

Performance And Reward Management
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Lecture - 22

Role of performance management in employee development, addressing performance management skills and team reward management (Contd.)

Welcome to the fifth week's module on the topic role of performance management in employee development, addressing performance management skills and team reward management.

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The concepts that will be covered today qualities of a good coach, establishing and managing relationship and how to develop a social dialogue. These topics are really very important when we are thinking in terms of performance management, as in performance management we are repeatedly telling about sharing a common vision getting to know about the like aspirations of the employees, connecting the goals of the organization with the goals of the individuals and giving them a proper feedback, helping them to improve where they are lacking, giving them a hand holding support, praising them where they are doing good.

So, that they gets encouraged to do further well and also maintaining an atmosphere of trust and openness. So, that employees are free enough to share their views on a

particular way of doing things, they can express their appeals also, they can tell that they may like take the courage to differ from the superior and give their own views on something.

So, these requires supervisor to maintain a leadership style which is that of coach and not like the boss who is just giving instructions to the juniors and then it is mandatory like they are supposed only to hear and carry out the orders. So, in today's concept that will be discussed we will discuss extensively about the qualities of a good coach and how to establish proper relationship between the coach and the coachee and the how to develop a social dialogue.

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Qualities of a Good Coach

What do you need in order to become a good coach or mentor: a life; a position; a qualification; a way of going on; techniques?

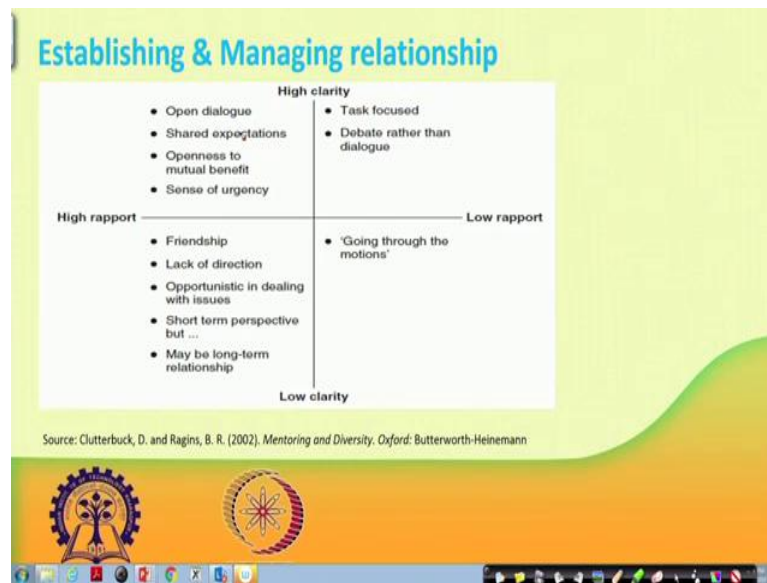
'All of these'
The primary building block is
Establishing & managing relationship

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So, let us begin today. And the qualities of a good coach or mentor sometimes we get confused about to understand what are the qualities of a good coach or mentor. So, and is it like a life that we lead with examples so that others come to follow and is it the expert knowledge the qualification or the position in the organization. The way we have like look at a particular problem or it is the particular techniques that we talk of in dealing with the other employees.

So, actually the coaching style or in order to be a good coach, it requires all of these things and the primary building block of like how to establish the bond between the coach and the coachee is to establish and managing relationship.

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In establishing and managing relationship, we find like it is a there are actually 2 dimensions on it and we can see like if you can draw the matrix over here; it talks of like at one end there is at one end, there is high clarity in the relationship and second is and the on the other end is the low clarity. And on the left hand side, it is high rapport and there is a low rapport.

So, when there is a high clarity between what we want and what is the goal of the organization, what are the competencies of the people, what they can do and what they cannot do and also what is like required at present and what are the critical points to be dealt with first. So, if when all these things are known very clearly and also the coach knows like I am an expert for what thing and I can guide for what thing and for what purposes exactly I am not the person that can help the employees to for proper functioning. Then all these come under high clarity.

And when we have the high rapport means when there is good relationships, good talking terms, good communication, feeling of trust between the coach and the coachee then this, but is called the like this end of the matrix is called the high clarity and the high rapport zone. And in that what we find there is an open dialogue, there is a shared expectations between the coach and the coachee and openness to mutual benefit.

Because we because there is a mutual understanding, mutual rapport then both the coach knows and the coachee knows what are those things that needs to be done, which will be

mutually beneficial to both of them and to the organization at large and there is a sense of urgency. So, because they know what are the critical events, what are the non critical events and what are the additional events because this prioritization have been done so, they understand what is the sense of urgency.

So, they know like what is the sense of urgency and which all the which are the things that needs to be addressed first and those things are taken up first, because they are critical for the organization's perspective and critical from the individuals perspective also. So, this is the zone which is highly expected and we expect like the relationship is most suitable when it goes to this end.

In a zone which is like maybe there is a high clarity of the a task what is required from the employee and what the employee has to get from the coach also but when there is low rapport, rapport means a sense of trust, mutual dialogue, a belief in each other and faith on the others, then this type of relationship is based on more task focused. And it is a when both the of them coachee and the coach comes together; it is more about a debate about what is needed rather than a mutual dialogue of what can be achieved together.

When there is low clarity, but high rapport what we find like yes, because there is a high rapport then the friendship between the coach and the coachee is very nice; it is the highest level. But because there is low clarity in terms of what should be the focus, which are the critical events, what are the things that we need to do first then and what are the things that needs to be done importantly for the organization.

