

Strategic Performance Management
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Lecture – 25
Coaching skills for managers and evaluation

Welcome back to the next lecture. In this lecture basically we will talk about; what are the different kind of coaching skills that is required. We have a talked about them a little bit, but we will try to explain them and then finally, we see that how are going to implement coaching ok. You remember we talked about coaching analysis, techniques and processes that we adopt for coaching and when it comes to implementation you know that is on the job training basically, because coaching is known as on the job training.

So, we see that how this is conducted and we will take one some examples to explain that and then we will see that how these skills or attributes are demonstrated by the coach while performing the job or while demonstrating these kind of things, right. And, the and then finally we will see that how coaching program can be evaluated ok. So, the evaluation takes place at the different accounts in terms of process, in terms of outcome and also in terms of a relationship that is developed between coaches and the coaches, right.

So, we are going to start our discussion on coaching skill for managers and then how we go about evaluation.

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Example of a coach- Chak De India

- The Leader should be fair and impartial while dealing with the team-members
(The way coach Kabir Khan selects the Captain of the team)



THE COACH
Kabir Khan (Shahrukh Khan)
Once the hero of Indian hockey, the best centre forward in the world, the man a nation found a hero in.
And the man it wanted to kill.
Now he has decided to make a last comeback to the game he once loved, to reclaim his lost honour and prove his point to the nation he still loves.
By doing the impossible:
Making a rag tag bunch of lower girls a team,
And the World Champions.
The only problem is - it is easier said than done.

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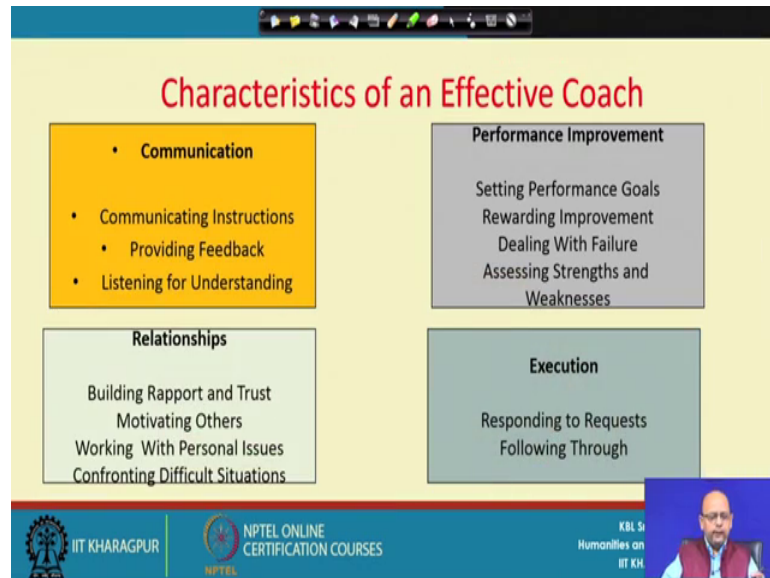
Look at this picture ok. You must have seen this movie, right? [FL] India, right? This example I have taken to explain that how coaching happens ok, how the coach in this film that is named as Kabir Khan, selects the captain of the team and how he carries out certain activities, right. Now, those of you have seen this movie you must have seen the processes is where adopted by the coach to ensure that that team plays well in the process you will also find the behavior of the coach, the behavior of the coaches, the kind of relationship that has happened between the two, right.

The coach and the team what kind of processes they have gone through right, whether it is related to the group cohesiveness, whether it is relates to the interpersonal conflicts whether relates to the team dynamics right. So, there could be a number of factors which need to be resolved by the coach, and to start with what happens that first of all the coach has to understand the needs and expectations the problems that is there, and, especially related to the performance and what needs be done in order to improve their performance right. Then he also need to act in a very fair and impartial manner right, while dealing with the team members.

So, you if you look at this example you will find that all these things are covered under this, ok. So, when it comes to coaching skills you have to see that what kind of coaching skills he had and how he carried out the process to improve the performance of the team right. So, we have taken up this example to explain that what role the coach has to play

and what kind of a skill he has to reflect in order to see that he is able to perform very well. Right?

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So, moving further look at whether we have these kinds of characteristics or not, right. So, first one is communication. How he communicates with the people? In this case you have seen that how he communicates he talks to the each member of the team, to understand their needs and expectations that then needs to understand that the each problems relate to the performance and what needs to be done, but in the process also you see that he is able to understand it properly, he is able to provide good feedback, what they are what they do what they are not because; see we need to identify the requirement and as you remember we talked about the coaching process, so, we started with identifying the need, coaching need analysis right.

So, in coaching need analysis the analysis takes place at three levels the individual level, that is, you are going to analyze the person. So, analyze the person means that you are going to assess that the strength and weaknesses right, so that he is able to understand the reality as you talked about (Refer Time: 04:23) model. So, the most important thing is that you understand the reality you assess yourself look at your strength and weaknesses, see what are the opportunities that you can go and who what are the who are your competitors in the process, right because in a game you are supposed to win, right.

So, you the opponents are your competitors and if they play better than you then you are not going to win, right. So, you have to need to evolve the; and develop a strategies to win right. So, here you are going to provide feedbacks that how will you are performing, right. Who you are, what are your strengths? How it can be overcome sorry, what are your weaknesses and how it can be overcome in order to win the race right and then he used to listen each and every member individually and very carefully to understand these performance related problems, right.

