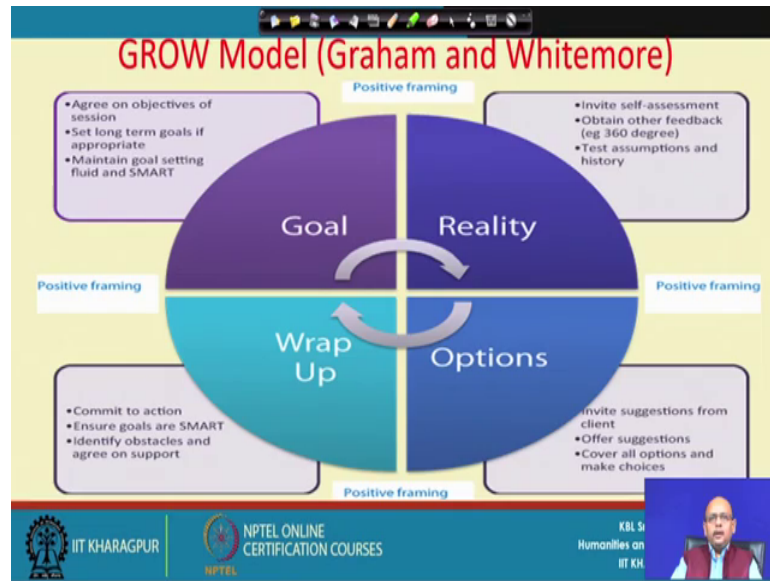
The GROW Model raises an individual's awareness and understanding of:  
their own aspirations;  
their current situation and beliefs; the possibilities and resources open to them; and  
the actions they want to take to achieve their personal and professional goals

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Well right. So, here we are going to discuss a model of coaching which is known as a grow model and it talks about four things that is goal. So, identify your goal, look at your current reality current reality means your strengths and weaknesses and see what are the options that you have and well that your commitment and dedication to the goal right.

So, basically if you look at this model talks about whether individual understand what are their aspirations? What are the current situations, believes in confidence one of the possibilities and resources that they have and what kind of action they are required for achieving these goals right.

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Going further now if you look at this it talks about four things you need to develop a very positive framework or attitude between the goal reality absence and data right. So, set your goals properly; make it very specific right, then next stage go for your assessment self assessment right.

Look at your knowledge and skill base, get feedback using (Refer Time: 33:52) technique right. So, that you understand your realities then you will see what are the options right; what can be done what the option choices which is available to you. And finally, you see that you are going to commit to the action ensure that goals are achieved and identify those obstacles which might hyper this.

So, make sure that these are not available. So, that is how you will be able to identify your goal, assess yourself, look at what are the possibilities that you have and ultimately we will be able to commit yourself to achieve these goals right. So, that is what

Thank you very much.