Then there is lack of direction and they are opportunistic in dealing with the issues and it may be very short term perspective because it is not connected with the vision of the organization or maybe the long term growth plan of the individual, nothing no direction is clearly given.

So, it is it must be a short term perspective with respect to the growth of the organization and of the individual, but it may give rise to a long term relationship between the coach and the coachee. So, and when there is a low clarity and low rapport between the coach and the coachee, it is like going through the motions like take things as it comes and because I do not know like what needs to be done and because there is no rapport between the coach and the coachee. There is no proper communication discussion also sharing of views also so, it is like the going through the motion.

So, our aim is to develop a type of relationship when which has like and in which there is high clarity about the task at hand and objectives that we have to achieve and how you we going to do it. What are the competencies required for reaching that level, understanding the competency gap and understanding the issues which are very critical for performance and with a high rapport between the coach and the coachee. Our aim is to develop a relationship, which has got open dialogue, shared expectations, a sense of mutual benefit and respect to like for the in between the employer and the employee and the sense of urgency.

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Getting to know you - Conversation ladder

- Their name and its significance to them
- Family of origin
- Home and current family
- Education
- Work
- Successes
- Difficulties
- Interests
- Dreams/aspirations

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So, for this what is required is to know like how to move through the gradually improved through the conversation ladder. So, first point of starting the conversation ladder is you know like knowing the people by their name and it is significance to them. So, it is very important to understand the people by name and what do they mean and maybe what is the meaning of their name and how do they want to leave up to it.

So, their name and it is significance to them, who maybe sometimes you ask questions if you see a different kind of name. Then what is it is significance and who gave you this name and like do you like are you like a person who signifies this name or you are like you try to leave up to it what are your views.

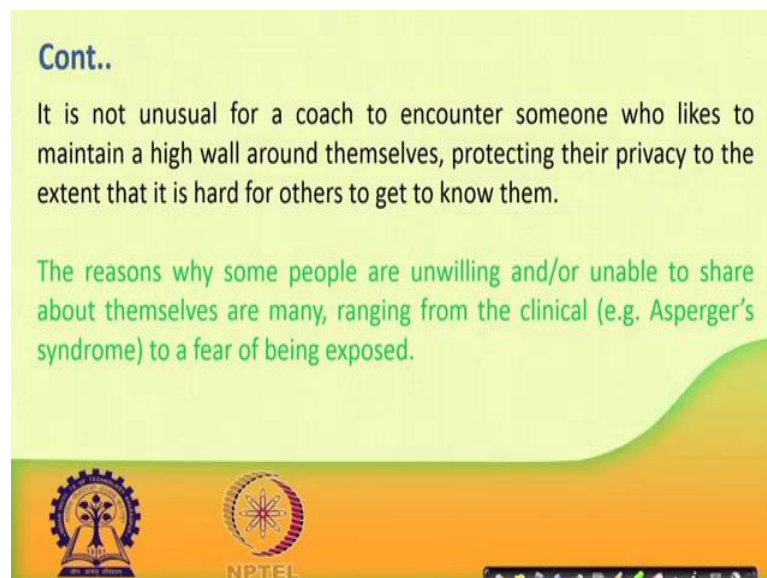
So, something around knowing the person's name and it is significance to them, the family of origin like where do they belong to then, who are there in the family. So, these

kind of dialogue starts like helps to build a bond between the coach and the coachee. Then whom encourage family, education, work, then slowly towards the successes the person have faced in life and what were their like, when do they face the success, who where they felt like, who facilitated their success, who they should be like, who they should be grateful they feel like they should be grateful to for their success, who helped them to build up the nature of person like that they are.

Then what are the difficulties maybe that they have faced in their life, their interest areas, do they have any extracurricular activities, what do they want to want it to do, like to do as a child and what are the hobbies maybe presently they are nurturing and what do they want to becoming life, what are the dreams and aspirations, something which they could do, something which they could not do, but you have given a time they would like to do.

So, these kind of questions helps one to know the other person and start the conversation ladder it is as we move on the conversation ladder, because it helps to establish the rapport between the 2 persons before we start on discussing the actual matter of when you talk of performances and like what can be done to improve the performance of a particular person.

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It is not unusual for a coach to encounter someone who likes to maintain a high wall around themselves, protecting their privacy to the extent that it is hard for others to get to know them.

The reasons why some people are unwilling and/or unable to share about themselves are many, ranging from the clinical (e.g. Asperger's syndrome) to a fear of being exposed.

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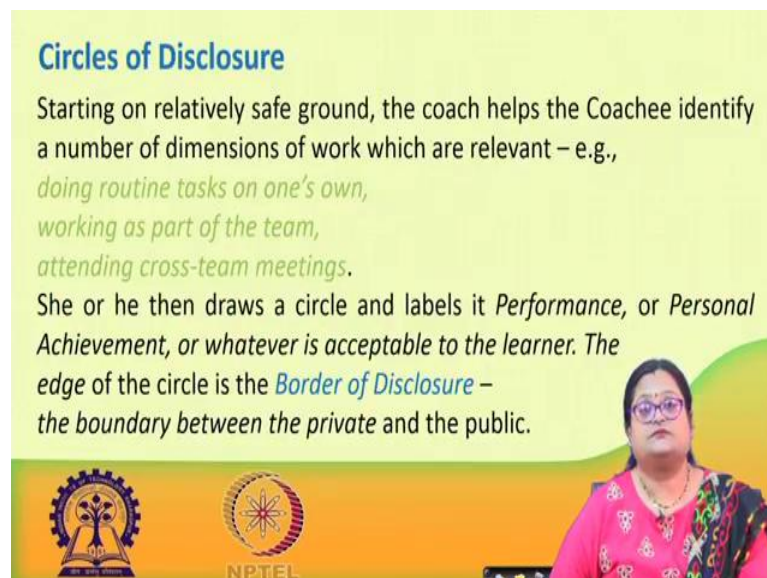
However, like it is not unusual for a coach to encounter someone who would like to maintain a level of privacy and would create a wall around them so, that it is generally be difficult for others to like knowing to it. So, we meet this kind of sometimes people who