Second issue; look at relationship that is another important factor right. What kind of relationship you build with the team or other coaches, maybe in other example. For example, where your senior person or where the supervisor is going to teach you certain things are coach you about how to perform your job effectively. So, learning is one thing. So, the kind of behavioral competencies that you required is very important right. So, when it comes to relationship you know that this relationship is build on trust and confidence, and I have already talked about that this trust is based on feedback system.

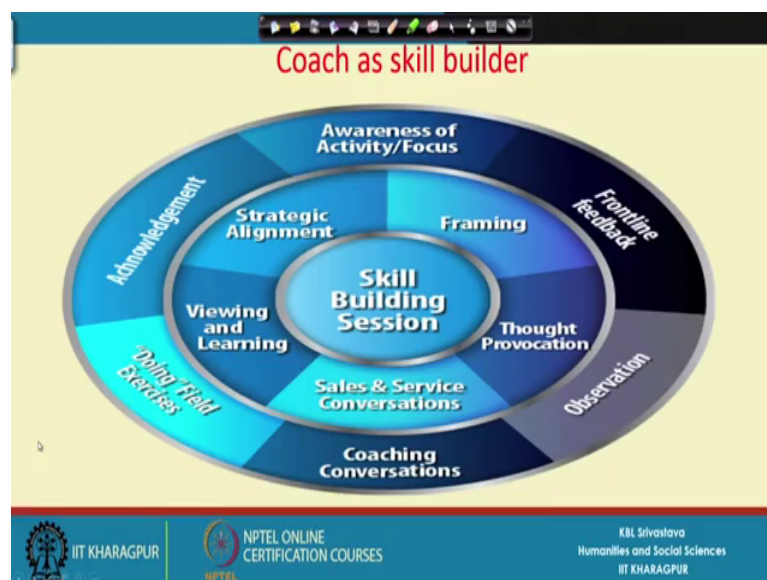
So, you are giving feedback you are receiving feedback you try to understand each other, you try to assess each other and in the process you are able to build rapport and trust because if you are not able to build rapport and trust which is other probably will not be able to communicate and understand well each other right. So, if you look at even that movie [FL] India you can see that how Kabir Khan was able to build rapport and trust among the team members within the team and also with him, right. How he is able to motivate all the members of the team to achieve superior level of performance, right.

And, in the process you are going to work out certain personal issues like they were conflict among the team members, they are not talking to each other; they were fighting with each other. So, how are going to resolve these personal issues to ensure that you are going to have a more cohesive team right and they follow certain norms and standards which is expected from them right and then if you are say facing a difficult situation then how are going to solve it and if you seen the movie you have seen that they working really certain difficult situations where the captain had to or the coach had to confront with the team members to find out what could be the best possible option for them to go for right.

Then apart from communication relationship another important issue is performance. Since, the objective of any coaching program is to improve performance. So, you have to set performance standards you also see that it is linked with the reward and you also see that if you are not able to do well or if you are not able to experience success how are going to cope up with these kind of failures right and in the process you are able to assess on it is strength or weaknesses and see what needs to be done to improve it and ultimately executing, right.

How the job is executed? So, that many places you have seen that you are going to demonstrate how the job is to be done right and then you follow through it. It means that you allow him to do it observe it and then you tell him that this is how it is to be done right. So, with this example I am trying to see that, ok, what are the various characteristics which a coach should have in order to be effective. So, communication, relationship, improving the performance based on the strength and weaknesses, overcoming these weaknesses, see where how it is going to be linked with the reward and how we are going to help them by showing them the processes through demonstration another activities to ensure that this job is done effectively.

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So, the idea here is that as a coach you are going to act as a skill builder right. So, any coaching session is basically a skill building session for example, if we are going to teach them to play hockey. So, first of all you are going to tell them the basics; that is

that is this is how the hockey would be played, right. These are the things; that is to be done and then the idea of this skill building session which is basically at the centre of the focus is revolving around certain things.

So, if you look at the periphery you will find that is you know that what are the activities on which you are going to focus ok, you get feedback on your regular basis go for observations higher conversations communications right doing field exercises that is very important means that you need to demonstrate and do those activities in order to see that how this always to be done, right. And, then acknowledgement; acknowledgement means that yes, you are yes, realize that or in a kind is the kind of recognition that is things have been done properly or not, right.

So, based on these peripheral factors move to the next level of factors in the inside circle that how it goes on, right. So, first is strategic alignment make sure that this is a skill building session is aimed at those activities which is going to be aligned with the performance of the group or the team, right. Then you are going to frame those activities; what are the things that you are going to do?

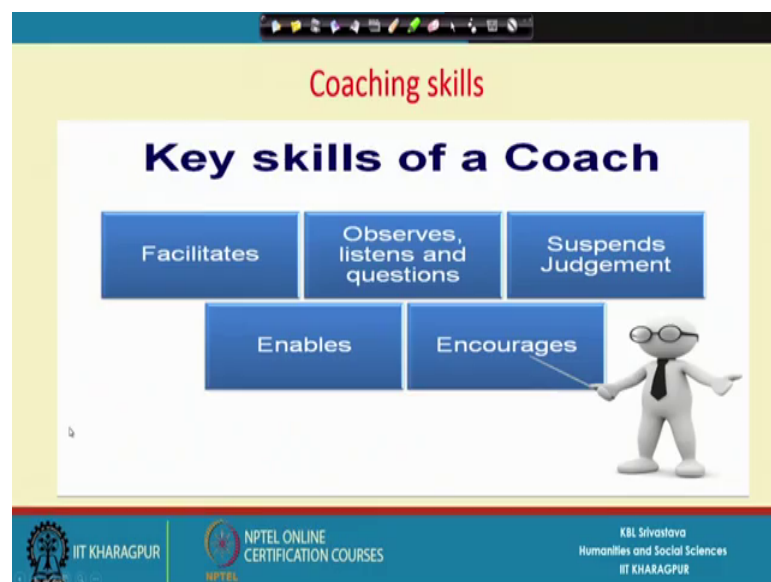
Then you are going to for idea generation, ok, what needs to be done and how it is to be done. Here you are also exchanging or generating ideas along with the coaches or the other team members right and then you are going to sell it and see that how it is how it is happening ok. So, sales and service communications means telling them say convincing them then doing it. So, that they understand the process right and in this is also related to what you call viewing and learning ok. So, they are going to observe and learn how the things would be done.

So, as a coach when you are going to build certain skills you start with identifying what kind of a skill is to be learned then moving to a feedback system the then you ask them to observe it because they have to do it. In the process, if there are any issues you discuss it and then you ask them to do it and then them able to do it you realize it that is done properly or not. Make sure that they are able to do it and observe it and it is aligned with the goals and performance of the organization or the unit to which they belong. For example, if you look at this in a case the alignment is that, yes. How everybody contributes they are aligned their activities to ensure that they are able to make a goal. So, in the process each one has to align their activities individually all the team members,

right. So, they need to coordinate their activities in such a way so, so that they are able to make a goal, right.

So, what kind of strategies you are going to develop in order to align these kind of things right that is very important. So, as a coach you are going to develop these skills so that people understands how they are going to coordinate their activities, how are they are going to frame certain things what kind of ideas coming to them and whether they are able to convince or not and see in the process what kind of learning happens, right. So, with this coach as a skill builder we will be able to identify some of their skills which are very important right like he acts as the facilitator.

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Now, the coach is not going to play the game right or he is not going to win the game for your you have to win the game for yourself or you are going to improve your performance the idea is that he is going to act as a facilitator in the sense that he is going to see that how you win or how you improve your performance. So, he is acting as a moderator; moderator in the sense that he is going to allow you to do certain things right, he is going to observe it he what you are doing, he would listen to you he would question to you and then see that whether you are able to do it this facilitation happens through observations listening and questioning, right.

and the beginning he does not make any judgment whether it is a good or bad depending upon what your performance is he is going to make certain judgments ok. So, the idea is

to enable you encourage you to higher performance and this happens through observations listening and questioning. So, this kind of attitude would be required by that coach and through which this he is going to facilitate to make any kind of judgment about the performance of the individual, right.

So, when you are talking about coaching skills it is very important to for you to understand that as a coach the what kind of a skill you require and whether if you have these skills or not.

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The slide is titled "Co crafting the relationship" in red text. Below the title, it says "Creating a foundation for designed alliance between coach and coachee:". There are two main bullet points: "Social Competence: building a relationship to establish personal bond by creating a safe and supportive environment, trusted partnership, mutual respect, and freedom of expression (encouragement and engagement)" and "Emotional Competence: Accessing one's coaching presence by being conscious of one's thinking and effectively managing emotions of self and others, ensure client engagements experiences as open, flexible and productive (self management, self regulation and self awareness)". The slide footer includes logos for IIT KHARAGPUR, NPTEL ONLINE CERTIFICATION COURSES, and a small video inset of a man speaking.

Now, we would also look into some of the competencies, right. We talked about four different competencies and the relationship is the first one, right, building a good rapport and atmosphere of trust and confidence, right, so that coach and coachees are aligned, right. So, this is what we know as craft co crafting the relationship this is the first thing that is very important. So, you are going to create a foundation so that you are going to you are able to design a good alliance between the coach and coachees and it is based on your social competence and emotional competence.

Social competence; how good you are in building a relationship, right. So, if you are able to build a relationship, right you have been able to establish a personal bond, right, you have been able to create a safe and supportive environment you have creative been able to create a trusted partnership. You have shown mutual respect for it does not mean that I

am a coach so, I am something that is very superior and who are you do not know anything right not that kind of say a relationship.

But it is based on mutual respect. So, each one has to respect each other whatever their knowledges and skills and then they are allowed to in are encouraged and able to express their concern and voice that is very important. As a coach you allow them to say so that is that is where listening and feedback comes into the picture. If you are not providing freedom of the expression probably they will not tell you anything whatever is there, ok. So, the development happens ok. So, it is very important that you encourage them and allow them to engage themselves related to performance activities otherwise what will happen they will not be able to do it.

So, if you encourage them probably they would be able to voice their concern related to their skill their motivation whatever it is and then you are there to facilitate this process through; through observations, through listening, to ensure that the person is able to develop and safe. So, social competence which is basically related to relationship building; we come to another kind of competence that is very important in building relationship is emotional competence.