really want to like create and we need and this sometimes what happened; we meet these kind of people who sometimes create a wall around them and it is very difficult to get into the actual nature of the person, because they want to create like they are very like protecting their privacy.

So, we have to understand like why they are unwilling or unable to share about themselves. So, there could be various reasons for it like some of the clinical reasons as we know as an Asperger's syndrome which is the part of the like syndrome in which reflected in autism like where people are not able to connect with others, they are not very comfortable in social situations they withdraw from others and even they are not able to maintain eye contacts with the others, they want to withdraw, they are not able to express themselves properly.

So, these are some situations which are clinical in nature, a fear of being exposed, because in sometimes what happens we are not really sure about your competencies we are not very sure about how others are going to evaluate us like judge us based on what nature of person we are, whether we will be able to meet the expectations of these people or not as a result there is a fear of being exposed.

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Circles of Disclosure

Starting on relatively safe ground, the coach helps the Coachee identify a number of dimensions of work which are relevant – e.g.,
doing routine tasks on one's own,
working as part of the team,
attending cross-team meetings.

She or he then draws a circle and labels it *Performance, or Personal Achievement, or whatever is acceptable to the learner.* The edge of the circle is the **Border of Disclosure** – *the boundary between the private and the public.*

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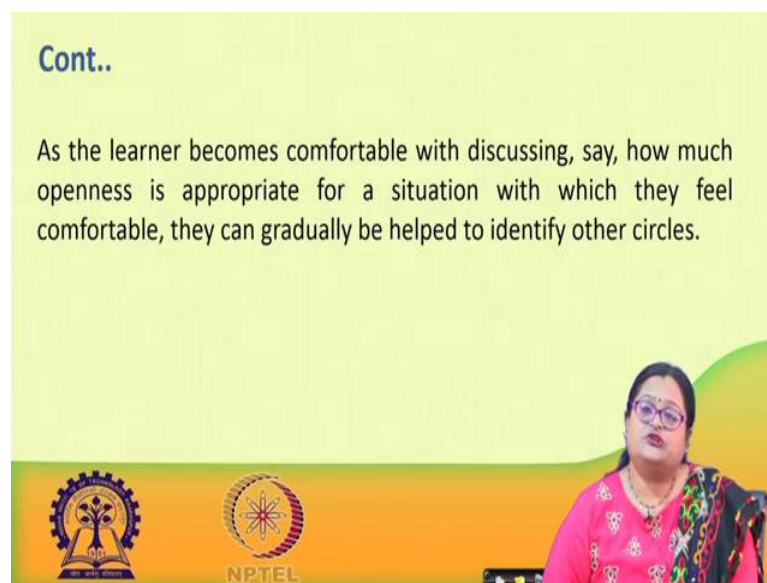
So, if we meet these kinds of people then what happens, we will try to work on slowly on the circles of disclosure. So, what starting on a, if you find like sharing about oneself the person is feeling uncomfortable about or maybe it is not ready to do it then what we can

do. We can start slowly with the circles of disclosure and with which may be safely done with the number of dimensions of work like for example, doing routine tasks on own, then working as a part of the team and attending a cross team meetings.

So, what happens and then the be draw a circle and level it is like the performance or your personal achievement or whatever is acceptable to the learner and the edge of the circle is the border of disclosure is which is the boundary between the private and the public.

So, you can choose any topic on like doing routine tasks on own, working as a part of the team and attending cross team meetings and we can draw a circle and label it as performance a personal achievement or any other time, because we have to like start training the person, how to feel safe while disclosing about facts to others, disclosing about some parts of the self to others, starting to believe and develop a sense of trust in others. So, the border of the circle is called the border of the disclosure.

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As the learner becomes comfortable with discussing, say, how much openness is appropriate for a situation with which they feel comfortable, they can gradually be helped to identify other circles.

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So, as the learner while in the process of sharing becomes more comfortable with discussing, how much openness is appropriate for a situation with which they feel comfortable, then they can be helped to identify other circles and we need to like get to know from people like why they feel like this is the level which they feel the disclosure can be made to whom, what are their like judgment about other person, what is their perceptions about other persons and believes about others.

And why do they have any concrete examples of stating like why the other person to whom the disclosure is made is not trustworthy, to speak with examples about situations where they shared something and they felt like their confidentiality was not maintained or like it was used against them. So, we can go on asking various questions and help the person to state with examples the different situations faced and try to relate to it to reason for oneself whether they actually the disclosure the spam at which like the openness window can be a made more like the size become bigger or not.

Sometimes we have apprehension, sometimes we have feelings about it which are based on our understanding, but it is (Refer Time :19:46) and, but or maybe our imaginations also, but we cannot like give concrete examples because it is all based in our mind we do not have like situations to prove for it. So, asking people to state examples of situations events in which they felt like they shared something and maybe there was a breach of trust people.

They shared something confidential to other and then that was not maintained or any other situation where they feel like openness had like acted in a negative way to that person. So, if we ask the person to state examples for this and also on the contrary to state examples of situations in which the person has shared something to someone as a result maybe he or she shot a help from that person and because of that sharing some really important help came through and he was able to deal with a difficult task or to take a decision properly those events needs to be shared also with examples.

And we have to like find out which who yielded in more like whether that sharing was done and the resultant effect was positive is have not happened more number of times with the person or something was shared, openness was their practice, but as a result negative results followed was has happened for a more number of person and then accordingly we have to see the situations and then counsel the person. So, that the openness increases and the sense of trustworthiness and trusting bond develops between rapport develops between 2 employees and or between the coach and the coachee.

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How to develop Social Dialogue

Dialogue in mentoring, and coaching can be regarded as having **seven layers** of increasing **depth** and **impact**.

- Demonstrate interest in the other person, in learning about them.
- Actively seek points of common interest.
- Accept the other person for who they are – virtues and faults, strengths and weaknesses.
- Be open in talking about your own interests & concerns.

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So, this is actually a training which we call like to develop a social dialogue, how to start speaking with other, how to know, how to like get to know about the other person in a social situation.

So, this is this is a dialogue in like mentoring and coaching and can be stated like it has got 7 layers of increasing depth and impact. So, it starts from like demonstrating interest in the other person in learning about them, but we have to see like whether the have to be very careful to understand that it should not be done in such a haste or it should not be done with such a pressure like the other person we perceive it to be an encroachment in their privacy. So, how to slowly get to know into the other person and know facts about the person gradually by is giving proper time for it and then you know like slowly asking questions so that the person is in a comfort zone.

Next is actively seek points of common interest to find out where lies some point of common interest, so that the we can go on speaking on those things and establish a bond about each other. Accepting the most important point of this process is a establishing a social dialogue is accepting the other person for who they are virtues and fault, strengths and weaknesses.

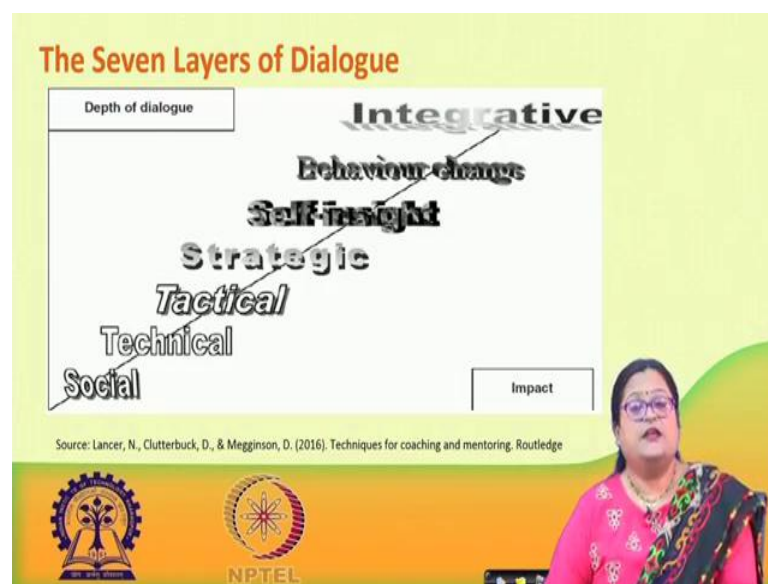
We have to understand nobody on earth is perfect and even the coach also is not perfect. So, we should not be judgmental about the other person, because if you start being judgmental about the other person this person is good, that person is bad, it is the it is

sometimes that fear of getting judged fear of being negatively judged is what prevents people from speaking in social situations opening up in social situations. Because they may because they may feel that their self esteem will or the will get hurt the social esteem will get hurt because people may start judging them for maybe the faults that they have the weaknesses that they have.

So, it is very important for a coach and for a mentor to like train are the people also to how to accept other persons for who they are, we have to understand everybody has gray areas in life, everybody has like maybe some dark parts of the personality. So, they are people who are combinations of virtues and faulte strengths and weaknesses and that gives the diversity in human being and they that what makes human being interesting also. So, we have to accept people as they are.

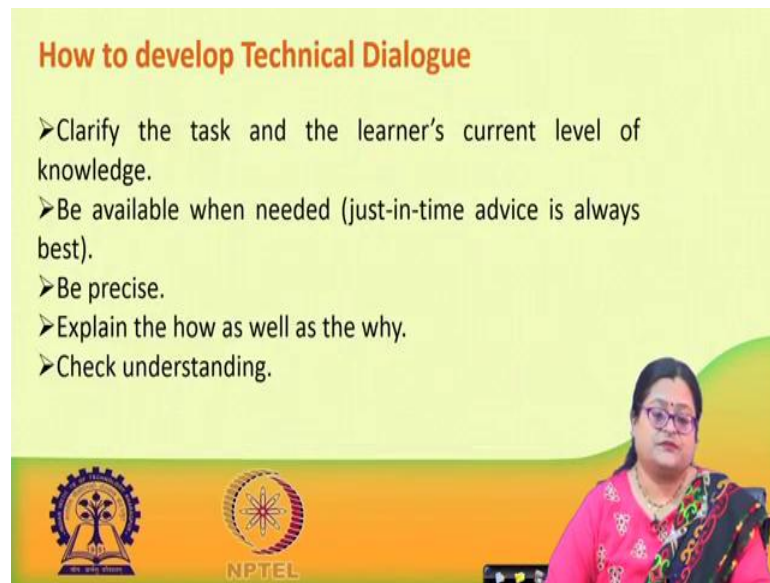
Be open in talking about own interests and concerns so, we have to talk about like there we have to be open in talking about the interests of what interests as, what are the points of concerns also where we feel like we need to like develop so that we can meet our interests. So, these kind of dialogue needs to be encouraged.