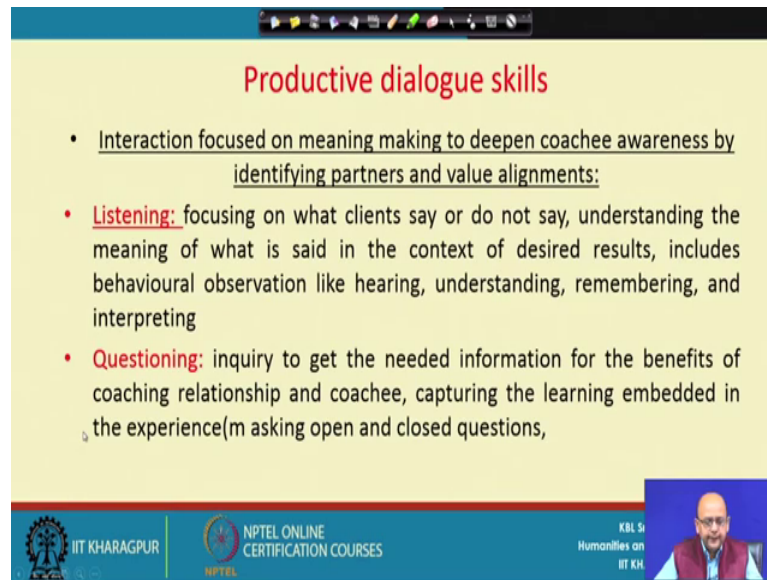
Emotional competence is basically is related to what you know as a different term today is emotional intelligence, how emotionally intelligent in the coach is. In the sense whether the coach is able to understand and manage his own emotions and the emotions of the others including kind clients and also the coaches, those who are being coached right, that is very important. For example, if you look even at the same movie sometimes you will find that the coach confronts with them, gets emotional or sometimes you will find that their team members gets emotional, right.

So, as a coach you must understand their emotions and you also allow them to express those emotions, otherwise we will not going to work it out otherwise you will not be able to resolve or those emotions unless it is vented out by the team members or the individuals, right. So, it is very important to have this emotional competence so that you are able to understand your own and their emotions right. So, understanding self and others it is very important in terms of emotions, right.

So, what are the factors; that is related to emotional intelligence like self management you are able to manage yourself, right. You are able to regulate and control yourself and

you know what you are in terms of your strength and weaknesses right. So, the idea of a having emotional intelligence is to make your coachees understand about themselves able to control their behaviors and they realize their strength and weaknesses, right.

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The slide is titled "Productive dialogue skills" in red text. It contains three bullet points:

- Interaction focused on meaning making to deepen coachee awareness by identifying partners and value alignments:
- **Listening:** focusing on what clients say or do not say, understanding the meaning of what is said in the context of desired results, includes behavioural observation like hearing, understanding, remembering, and interpreting
- **Questioning:** inquiry to get the needed information for the benefits of coaching relationship and coachee, capturing the learning embedded in the experience (m asking open and closed questions,

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Moving further the next is productive dialogue skills, ok. Productive dialogue means where you confront and communicate, right. So, the interaction is focused on meaning making. Meaning making in that yes the what were you are going it does make sense for you as well as me both right and the idea is to create awareness among the coachees by identifying partners and value aligners how they can allowing their values with each other how they can develop trusted partners with each other and here two important factors that I have been talking about is listening and questioning, right.

Listening means what the clients are saying, coachees are telling right, in what context it is being said whether it is being said in the context of results or not right what kind of observations are made like hearing, understanding, remembering, interpreting. So, when you listen to somebody you try to understand it and then you rephrase it you try to understand what he said and you might repeat it also to make sure that whether you have understood properly or not. So, that is the major characteristics of listening.

So, listening is one of the important characteristics led to the communication then questioning, ok. In order to get more information for the benefit of this relationship you need to question it, right. This is what I mean, this is what you wanted to say, this is what

you have right, right. So, it could be it is based basically it is related to the learning and the experience of both the coach and the coachees. So, you can ask open ended questions you can go for close ended question, ok.

So, suppose you asked whether you got it yes or no or what is the; what is your say statement or what is our feedback about this kind of activities. So, that is an open ended question right. So, listening and questioning is very important and then you have to understand that yes it is related to communication and whatever dialogue happens a interaction happens between the coach and coachee which is it is meant to improve performance and that is why we call it productive dialogue, right.

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Helping other succeed

- Translates commitment to structure, support and actions to achieve goal:
- **Framing/Reframing:** helping to extend the coachee world's view(mental models) looking the initial challenging problems or opportunities form multiple perspective
- **Contributing:** effective communication during coaching session, balancing the challenge and support to facilitate learning, growth and renewal

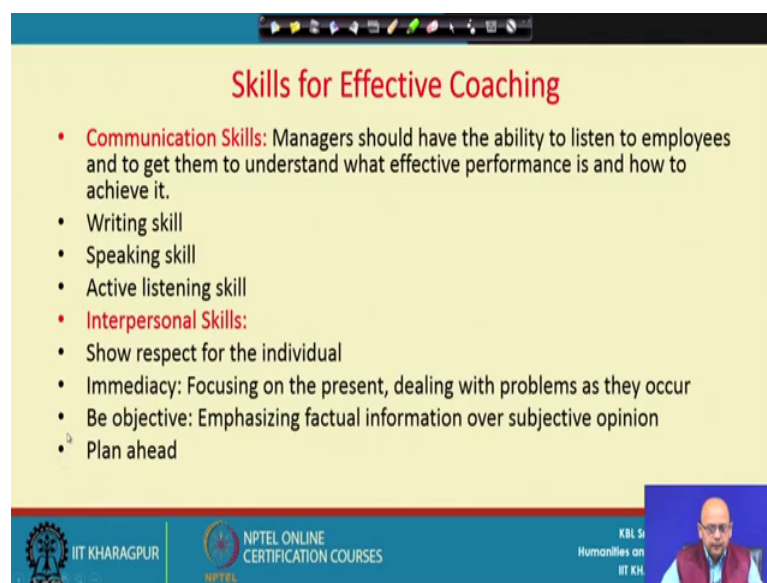
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Move third important characteristics, helping others succeed. What is the role of the coach? To facilitate the process of growth and development, to ensure that you improve your performance, right. So, make sure that he is able to translate commitment to structure support and actions. So, what kind of a structure is required by the team, how he is going to support in the process based on his knowledge, his experiences, his wisdom and what kind of activities he is planning to ensure that you are able to succeed it right and that is where framing and reframing and contributing comes, right. Framing means that what kind of mental frameworks you have done it about the problems or the opportunities that is artistic, right. For example, you have made a framework metal framework that opponent are much more stronger than you.