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If we see like there are seven layers of dialogue, starting from if you see like the social, technical, tactical, strategic, self insight, behavioral change and integrative.

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How to develop Technical Dialogue

- Clarify the task and the learner's current level of knowledge.
- Be available when needed (just-in-time advice is always best).
- Be precise.
- Explain the how as well as the why.
- Check understanding.

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Now, how to develop a technical dialogue is like the clarify the tasks and the learners current level of knowledge, be available when needed just in time advice is always the best, brief precise, explained as how well and why and check for the understanding. So, we have to see in order to start a technical dialogue, what is the task at hand, what does the learner know at the present level, we have to help them with our advice when it is required, we have to help them with the advice when it is required. We have to be precise in explaining and then how we have to understand how things need to be done and also why and we have to check also take the feedback whether they have understood properly.

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How to develop Tactical Dialogue

Tactical dialogue helps the learner to work out practical ways of dealing with issues in their work or personal life (for example, **managing time** or **dealing with a difficult colleague**).

- Clarify the situation (what do and don't we know?).
- Clarify the desired and undesirable outcomes.
- Identify barriers and drivers

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The tactical dialogue helps to like the learner to work out practical ways of dealing with issues in their worker personal life like managing time or dealing with a difficult colleague. So, it for that we have to understand what is the situation, what we should do and we should not do and what we know and what we do not know and come out with the desired and undesirable outcomes and we have to identify what are the barriers and what are the drivers and how to overcome the barriers and work on the drivers.

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How to develop Strategic Dialogue

Strategic dialogue takes the broader perspective, helping the cohee to put problems, opportunities and ambitions into **context** (e.g. Putting together a **career development plan**) and to envision what they want to achieve through the relationship and through their own endeavours.

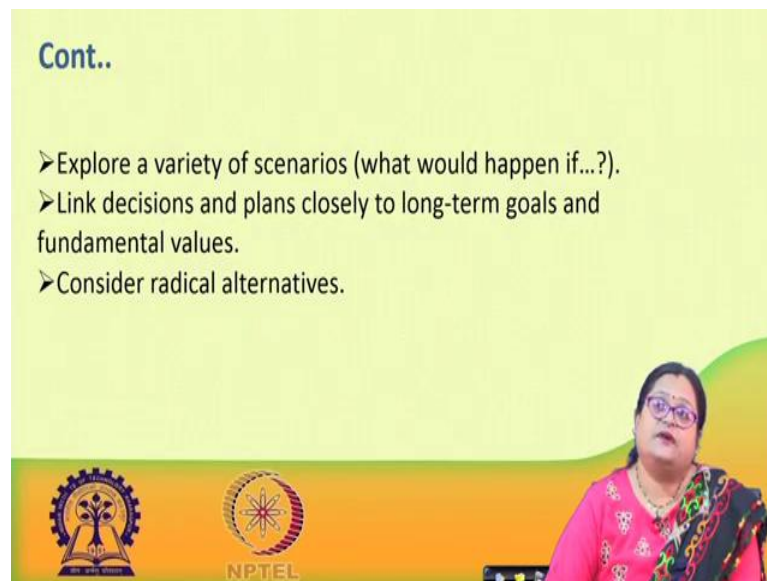
- Clarify the broader context (e.g. who are the other players in this issue?).
- Assess strengths, weaknesses, opportunities and threats.

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To develop a strategic dialogue we have to take a broader perspective. So, in broader perspective we understand the, to help the coachee to put the problems and opportunities and ambitions into the context. So, like for the carrier development plan and try to help them to chalk out like what do they want to achieve through their own relationships and through the relationships and through their own endeavors.

So, in a strategic dialogue it is very important to understand what is the place of the employee in the whole performance management system, what are the expected performances from the employee to reach the strategic goal of the organization, what is the carrier development plan what has been chalked out and to in order to reach that. So, you can how the career development is connected in the context and what are the strengths weaknesses of the employees and what are the opportunities and the threats that they may have in that context. So, when you talk of developing a strategic dialogue so, then gradually we are trying to align the person's goals with the organizations goals.

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- Explore a variety of scenarios (what would happen if...?).
- Link decisions and plans closely to long-term goals and fundamental values.
- Consider radical alternatives.


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And in that case what you are trying to do is like explore a variety of situations and find out how the employees carriers will have or the goal would get connected in different kinds of scenarios, because when we are talking of dealing with the opportunities and threats, specifically when you are talking about dealing with the threats, the risk mitigation techniques could be different and like based on like the ways people want to face that with some people maybe risk aversive and those type of organizations may

chalk out a different plan for itself as compared to a risk taking organization, but the person within that organization also needs to be of similar nature.

So, now, what would happen like if the organization is taking a risky move, then how do you see yourself what are the things that you are going to do, what are your long term career aspirations and how you are going to map yourself in the organizations. So, this is where you have to consider different scenarios and to find out different alternatives and the like how you get connected to it.

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Dialogue for Self-insight

Dialogue for self-insight enables the learner to understand their own drives, ambitions, fears & thinking patterns. The helper merely opens doors – it is the learner's journey of discovery.

- Give time & space for the coachee to think through and come to terms with each item of self-knowledge.
- Challenge constructively.
- Helping the coachee interpret and internalise feedback from other people (e.g. 360 appraisal).

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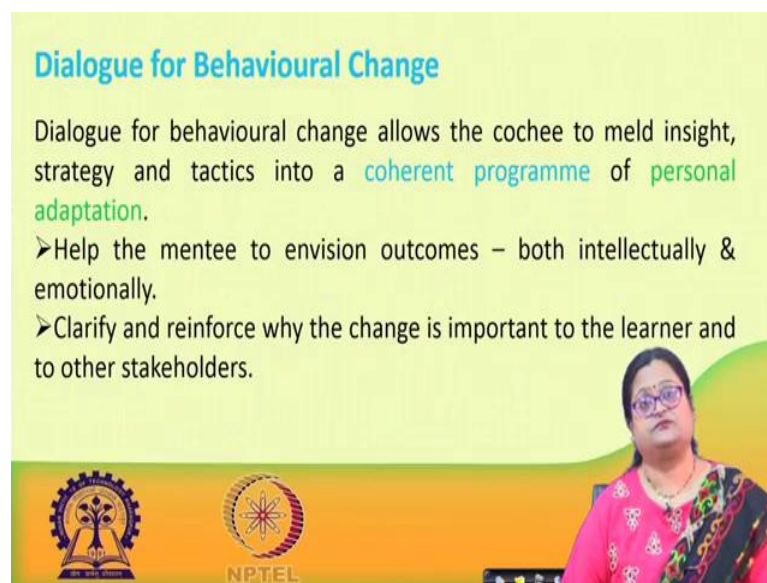
So, after that when we talk of is the dialogue for self insight is which enables the learner after the strategic dialogue is established to understand their own drives, ambitious, fears and thinking patterns, because the self insight of the employee also has to match with the strategic moves taken by the organization.

So, the coach, it facilitates the employee to think in this journey. So, it is the learner's journey of discovery. So, like it is a journey for self insight like getting an insight about oneself about what I want to do, what are my preferences and what are my fears and how do I think in these situations, what I am supposed to do, what would I love to do. So, these kind of dialogue which of the person with oneself and the coach can just help to facilitate it.

So, what happens in this case the coachee should be given enough time and space to think through and come to terms with the each of the item of self knowledge. To challenge constructively so, like if I may have some fear then what can I do to overcome that fear, if I have certain weaknesses what constructive mechanism I can take to overcome those weaknesses, what will be my learning milestones and what do you want to achieve these needs to be like decided by the employee after the generator self insight through their self introspection.

It also helps the coachee to interpret and internalize the feedback from other people like in 360 degree feedback it may be the case and it is a reality like maybe all may not be telling like you are very good very good in all aspects and then in that case the feedback does not like fulfill it is purpose. So, the employee needs to be trained to take the feedback properly and train oneself to find out like in how to accept a proper feedback work on it and then like improve on the points mentioned which needs to be improved as told in the 360 degree appraisal.

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Dialogue for Behavioural Change

Dialogue for behavioural change allows the coachee to meld insight, strategy and tactics into a **coherent programme** of **personal adaptation**.

- Help the mentee to envision outcomes – both intellectually & emotionally.
- Clarify and reinforce why the change is important to the learner and to other stakeholders.

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So, dialogue for behavioral change into the which after that self insight is developed and we know like these are the areas where we need to develop as we are discussing we have to chalk out a plan a program of personal adaptation. So, and then what happens like it if the mentee needs to envision the outcomes like if I am improving then if I have to improve then what are the changes required in me, how do I adapt to that situations, what

are the like what will be the changes in my relationship with the other people, what, how the priorities in my roles are going to change, what events will become now critical, which events are going to take the backseat now.

So, an overall like recapitulation of everything, rearranging and having a re look after of everything is required when we are talking of the behavioral change. So, and what are the positive aspects after the behavioral change happens to go undergo through a behavioral change it requires a lot of effort, it requires lot of perseverance and there will be hurdles you cannot change a person overnight.

So, there will be frustrations also the person sometimes we tell like I am not able to take it anymore, I am not going to pursue it any further. So, these type of situations will be there, but again like there could be like emotional breakdowns also like because the outcomes may not be like immediate return some outcomes may be when you move on practice the outcomes come at a later point of stage, all outcomes do not come immediately.

So, that may be frustrating for the employee because they will feel like they are only trying for a something the result is not happening. So, what are the outcomes like in terms of intellectual development, in terms of maybe the changes in thinking pattern, in terms of the prior differences in priorities that the person needs to make and how the emotionally the person has to deal with the situations. These needs to be worked out first and also clarify and reinforce like why the change is important both for the learner and to the other stakeholders who are connected to him not only in the work him or her not only in the work situation but also in the personal life also.

Because when you are working on a behavioral change for a particular person it works and how the person behaves with respect to certain situations and it improves the person a lot. So and so, why it is important for the learner for his or her self development and to improve the relationship with other stakeholders these needs to be clarified and reinforced also to the employee.