So, this kind of framework will create a problem which is going to not solve your problem right. So, if you think that this is your mental framework so it would create a challenge for you and you have to see that how are you work kind of opportunities you are it is going to provide you, right. So, you do not need to reframe this in the sense that you need to create a mental framework for yourself to see that how you can succeed given the opportunities that you have, right. So, framing and reframing is related to understanding the mental framework or developing the kind of image that you have about the context about the environment, about the competencies and how you can reframe them to your benefit right then contributing. How you are going to contribute through communications, balancing the challenge and support to facilitate both learning growth and renewal.

So, you need to make somewhere a balance when you are going to communicate especially during the coaching session, right. So, do you talk about the challenge, but you at the same time we also need to provide such support because otherwise the subordinates are the employees will not be able to take up the challenge. So, while you are ask them to address the challenge you make sure that they develop those competencies which will support them to facilitate, right so that in the; and in the process they would be able to learn and grow themselves, right.

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The slide is titled "Skills for Effective Coaching" in red text. It contains a bulleted list of skills. The first bullet point is "Communication Skills: Managers should have the ability to listen to employees and to get them to understand what effective performance is and how to achieve it." This is followed by four more bullet points: "Writing skill", "Speaking skill", "Active listening skill", and "Interpersonal Skills:". Under "Interpersonal Skills:", there are four sub-bullets: "Show respect for the individual", "Immediacy: Focusing on the present, dealing with problems as they occur", "Be objective: Emphasizing factual information over subjective opinion", and "Plan ahead". The slide footer includes the IIT Kharagpur logo, the NPTEL Online Certification Courses logo, and a small video inset of a man in a red vest speaking. Text next to the video inset reads "KBL Si Humanities an IIT KH".

Skills for Effective Coaching

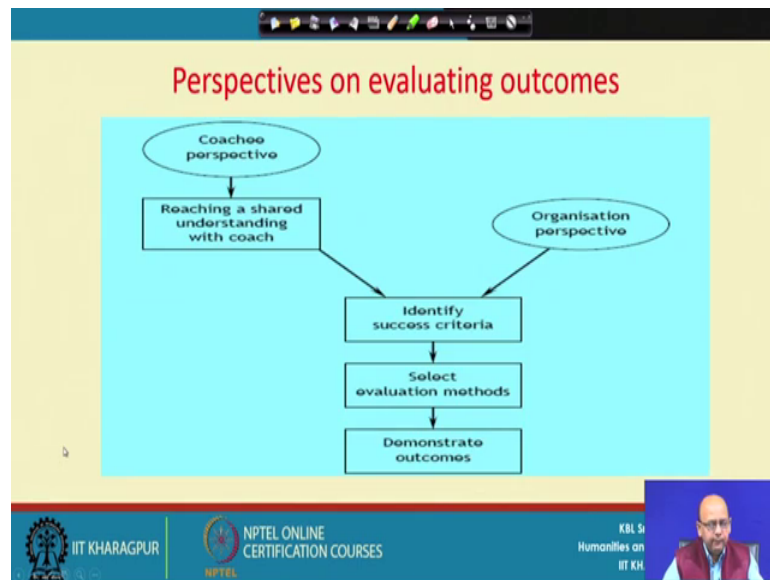
- **Communication Skills:** Managers should have the ability to listen to employees and to get them to understand what effective performance is and how to achieve it.
- Writing skill
- Speaking skill
- Active listening skill
- **Interpersonal Skills:**
 - Show respect for the individual
 - Immediacy: Focusing on the present, dealing with problems as they occur
 - Be objective: Emphasizing factual information over subjective opinion
 - Plan ahead

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So, these are the three important things. So, what we have discussed about communication skills and especially if you look at a skill part two things are very important; communication skills and interpersonal skills, right. Communications means when you try to interact and relate with it especially related to your listening like your writing skill your speaking skills and your active listening skills right. So, you are not discussing in detail, but it is very important because you have to have a good listening skill, right. You should be able to or articulate very well you are able to speak well. So, these are very important things and then when it comes to interpersonal skills it means it is related to interpersonal relationship building rapport, trust and confidence is a part of this.

So, if you have good interpersonal skills probably you will be able to build rapport, mutual respect it means respect for each other right and you will be able to focus on the present dealing with the problem as that are it means your image interpersonal skills would be should focus on what needs to be done now look at the problem and how we are going to resolve this problem. So, you have to tell them this is how it is to be done right and in your assessment you have to be very objective. So, when you are going to tell them or giving feedback if they are not able to do it properly, should tell them in a very objective way ok; this is where you are wrong this is what needs to be done, right, so that they are able to correct them and then based on this you are going to learn about the next set of activities that need to be taken up in order to improve the performance. So, as communication and interpersonal skills are very important.