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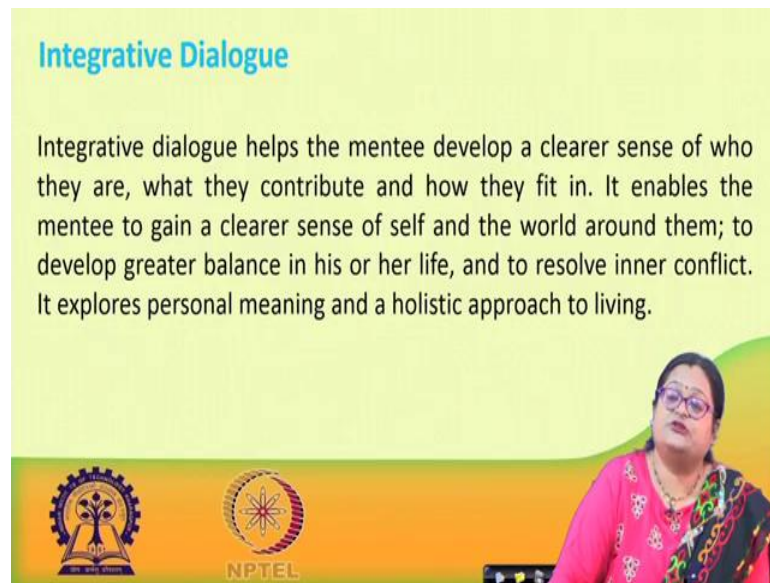
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- Establish how the learner will know they are making progress.
- Assess commitment to change.

To come to understand like how do the matrices is very important like how the learner will get a signal like they are making progress or not, what are the checklist check points they need to have in mind. And so, like if they are getting certain signals from there, they can know like they are making progress and also how to assess the commitment to change.

The commitment to change is very important because as I was telling like to change is, it is a tedious process it is a time consuming process and it requires lot of effort on the part of the employee, it requires lot of perseverance on the part of the employee to continue the journey in the path of change for that commitment is at most required. So, what are the commit what is the commitment of the person to change we need to assess that also.

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Integrative Dialogue

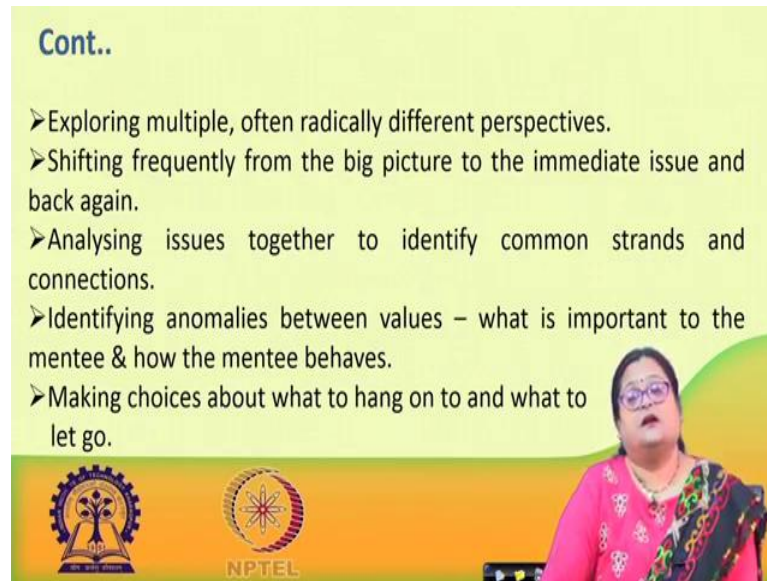
Integrative dialogue helps the mentee develop a clearer sense of who they are, what they contribute and how they fit in. It enables the mentee to gain a clearer sense of self and the world around them; to develop greater balance in his or her life, and to resolve inner conflict. It explores personal meaning and a holistic approach to living.

The slide features a light green background with a yellow-to-green gradient at the bottom. On the right side, there is a video inset of a woman with glasses and a pink top. At the bottom left, there are two logos: the Indian Institute of Technology (IIT) logo and the NPTEL logo.

We need talk about integrative dialogue, it is the integration of the employee into the employee's goals aspirations in, with the goals and aspirations of the organization and with the world at large. So, when we talk of the integrative dialogue it helps the mentee to develop a clear sense of like who they are and what they can contribute and how do they fit in into the bigger picture.

So, it gives a sense of purpose of self and how they can contribute to the world around them. So, to develop a greater balance in his or her life it helps to resolve many inner conflicts. So, and it gives a personal meaning of existence like who am I what do I exist for, what is the greater purpose of my life and it really gives you a philosophy of life, worldview of oneself and it helps to a very holistic approach to living.

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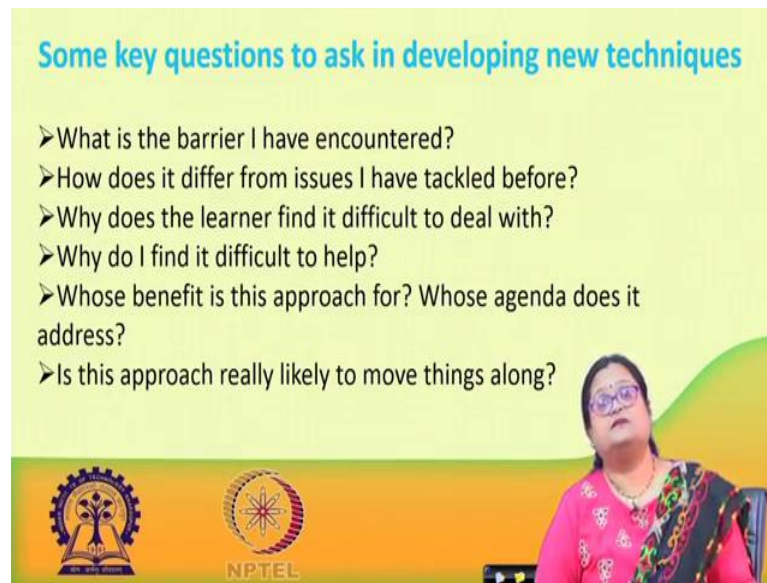
- Exploring multiple, often radically different perspectives.
- Shifting frequently from the big picture to the immediate issue and back again.
- Analysing issues together to identify common strands and connections.
- Identifying anomalies between values – what is important to the mentee & how the mentee behaves.
- Making choices about what to hang on to and what to let go.