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Now, if you look at the last thing that we are going to discuss today is related to evaluation, right. Now, when we are talking about evaluation this evaluation takes from two major perspectives; from the coachee perspective and from the organization perspective. See we are using the same model which we used in evaluating other interventions are learning development interventions like training, mentoring other things.

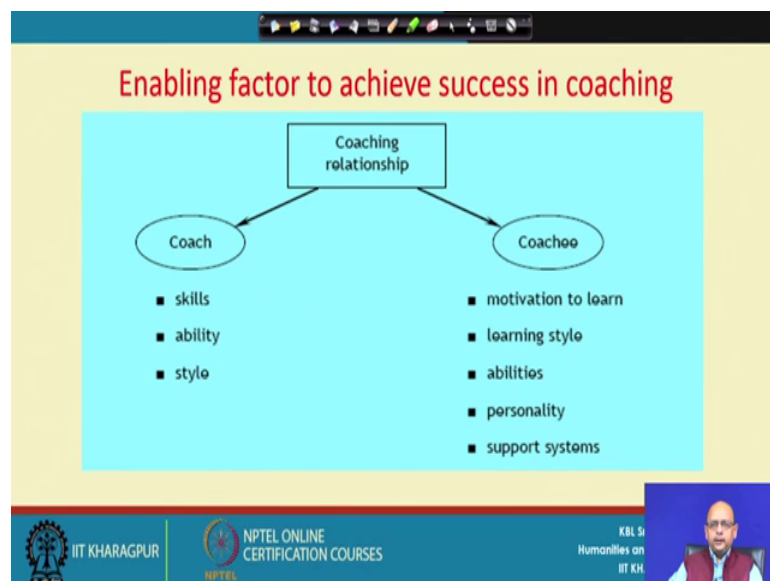
So, when we are going to evaluate the outcome of the coaching how we proceed further. So, um, but. So, far we have discussed that what is the coaching process, how the coaching is to be done, what kind of exclude would be required by the managers and the manager implement this coaching that the coaching is done now it is the time to evaluate the coaching outcome. So, when we are going to evaluate the coaching outcome what are the things that you need to look at it. Have you identified the criteria for the success or not, first thing. So, you have if we have pre specified and predetermined criteria against which this coaching performance would be evaluated, then you are going to make use of those pre specified criteria for the success of the coaching program.

Second thing, have you selected what kind of methodology you are going to use, ok. Which model you are going to use for evaluating their coaching program, right? Whether you are going to use a subjective measure based on the feedback of their coachees and their others other stakeholders or whether we are going to use a more objective measure

that how much you have invested on a coaching program and what is the outcome right, right. So, these are the two methods. So, in terms of cost benefits or in terms of objective way you can evaluate, right.

Third is whether the coaching outcome is visible or not right whether this coaching outcome has made a significant improvement a significant difference in the performance of the individual or not, right. So, using these perspectives we can go for evaluating whether you are using from the organization perspective or the coach perspective coachees perspective, ok. So, the coachee perspective is that they have been able to improve their performance right, on these accounts. They have achieved success in terms of convent cost benefit it is good and they have achieved those outcomes which significantly contributes to the performance their own performance and the organizational performance.

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Moving further, what are the factors enabling factors see first thing that we are going to evaluate is the relationship and the relationship between the coaching.

Coaching relationship that is using the coach and coachees depends upon the temperament, the characteristics, the knowledge and skill of both the stakeholders. So, as a coach it depends upon your skill your ability and what kind of style you use. We have already talked about different kind of coaching skills the kind of experience that they required and what kind of coaching this coaching style they are going to use whether



they are assertive or not assertive, right depending upon what kind of the knowledge and skill basis then we also look at the coaches. Are they really motivated, what kind of learning style they have, what is the knowledge and skill base, right, what kind of temperament and characteristics they have in terms of the personality and whether support system is provided or not.

So, if you look at this is a positive relationship between the two probably and it is more compatible then you have a better coaching relationship it means that on this account you are successful, right.

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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				

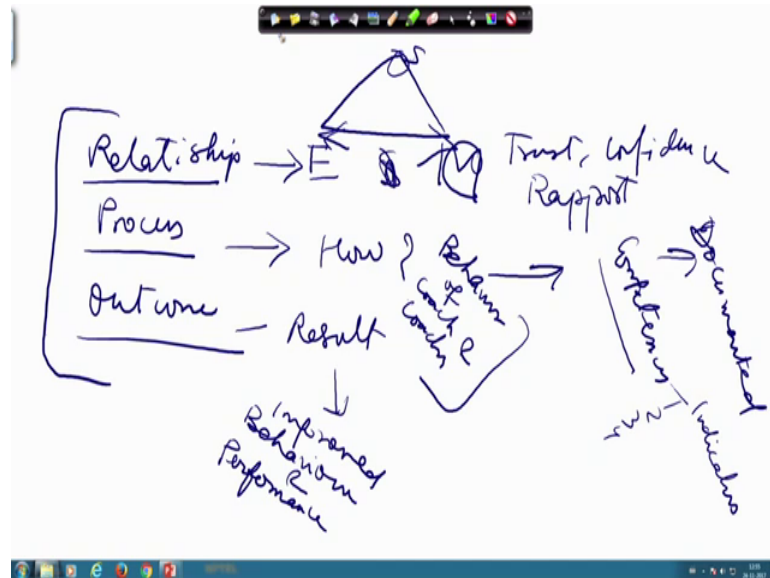
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So, this is the framework for evaluating the coaching right. Now, if you look at this framework you need to identify the stakeholders in the process, who is going to evaluate, right? So, it is the coaches, the line managers right or the sponsors and then the coaches. It could be the top management or the HR managers and then the coachees right and then you go for documentation. Because, documentation supports your evaluation and this evaluation takes place at three levels that the individual level and the group level and the program level sorry and the organization level.

Now, if you are going to use this framework it is more objective, right and you can identify whether the coaching has been successful or not, right. Now, this coaching is evaluated on the three accounts; on the relationship, on the process and on the outcome,

right. These are the three parameters against which you are going to evaluate coaching right.

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So, it is something like this; the parameters or relationship the process and the outcome the relationship the stakeholders are the employees, supervisors, managers. So, you have a triangular relationship, right. Here you have supervisor not here right. So, here sorry, here you have coachees so the employees and coachees is very important and this relationship is triangulated by the supervisor so the like managers. So, if they have been able to build trust, confidence right mutual trust confidence right have been able to establish good a rapport with each other ok. So, these are the parameters related to relationship which could be evaluated and this is evaluated at the group level at the individual and whereas, the coach level both are going to look at this.

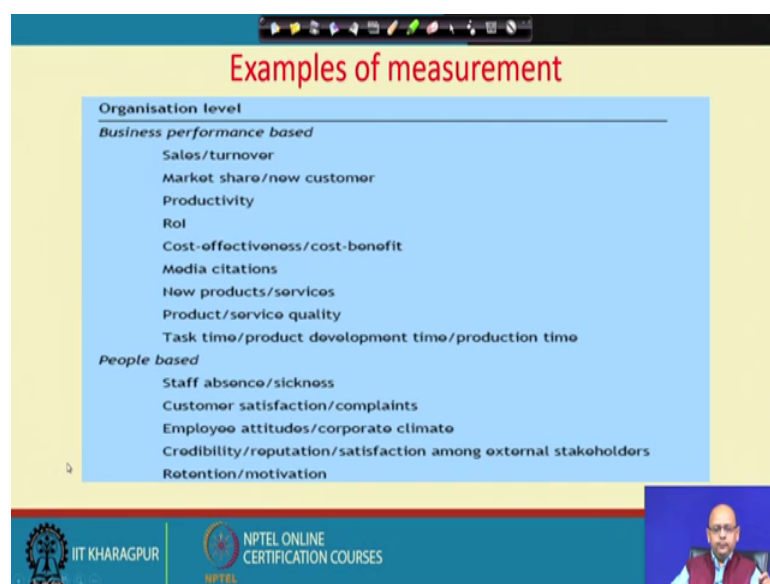
Second is the process, which basic talks about how the coaching process was carried out, ok. So, this is based on the behavior of the coach and the coachees. So, what kind of competencies they demonstrate and what are their indicators 1, 2, 3, whatever it is, ok. So, and then who have documented them through our observations to ensure that you are able to measure it right. So, the process is measured in terms of how the coaching was carried out right and this is measured through the behavior about the coach and the coachees based on the competencies; which is demonstrated through the indicators and it is documented.

So, that you know that whether the process was carried out effectively or not and finally, outcome, what is the result right. This could be in terms of improved performance, improved behavior our performance right ok. So, these are the three parameters against which it is to be evaluated. So, when we are talking about the criteria it could be the process, it could be relationship and it could be the outcome right and finally, the evaluation takes place at the individual level organization level and the programmer.

So, individuals have given feedback about the coachees they sponsorer. So, that they get all the support and resources and that is required and what was the behavior of the coachees and which is documented. Then at the organization level ok, but who are the coaches, how much it costs to them whether the support for them or not for both the coachees and the coaches right and whether it is documented or not and then the program was process level, how the program was carried out by the coachees, what was the role of the line managers or the top management and or what the what was the role of coaches, right and it is also well documented.

So, if you want to understand it you are going to evaluate a three level, there are four stakeholders on the evaluation process and there are three parameters that is relationship, process and outcome and that is how coaching is evaluated to see that whether the coaching was effective or not thank you very much.

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Examples of measurement

Organisation level

Business performance based

- Sales/turnover
- Market share/new customer
- Productivity
- ROI
- Cost-effectiveness/cost-benefit
- Media citations
- New products/services
- Product/service quality
- Task time/product development time/production time

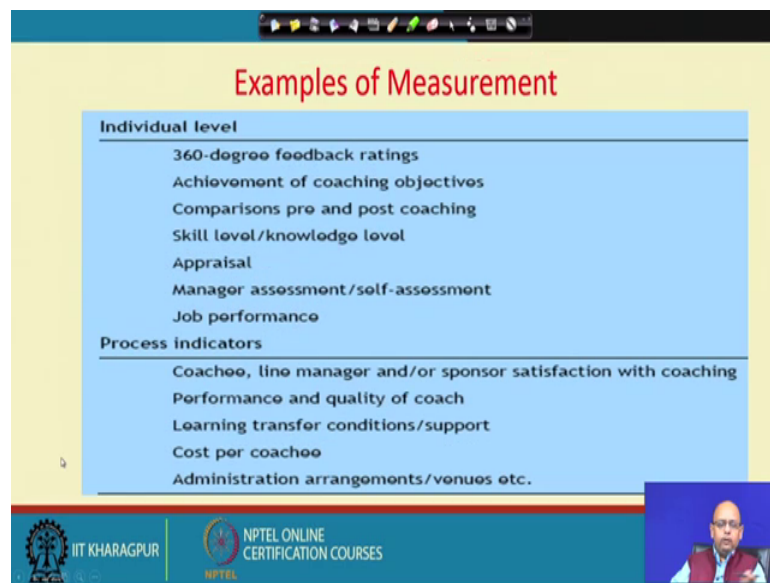
People based

- Staff absence/sickness
- Customer satisfaction/complaints
- Employee attitudes/corporate climate
- Credibility/reputation/satisfaction among external stakeholders
- Retention/motivation