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So, this can be done by exploring multiple often radically different perspectives. So, shifting between from the big picture to the immediate issue and back again so, it is a questioning, re-questioning of one side trying to get answers for it. So, I did not trying to identify the issues together and finding out a common thread of understanding. So, if you find like apparently sound values maybe seem to be an anomaly then and but still can we find again a commonness between these things and like what the mentee believes in and how they behaves.

So, to make a choice between what is more critical, what is more important and what are the things that we should tell like let go kind of, these are again dialogues with oneself about connectivity yourself with a greater purpose, with a greater environment, with a not only with the organization, but with other stakeholders maybe with other everybody around and it is a feeling of sense of connectivity which is develops a philosophy of life and a value of life, how I find my place commonness with the entire entity and how I feel I can be an important make an important contribution to it.

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Some key questions to ask in developing new techniques

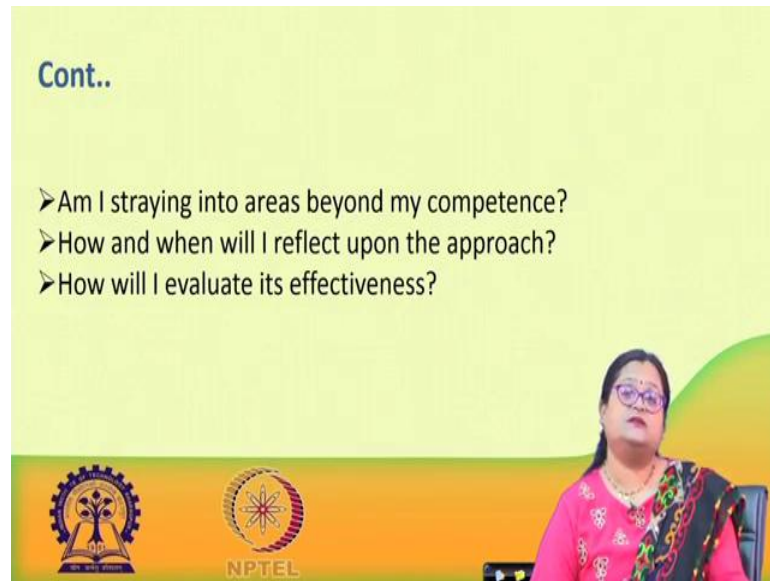
- What is the barrier I have encountered?
- How does it differ from issues I have tackled before?
- Why does the learner find it difficult to deal with?
- Why do I find it difficult to help?
- Whose benefit is this approach for? Whose agenda does it address?
- Is this approach really likely to move things along?

So, some of the key questions that may need to be answered over here like as a coach we need to understand like what is the barrier that I have encountered. So, what are the, how is it different from other issues that have tackled before. So, we have to understand as a coach we have to take every individual as an unique individual, we cannot we may have some common points of dealing like as we dealt in previous cases, but we have to understand every individual has their uniqueness and maybe you have to give time. We have to understand we have to like deal with every person separately as they are and try to understand their point of view from their perspective and then try to start the dialogue.

So, like every learner may find it difficult to learn because of various other reasons. So, why does the learner find it difficult to deal with? So, why do I do I find like it is difficult for me to help? Every coach should go through our self analysis also in trying to find out whether any error, (Refer Time: 42:31) rater error is working within themselves also in terms of halo effect, horn effect, stereotyped, primacy effect, recency effect, all the effects that we have discussed earlier, sense of like same as me kind of different from me kind of effects.

So, all these I need to check myself also like whether I am unknowingly practicing these kind of errors or not and become conscious about it. So, next is whose benefit is this approach for? Whose agenda does it address? So, the approach that we have taken is it really making things to move along or we need to think it differently.

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- Am I straying into areas beyond my competence?
- How and when will I reflect upon the approach?
- How will I evaluate its effectiveness?

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These are the some of the questions that we need to answer most important questions are like am I like moving into areas beyond my competence sometimes it is very difficult for the coach to accept the fact, like maybe I am not an expert for this I need to refer this case to the other person. So, as a coach as a counselor it is very important to understand our limitations also. So, am I straying so, am I straying to areas beyond my competence is a very very crucial question that the coach should answer for oneself.

Then how will I reflect upon the approach? Then how will I evaluate it is effectiveness have I got the matrices proper or not? How do I know like the person is improving or not, do how what have done what actions should be done? So, that I know that there is a gradual progress these needs to be chalked out first.

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References :

Clutterbuck, D. and Ragins, B. R. (2002). *Mentoring and Diversity*. Oxford: Butterworth-Heinemann.

Lancer, N., Clutterbuck, D., & Megginson, D. (2016). *Techniques for coaching and mentoring*. Routledge.

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So, these are the references based on which this discussion is developed, if you get a chance please go through these references any questions we are open to discuss it again in the forum.

Thank you.