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These are some of the examples that I have given here that you can see for measurement at the business performance level at the people level right, how are we going to measure as the organization level or via productivity whether it is cost benefit or not right, whether it has resulted in new products and services in terms of improved quality efficiency in time in terms of people right what happens the satisfactions, complaints attitude, behaviors.

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The slide is titled "Examples of Measurement" in red text. It is divided into two main sections: "Individual level" and "Process indicators".

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

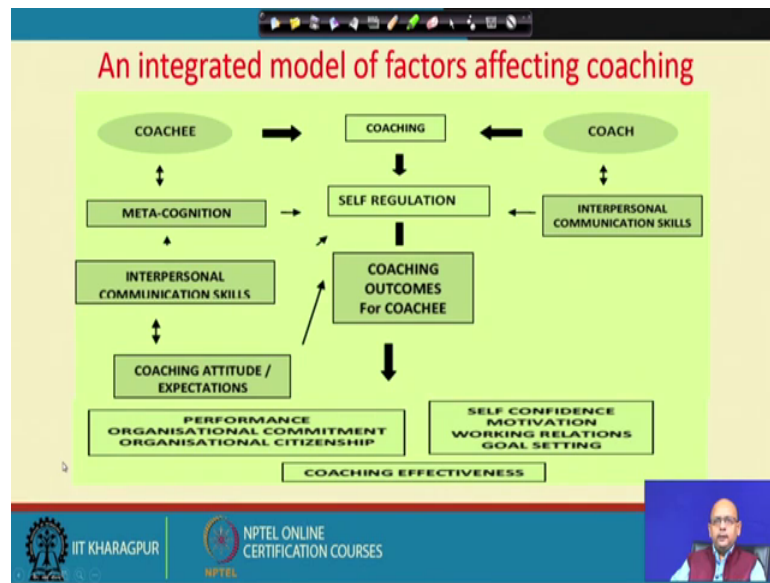
Process indicators

- 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.

The slide also features a small video inset of a man in a red vest in the bottom right corner. At the bottom, there are logos for IIT KHARAGPUR and NPTEL ONLINE CERTIFICATION COURSES.

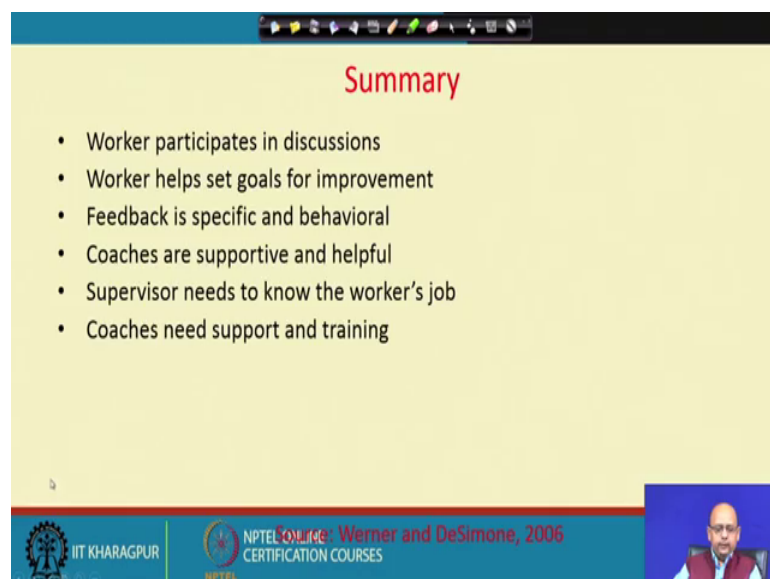
Similarly, you can also see at the individual level what was their feedback, whether they have achieved objectives or not and the process level right we also measure it what, right. How much learning has been transferred? What was the enabling condition? What was the cost you need to calculate it and what kind of administrative arrangements were made. So, these are the say parameters that could be used at different levels and the indicators that we can have in order to measure the performance.

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So, this is the integrated model; you have a coach, coachee, right. So, you look at the meta cognition means they are realization about the self and these kind of things. Then interpersonal communication is also important for them for each other and then if you look at the coaching process it has to be regulated and this all this actually this cognition, skills and expectations lead to the outcome and self regulatory behavior on the part of this process and see what actually happens and also coachees for the coaches the most important thing is the communication skills which leads to performance a relationship and effectiveness of the coaching process, right.

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So, this is the inter model and in order to summarize this; what we have discussed basically it is very important to see that workers participate in the process. They are able to set their goals for improvement; feedback is very important, right. Coachees are supportive and helpful, supervisors also know what the workers are doing and then coaches also need support and training so that they do their job effectively, and ultimately we are going to evaluate them to see that we are able to perform well.

Thank you very much.